Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday May 9, 2024 at 6:30 PM PDT

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles CA 90012

Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)

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.

- 1 Street, Mina, Kafr Nassar, Al Haram, Giza Governorate 12556, Egypt **(Dr. Umit Yapanel)**
- Magnolia Science Academy-San Diego: 6525 Estrella Ave., San Diego, CA 92120 **(Dr. Salih Dikbas)**

Dialing information for this meeting is included below:
Dial in: 1-669-444-9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250
Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

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 presenting 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
Mrs. Esra Eldem Tunc

Student Board Member:
Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 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
E.	Public Comments			6 m
F.	Announcements			10 m
G.	Approval of Minutes from MPS Regular Board Meeting - April 11, 2024	Approve Minutes		1 m
II.	**Consent Items**			**6:51 PM**
A.	Approval of Health & Safety Policy	Vote	Fiorella Del Carpio	3 m
B.	Approval of 2024-25 CTC Form CL-500 Declaration of Need (Emergency Permits)	Vote	Fiorella Del Carpio	3 m
III.	**Information/Discussion Items**			**6:57 PM**
A.	Review Progress of 2022-23 CEO Metrics: Strategic Plan Updates	Discuss	Alfredo Rubalcava	45 m
B.	2023-24 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	David Yilmaz	30 m
C.	Student Board Membership Update	Discuss	Jason Hernandez	10 m

		Purpose	Presenter	Time
D.	Facilities Project Updates	Discuss	Facilities Department	10 m

IV. Action Items

8:32 PM

		Purpose	Presenter	Time
A.	Approval of MPS Summer Costa Rica Trip	Vote	Erdinc Acar	20 m
B.	Approval of Ad Hoc Committee for Facilities Related Projects	Vote	Patrick Ontiveros	10 m
C.	Approval of DLR Group Change Orders for Magnolia Science Academy-5 Project	Vote	Mustafa Sahin	30 m
D.	Approval of Change to the Zingo Contract	Vote	Katrina Jimenez	10 m
E.	Approval of Amended MPS Volunteer Enrichment Programs Policy	Vote	Alfredo Rubalcava	5 m
F.	Approval of MPS Homeless Policy	Vote	Jason Hernandez	7 m
G.	Approval of Elegant Learning Solutions Inc. Volunteer Partnership with MPS	Vote	Erdinc Acar	10 m
H.	Approval of Atom Books Inc. Volunteer Partnership with MPS	Vote	Erdinc Acar	10 m

V. Closed Session

10:14 PM

		Purpose	Presenter	Time
A.	Public Announcement of Closed Session	FYI		1 m
B.	Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			60 m
C.	Report Out of Closed Session	FYI		1 m

VI. Closing Items

11:16 PM

A.	Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - April 11, 2024

Section:	I. Opening Items
Item:	G. Approval of Minutes from MPS Regular Board Meeting - April 11, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on April 11, 2024

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday April 11, 2024 at 6:40 PM

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

Board Members:

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

S. Dikbas

Directors who left before the meeting adjourned

D. Gonzalez

Guests Present

J. Lara

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 Apr 11, 2024 at 6:47 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance lead by M. De La Rosa, Student Board Member.

C. Record Attendance and Guests

M. De La Rosa, Student Board Member, was present. It was verbally stated that Mrs. Diane Gonzalez was joining from the location at 5113 Babette Ave., Los Angeles, CA 90066. Refer to attendance information recorded above.

D. Approval of Agenda

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

Roll Call

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

E.

Public Comments

No public comments were made at this time.

F. Announcements

S. Dikbas arrived at 6:50 PM.
A. Rubalcava, CEO & Superintendent and B. Olivares, Chief External Officer, announced hat MPS was a recipient of the Federal CMO Expansion Grant. Congratulated the various staff members across the schools and Home Office who lead the effort.

M. De La Rosa, Student Board Member, reported on the successful Student Forum that occurred on February 22nd. She reported that various students across Magnolia joined to address school challenges and exchange ideas. She reported on valuable feedback received including listening to what students enjoy from their school that contribute to a good student environment. Part of feedback received was the need of additional space for students at Magnolia Science Academy-5. She reported that an additional student forum is in the works. J. Hernandez, Director of Student Services, thanked the participants on the forum for the insightful conversation and feedback.

G. Approval of Minutes from MPS Regular Board Meeting - March 14, 2024

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 03-14-24.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

H. Approval of Minutes from MPS Special Board Meeting - March 21, 2024

U. Yapanel made a motion to approve the minutes from Special Board Meeting on 03-21-24.
M. Muhammedov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

Roll Call

M. Muhammedov Aye

II. Consent Items

A. Approval of Revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana

U. Yapanel made a motion to approve the revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana.

D. Gonzalez seconded the motion.

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

Roll Call

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

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

U. Yapanel made a motion to approve the Charter School Annual Report to the Los Angeles County Office of Education (LACOE) for Magnolia Science Academy-1, 2, 3, and 5.

D. Gonzalez seconded the motion.

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

Roll Call

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

III. Information/Discussion Items

A. Enrollment Update

B. Olivares, Chief External Officer, updated the Board on the enrollment trends and applications. She reported that compared to last year, there has been an increase of applications in the pipeline. Staff has been in continuous conversations with school sites to learn of effective strategies being used. For schools that are not seeing that increase of applications, she reported that they are not far behind and staff is working with them to address this. Board Members raised questions. Staff addressed those questions and B.

Olivares added that every school is trending to meet or on their way to meet their projection goal. She noted that certain schools such as MSA-5 and MSA-7 require more strategic planning. A. Rubalcava, CEO & Superintendent, reported that these systems are much stronger now and MPS is working on meeting the projections for next school year organization wide.

IV. Action Items

A. Approval of 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders

Previously presented at the Educational Partners & Development Committee Meeting in which the Committee approved the item to give their recommendation to the full Board. F. Del Carpio, Chief People Officer, reported that the Human Resources Department have had conversations with leadership team, principals and different departments for the data presented. The proposed changes includes an increase of the base pay for MSA-3, 4, 6, 7, San Diego and Santa Ana to ensure that all ten (10) schools are in equity; coefficient for employee qualifications will remain the same; and, the performance pay will continue to be suspended for 2024-25. S. Budhraja, Chief Financial Officer, provided an update on the economic trends and budget planning assumptions for 2024-25. He also provided a financial overview for all school sites. Principals spoke upon the appreciation of equity across Magnolia from their staff. Board Members questions were addressed. They reported on the continued vigilance on MSA-4 and the ramifications of the reduction of the CMO fee.

U. Yapanel made a motion to approve the 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders.

S. Covarrubias seconded the motion.

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

Roll Call

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

B. Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2024-25

Previously discussed at the Educational Partners & Committee Meeting in which the Committee approved the item to give their recommendation to the full Board. F. Del Carpio, Chief People Officer, proposed the increases to the MPS classified employees. MSA-1, 2, 5 and 8 proposed increase is 2% and MSA-3, 4, 6, 7, Santa Ana, and San

Diego proposed increased is 4%. Additionally, classified employees will be eligible for one-time annual assignment duties.

U. Yapanel made a motion to approve the MPS school site classified employee's pay raise schedule for 2024-25 fiscal year.

S. Covarrubias seconded the motion.

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

Roll Call

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

C. Approval of General Contractor Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way

M. Sahin, Facilities Project Manager, updated the Board on the change order received for MSA-1 JAM Building at 18242 Sherman Way. The change orders came from the MSA-1 school leadership team for the purpose of having a better functioning gym. It was reported that the change orders do not impact the completion date of the project which is June 17, 2024. Colin Beal from API Construction reported on the structural changes on the change order. Board Members questions were addressed.

M. Muhammedov made a motion to approve the change orders for Magnolia Science Academy-1's Tenant Improvement project at 18242 Sherman Way (the "Project") in the total amount of $122,372.66, and further approve that MPS Staff be authorized to negotiate and sign the change order proposal for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

U. Yapanel seconded the motion.

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

Roll Call

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

D. Approval of MPS Volunteer Enrichment Programs Policy

A. Rubalcava, CEO & Superintendent, reported on the addition of a Volunteer Enrichment Programs Policy. This is to mitigate 3rd party companies that come to Magnolia wanting to offer program services to Magnolia on a volunteer, non-paid/free basis. Operators of programs will be subject to background check, TB tests, nature of the program, conflict of interests and additional due diligence to asses if such program fits the need of MPS and

its students and teachers. This is a volunteer policy to be an operator of a program in MPS. Board Members questions were addressed by staff.

M. Muhammedov made a motion to board approve the MPS Volunteer Enrichment Programs Policy.

D. Gonzalez seconded the motion.

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

Roll Call

D. Gonzalez   Aye

E. Eldem Tunc   Aye

U. Yapanel   Aye

M. Muhammedov Aye

S. Covarrubias   Aye

S. Dikbas   Aye

V. Information/Discussion Items

A. Glows, Grows & Priorities Presentations

D. Gonzalez left at 9:02 PM.

Glows, Grows, and Priorities presentations were presented by MSA-6, MSA-7 and MSA-8. School principals presented for their school site to the Board and responded to questions.

B. Facilities Projects Update

Facilities Department updated the Board of various facilities projects across the schools. Those updates include projects from MSA-1, 2, 5, 7 and Santa Ana. Board Members questions were addressed by staff.

VI. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov announced that the Board will be going into closed session to discuss public employee performance evaluation for title: CEO & Superintendent and would report out any actions that may be taken.

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

This item was discussed in Closed Session.

C. Report Out of Closed Session

M. Muhammedov announced in Open Session at 10:07pm that the Board discussed the item and would continue discussions at the next Board Meeting.

VII. 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 10:08 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Health & Safety Policy

Section: II. Consent Items
Item: A. Approval of Health & Safety Policy
Purpose: Vote
Submitted by:
Related Material: II_A_Updated MPS Health and Safety Policy.pdf

Agenda Item:	II A: Consent Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of Updated MPS Health and Safety Policy

Action Proposed:

I move that the Board approve the updated MPS Health & Safety Policy.

Purpose:

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 as well as the recent updates sent by the LAUSD. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background:

The board had approved the MPS health and safety policy during the August 2020-December 2020, 2021, 2022, 2023, and 2024 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

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).

Below are the some of the changes in the policy:
- Instead of reporting clusters of three epidemiologically-linked COVID-19 cases to LACDPH, the policy is now based on clusters of "acute respiratory illness" based on symptoms and/or positive cases of flu, RSV, and COVID-19.
- The COVID-19 Liaison for each campus in Los Angeles County will report to the LACDPH anytime there are five or more cases of acute respiratory illness discovered within a single classroom, sports team, after-school group, office, or other pre-defined group at the Charter School, when those cases are considered epidemiologically linked and were on campus at any point within a seven-day period. A report shall also be made whenever 10% or more of the school's average daily attendance is absent and/or are reporting symptoms of acute respiratory illness, with a minimum of five individuals being ill within a three-day period.
- An individual is considered to have a case of "acute respiratory illness" when they (1) have new onset of two or more of the following symptoms: fever or chills, cough, sore throat, runny or stuffy nose, difficulty breathing, and body aches; and/or (2) have tested positive for a specific respiratory

infection, such as COVID-19, influenza, or RSV.

- Cases are considered epidemiologically linked when individuals have been together in the same location when at least one person was contagious. This could mean students and/or teachers in the same classroom, athletic team, club, or other group becoming ill around the same time. These situations suggest that the disease spread among these people due to their shared environment rather than random transmission from outside that setting.
- San Diego and Orange County do not require reporting of COVID-19 clusters to public health authorities. However, all campuses still must report major outbreaks of 20+ cases to Cal/OSHA.

Exhibits:

Updated Health and Safety Policy (clean)

HEALTH AND SAFETY POLICY FOR COVID-19
Updated on May 9, 2024

I.   Introduction

Over the course of the last few years, Magnolia Public Schools (referred to herein as the "Charter School") has implemented a number of policies, protective measures, and best practices developed by national, state, and county public health experts with the intention of reducing the transmission and impact of COVID-19 on its students, employees, and community. These policies, measures, and practices were included in a COVID-19 Health and Safety Policy which helped guide school operations through the pandemic.

The COVID-19 state of emergency has now been terminated, and the threat posed by COVID-19 to our students, employees, and community is now less than it was at the height of the pandemic. As a result of these developments, many of the previously mandated practices are no longer legally mandatory, practically necessary, or recommended to be employed in school settings.

Nevertheless, the Charter School acknowledges that COVID-19 is likely to remain an ongoing potential threat to health and safety of our students, employees, and community, and as such some best practices should be maintained to reduce the incidence of infection and outbreaks on campus. Additionally, although the number of mandated COVID-19 response actions has greatly diminished following the termination of the state of emergency, there are still a number of legal requirements and duties with which the Charter School must comply.

For these reasons, the Charter School has retired the previous COVID-19 Health and Safety Plan and has replaced it with this COVID-19 Prevention Procedures and Testing Plan document (the "Plan").

II.   COVID-19 Testing Plan

In September of 2022, the California Legislature passed SB 1479 which requires California schools to either create a COVID-19 testing plan or to adopt the most recently updated version of the COVID-19 testing framework published by the California Department of Public Health ("CDPH"). (Ed. Code, § 32096.)

In compliance with this requirement, the Charter School has adopted the COVID-19 Testing Plan that follows. The Testing Plan will be posted to the Charter School's website as required by Education Code section 32096, subdivision (e)(1).

The Testing Plan consists of the following elements:

1. **Point of Contact**. The Charter School's COVID-19 Liaison for each school site is included in the table below:

School Name	Liaison Name	Contact Information, Phone #
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-Santa Ana 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
Magnolia Public Schools Home Office	Home Office COVID-19 Response Team	213-628- 3634

COVID-19 Liaisons have responsibilities described in the COVID-19 Prevention Procedures part of this document and are responsible for ensuring their school site's compliance with this Plan. Each COVID-19 Liaison shall be informed of all positive COVID-19 cases among students and employees of the Charter School, which results will be securely maintained as confidential health information and reported only to state and local health departments as and when required by applicable law.

2. **Free Testing for Employees**. The Charter School will provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employee close contacts exposed at work to a positive case during the positive case's infectious period. The infectious period is, for purposes of identifying exposure, from two days before the positive case's first symptoms appeared (or first positive test if asymptomatic) until ten days later.

3. **Outbreak Testing**. During outbreaks or other heightened circumstances where the local public health agency's directions are required, the COVID-19 Liaison shall coordinate with the public health agency and shall implement any recommended testing strategies, in addition to those listed here. During confirmed outbreaks, the Charter School shall do each of the following:

   a. provide free COVID-19 testing during paid time and in a manner that ensures confidentiality to all employees in the exposed group, except for returned cases;
   b. provide free testing on a weekly basis to all previously exposed employees who remain at the site; and
   c. require employees exposed during an outbreak to test negative for COVID-19 within three to five days after the close contact exposure.

4. **Type of Testing**. The Charter School will use at-home antigen COVID-19 tests when tests are provided or administered to students or employees of the school.

5. **Awareness of Testing Resources**. The COVID-19 Liaison will maintain general awareness of testing resources and programs offered by federal, state, and local government entities; healthcare or insurance companies or organizations; and/or other entities. The COVID-19 Liaison will seek to facilitate access to testing resources for students and employees of the Charter School to the extent they are available.

6. **Awareness of Testing Recommendations**. The COVID-19 Liaison will maintain general awareness of any testing strategies recommended to be employed by state and local public health departments.

7. **Monitoring Community Case Rates**. The COVID-19 Liaison will maintain general awareness of local community case rates and consider more intensive testing solutions when warranted by local conditions.

8. **Confidentiality**. The Charter School will maintain confidentiality of all COVID-19 test results received by it and will only disclose such results when required by law as set forth in this Plan. All medical information about any employee will be stored in a medical information file which shall be separate from the employee's personnel file in order to limit access to this confidential information. This confidentiality includes any employee test results, statements regarding symptoms, and any medical information provided to establish the need for a medical exemption from masking, testing, or similar requirements of this Plan. Student health information shall likewise be treated with strict confidence, consistent applicable law.

9. **Uploading Results at LAUSD Sites**. Employees working at school sites owned by LAUSD are required to upload positive test results to the Daily Pass system. Students are not required to upload positive test results.

III.   <u>**COVID-19 Prevention Procedures**</u>

1. **COVID-19 Liaison**. The Charter School's COVID-19 Liaisons are listed above in Section 1 of the COVID-19 Testing Plan. The COVID-19 Liaison will be the first point of contact at each school site for (i) coordinating and communicating with state and local public health departments and/or other government agencies with regard to matters related to COVID-19, (ii) communicating all required notices and directives to students and employees regarding close contact exposure, (iii) investigating close contact exposures, and (iv) ensuring Charter School compliance with this Plan.

2. **Identifying Students and Employees with Symptoms**. COVID-19 symptoms include fever of 100.4 or greater, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Individuals with symptoms consistent with COVID-19 should be excluded from school until they can be tested. If a symptomatic student refuses to test, they may be excluded until they have met the criteria for release from isolation set forth in this Plan. If a COVID-19 test is negative, symptomatic individuals can return to work or school 24-hours after symptoms resolve and fever reduces. If a COVID-19 test is positive, sick employees and the parents of sick students will be instructed by the appropriate COVID-19 Liaison to review and follow the CDPH's isolation guidelines.

3. **Responding to Symptom Onset at School**. If an individual is discovered experiencing symptoms consistent with COVID-19 during the school day, a staff member wearing a medical grade mask will:

   a. Escort the sick individual to a dedicated isolation area, which will ideally be outdoors;
   b. Provide the symptomatic individual with a medical-grade mask; and
   c. Monitor their health until they can be discharged from school (a parent/guardian picks up a sick student or the sick employee leaves or arranges a ride home) to receive medical care.

4. **Isolation**. Individuals who test positive for COVID-19 must stay away from school until they have satisfied the following conditions*:
   a. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
   b. Other symptoms are not present, or symptoms are mild and improving.

   LACDPH still strongly recommends those leaving isolation to test negative first.

5. **Student Masking After Isolation**. Students should continue wearing a mask up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic). Students of LAUSD-owned school sites must wear masks until the tenth day after symptom onset or their last positive test (if asymptomatic) unless they have two, sequential negative test results a day apart.

6. **Employee Masking After Isolation**. Employees must wear a mask in the workplace up to the tenth day from the onset of their symptoms or their last positive test (if asymptomatic) if the COVID-19 case is released from isolation before the tenth day from symptom onset or their last positive test (if asymptomatic).

7. **Parent Notification of School**. Parents should immediately inform the site when a student tests positive for COVID-19 and was onsite during the student's infectious period. MSA will communicate this expectation to parents.

8. **Post-Isolation Notification to Employees**. Upon excluding an employee from work, 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.

9. **Notification to Families**. When the Charter School is notified of a confirmed COVID-19 case, the Charter School may notify students who were exposed to the COVID-19 case during the case's infectious period and provide them with instructions for close contacts.

10. **Exposure; Close Contact.** An individual is considered exposed to a COVID-19 case and thus a "close contact" or part of an "exposed group" when they spend a cumulative total of fifteen minutes or more over a twenty-four hour period within the same indoor airspace of less than 400,000 cubic feet per floor. In large indoor airspaces greater than 400,000 cubic feet per floor, exposure to COVID-19 means being within six feet of an infected person for a cumulative total of fifteen minutes or more over a twenty-four hour period. If the CDPH changes this definition of close contact, the new definition shall be controlling. Upon discovering a COVID-19 Case, the Charter School must investigate and determine and notify the exposed group of employee close contacts. It is recommended but not required that the Charter School notify students of their potential close contact exposure.

11. **Individual Contact Tracing for Employees at LAUSD-owned School Sites**. COVID-19 Liaisons at LAUSD-owned school sites must use individual contact tracing to determine close contact exposure to employees. Employees have had close contact under individual contact tracing when they have spent a cumulative total of fifteen minutes or more over a twenty-four hour period within six feet of a positive case.

12. **Close Contact Notification to Employees.** The Charter School shall notify all employees and independent contractors who were close contacts of a COVID-19 case on campus as soon as possible. At LAUSD-owned school sites, this requires the COVID-19 Liaison to use the LAUSD IEM Reporting system.

13. **Quarantine**. The Charter School's COVID-19 Liaison shall stay up to date on any state and local health department orders implementing mandatory quarantine periods for close contacts and shall comply with same.

14. **Reporting Acute Respiratory Illnesses to LACDPH**. The COVID-19 Liaison for each campus in Los Angeles County will report to the LACDPH anytime there are five or more cases of acute respiratory illness discovered within a single classroom, sports team, after-school group, office, or other pre-defined group at the Charter School, when those cases are considered epidemiologically linked and were on campus at any point within a seven-day period. A report shall also be made whenever 10% or more of the school's average daily attendance is absent and/or are reporting symptoms of acute respiratory illness, with a minimum of five individuals being ill within a three-day period.

An individual is considered to have a case of "acute respiratory illness" when they (1) have new onset of two or more of the following symptoms: fever or chills, cough, sore throat, runny or stuffy nose, difficulty

==breathing, and body aches; and/or (2) have tested positive for a specific respiratory infection, such as COVID-19, influenza, or RSV.==

==Cases are considered epidemiologically linked when individuals have been together in the same location when at least one person was contagious. This could mean students and/or teachers in the same classroom, athletic team, club, or other group becoming ill around the same time. These situations suggest that the disease spread among these people due to their shared environment rather than random transmission from outside that setting.==

==Notifications to the LACDPH== should be made using the Shared Portal for Outbreak Tracking (spot.cdph.ca.gov) and should be reported no later than one business day after discovery of the ==last case triggering the reporting obligation as set forth above.==

==San Diego and Orange County do not require reporting of COVID-19 clusters to public health authorities. However, all campuses still must report major outbreaks of 20+ cases to Cal/OSHA.==

15. **Outbreaks, Defined**. An Outbreak is defined by the CDPH as occurring when three or more COVID-19 cases are discovered in the same exposed group during a seven-day period.

16. **Outbreak Response Instructions**. If an Outbreak is verified by the local public health department, the Charter School will comply with all instructions received from the local public health department on how to respond to the Outbreak.

17. **Outbreak Testing**. Outbreak testing procedures are included in the COVID-19 Testing Plan, above.

18. **Outbreak Masking**. During an Outbreak, close contact employees in an exposed group must wear masks indoors and also outdoors when within six feet of another person, unless subject to exemption.

19. **Outbreak Ventilation**. During an Outbreak in a building or structure with mechanical ventilation, MERV-13 or greater filters will be used, or else the highest compatible filtration efficiency filters will be used. HEPA filtrations units will be used where ventilation remains inadequate to reduce the risk of COVID-19 transmission.

20. **Major Outbreaks**. If twenty or more employee COVID-19 cases in an exposed group were on campus during their infectious period within a thirty-day period, the Charter School will do the following:

    a. Test all employees in the exposed group twice a week;
    b. Report the outbreak to Cal/OSHA;
    c. Provide respirators for voluntary use to employees in the exposed group, encourage their use, and train employees on respirator use; and
    d. Require all employees not wearing respirators to maintain six feet of physical distancing where feasible.

21. **Healthcare Worker Masking**. Healthcare workers are required to wear a mask when conducting patient care.

22. **No Mask Discrimination**. The Charter School shall not prohibit any employee from wearing a mask or respirator voluntarily unless it would pose a safety hazard.

23. **Free Masks for Employees**. The Charter School will provide free, well-fitting medical masks and respirators (with instructions on proper fit) to all employees who work indoors and have contacts with others or who work in vehicles with others.

24. **Mask Exemptions**. Whenever masks are required to be worn by virtue of the elements of this Plan or by the order of a state or local public health department, the following exceptions shall apply:

  a. When eating or drinking, if at least six feet apart from others, and only if indoor-outdoor ventilation has been maximized to the extent feasible.
  b. When individuals are subject to an approved exemption due to a medical or mental health condition or disability that makes mask wearing intolerable, in which case individuals will be directed to wear the most effective non-restrictive alternative available, such as a face shield and drape, to the extent tolerable. The Charter School will follow all public health guidance pertaining to the approval of medical mask exemptions, which must be substantiated by consultation with a medical practitioner such as a medical doctor, nurse practitioner, or similar.
  c. During specific tasks which cannot feasibly or safely be performed while wearing a mask.
  d. For those under two years of age.
  e. When sleeping.

25. **Ventilation**. The Charter School shall do at least one of the following:

  a. Maximize the supply of outside air to the extent feasible, except when the Air Quality Index is greater than 100 for any pollutant or when opening windows would otherwise be hazardous.
  b. Use mechanical air filtering using a filter at least up to MERV-13 value
  c. Use HEPA filtration units where ventilation is inadequate to reduce the risk of COVID-19 transmission.

IV.   COVID-19 Best Practices and Recommendations

1. **Vaccination**. The Charter School encourages students and staff to receive all recommended COVID-19 vaccinations and boosters.

2. **Masks Generally**. MSA will provide appropriately sized, high-quality masks to children who do not have one and desire to use one. MSA recommends wearing a mask around others if you have respiratory symptoms (e.g., cough, runny nose, and/or sore throat).

3. **Providing Masks**. It is recommended that masks be provided to students. Masks shall be provided to employees on request.

4. **Masks After Exposure**. Students with known or suspected exposure to COVID-19 should wear masks indoors when around others for ten days from their last exposure.

5. **Testing After Exposure.** Students with known or suspected exposure to COVID-19 are recommended to test within 3-5 days following exposure.

6. **Masks in Nurse's Offices**. Wearing masks is strongly recommended for all while in health-associated facilities like nurse's offices, COVID-19 testing areas, isolation areas, etc.

7. **Hygiene Practices**. It is strongly recommended that all individuals maintain appropriate hand cleanliness, as frequent hand washing can help prevent the spread of communicable diseases. The Charter School will consider providing hand sanitizer at appropriate locations, teaching and reinforcing proper handwashing technique, teaching and reinforcing proper cough and sneeze etiquette, and discouraging the sharing of personal items such as cups, food, utensils, water bottles, etc.

8. **Sports and Extracurriculars**. COVID-19 Liaisons are recommended to consider temporarily pausing certain activities and clubs—especially those that involve physical exertion, close physical contact, or are breathing-intensive—during outbreaks or other times of high community virus transmission.

Coversheet

Approval of 2024-25 CTC Form CL-500 Declaration of Need (Emergency Permits)

Section: II. Consent Items
Item: B. Approval of 2024-25 CTC Form CL-500 Declaration of Need (Emergency Permits)
Purpose: Vote
Submitted by:
Related Material: II_B_CTC Form CL-500 Declaration of Need (Emergency Permits).pdf

Agenda Item:	II B: Consent Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Approval of CTC Form CL-500 Declaration of Need (Emergency Permits)

1. *Action Proposed:*

   I move that the Board approve the Commission on Teaching Credential ("CTC") Form CL-500 Declaration of Need for all MPS schools (MSA-1 through 8, Santa Ana, and San Diego) for the 2024-25 school year.

2. *Introduction*

   The CTC CL-500 Form Declaration of Need estimates how many emergency permits a public school system will need for the current school year.

3. *Background*

   Public schools within California must complete and submit to the CTC-Commission on Teacher Credentialing the CL-500 form Declaration of Need. The purpose of this form is for schools to anticipate how many emergency permits they will need to cover teacher assignments for each school year.

   Passage of AB1505 and AB1219 have changed how charter schools credential and monitor teacher assignments. A result of the passage of these bills, charter schools must now submit form CL-500 to the CTC on an annual basis. School districts have always had to submit this form. This item will require an annual board approval each school year.

   Approval of the attached Declaration of Need will cover all counties in which Magnolia Public Schools operates campuses. One declaration of need form per county will be submitted to the CTC. The number of permits listed on each county form may differ based on the need and number of schools in each county.

4. *Exhibits:*

   ☐ Declaration of Need CL-500 form (for all related counties)

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter:_____   District CDS Code:_____

Name of County:_____   County CDS Code:_____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____   _____   _____
Name   *Signature*   *Title*

_____   _____   _____
Fax Number   *Telephone Number*   *Date*

_____
Mailing Address

_____
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____   County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____   County of Location _____

CL-500 7/2023   Page 1 of 4

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*

_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

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EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

CL-500 7/2023   Page 2 of 4

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

CL-500 7/2023   Page 3 of 4

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?   Yes   No

If no, explain._____

Does your agency participate in a Commission-approved   Yes   No
college or university internship program?

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

CL-500 7/2023   Page 4 of 4

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
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Email: credentials@ctc.ca.gov
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Original Declaration of Need for year: _____

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Name of District or Charter:_____ District CDS Code:_____

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▶ *Enclose a copy of the board agenda item*
With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____   _____   _____
              Name   *Signature*   *Title*

_____   _____   _____
          Fax Number   *Telephone Number*   *Date*

_____
                                              Mailing Address

_____
                                              EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

CL-500 7/2023   Page 1 of 4

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Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*

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Fax Number	*Telephone Number*	*Date*

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Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
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Industrial & Technology Education		World Languages (specify)	

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State of California
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CL-500 7/2023   Page 1 of 4

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CL-500 7/2023   Page 2 of 4

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English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
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Does your agency participate in a Commission-approved   Yes   No
college or university internship program?

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

Coversheet

Review Progress of 2022-23 CEO Metrics: Strategic Plan Updates

Section: III. Information/Discussion Items
Item: A. Review Progress of 2022-23 CEO Metrics: Strategic Plan Updates
Purpose: Discuss
Submitted by:
Related Material: III_A_ 2022-23 Strategic Plan Updates_CEO_Metrics_Updates.pdf

2022-23 STRATEGIC PLAN UPDATES

2022-23 CEO METRICS
May 9, 2024

ACADEMIC DEPARTMENT

Presented by Erdinc Acar, Chief Academic Officer

Erdinc Acar
Chief Academic Officer

Andross Milteer
Expanded Learning Opportunities Program (ELOP) Coordinator

Dr. Artis Callaham
Director of Special Education & Support Services

Jenny Obuchi
Program Manager

Jason Hernandez
Director of Student Services

Krystal Zavala
Special Programs Coordinator

Katie Mann
Director of EL & ELA Programs

Traci Lewin
Director of Math Programs

Fatima Ganda
College and Career Readiness Program Coordinator

Varol Gurler
Expanded Learning Opportunities Program (ELOP) Manager

March 18th - STRATEGIC PLAN

Academic Dept.

State Rank
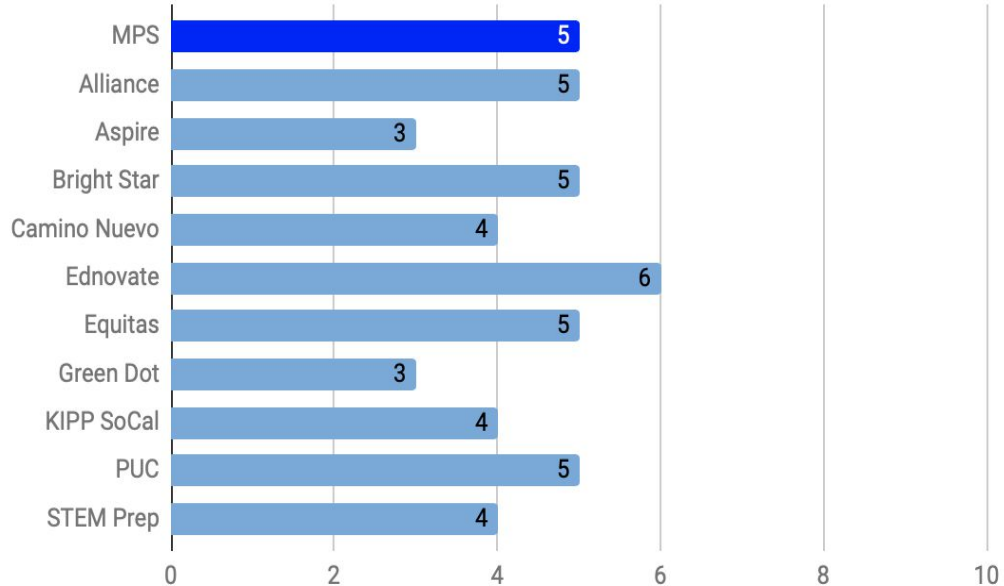
State Rank
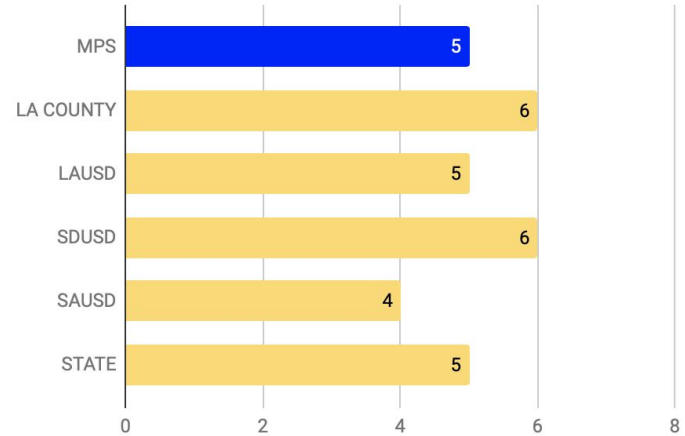
Metric: State Rank on the CCSA Snapshots report based on the averaging of ELA *DFS and Math DFS on the CA School Dashboard

Actual: **2021-22: 5**

Actual: **2022-23: 5**

Desired Outcome: **2024-25:** 6

California Charter Schools Association

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*DFS: Difference From Standards on SBAC assessments. How far the average student is from meeting the grade-level standard.

May 9th - STRATEGIC PLAN UPDATE

Academic Dept.

- MPS remains in the #5 position in state rankings compared to other organizations (LAUSD ranks #5), as well as counties and the state (also ranked #5).
- Overall, MPS had a 2-point positive change in Difference From Standards (DFS), while the state had no change.
- MSA-SD ranks 5th in Math and 6th in English Language Arts (ELA) in SD, outperforming over 80% of schools statewide and over 90% of charter schools in the San Diego area.
- MSA-SA also ranks 5th in Math and 6th in English Language Arts (ELA) in Orange County, outperforming over 90% of schools in Santa Ana.

March 18th - STRATEGIC PLAN

Academic Dept.

CCSA Snapshots Side-by-Side Comparison Tool
Link: https://www.ccsasnapshots.org/sidebyside

Similar Students Rank

School	Rank
MPS	8
Alliance	8
Aspire	4
Bright Star	9
Camino Nuevo	7
Ednovate	8
Equitas	9
Green Dot	7
KIPP SoCal	7
PUC	8
STEM Prep	8

Similar Students Rank

	Rank
MPS	8
LA COUNTY	6
LAUSD	7
SDUSD	7
SAUSD	6
STATE	5
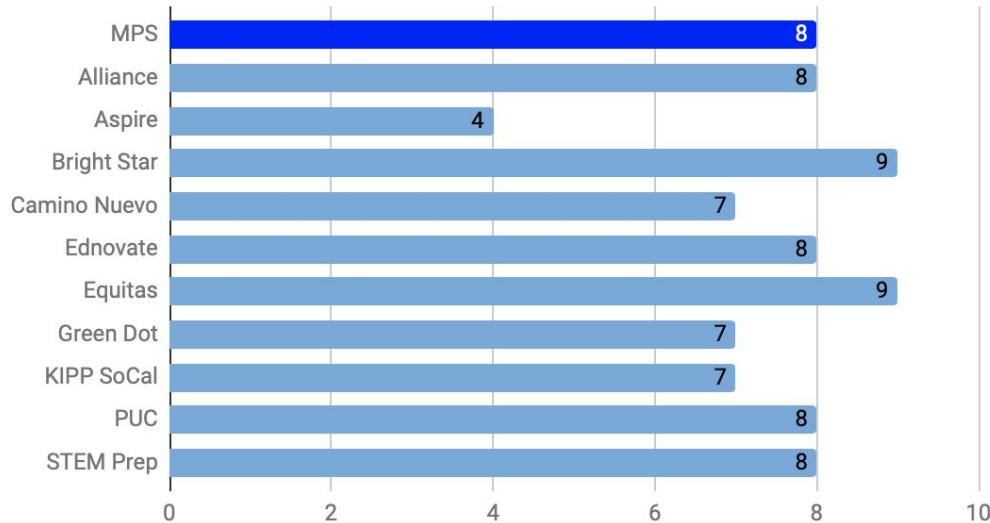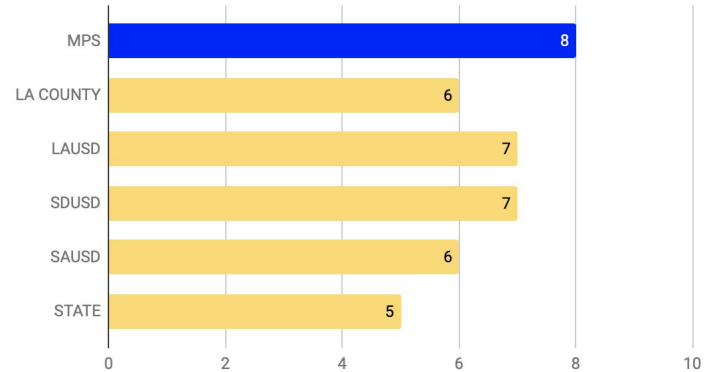
Metric: Similar Students Rank on the CCSA Snapshots report based on the averaging of ELA DFS and Math DFS on the CA School Dashboard in comparison to similar schools

Actual: **2021-22: 7**
Actual: 2022-23: 8
Desired Outcome: **2024-25: 8**

*DFS: Difference From Standards on SBAC assessments. How far the average student is from meeting the grade-level standard.

California Charter Schools Association

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May 9th - STRATEGIC PLAN UPDATE

Academic Dept.

- MPS' similar school ranking improved by one point, achieving its goal. Only two other comparable Charter Management Organizations (CMOs) exceed MPS' outcomes.
- MPS in aggregate also exceeds similar school rankings of State and all counties.
- Here's the ranking breakdown for the various MPS schools:
  - MSAs 2, 5, 6, and SD are ranked 10 out of 10.
  - MSA SA has a rank of 9 out of 10.
  - MSA-1 is ranked 7 out of 10.
  - MSA-3 has a rank of 6 out of 10.
  - MSA-7 is ranked 5 out of 10.
  - MSA-8 has a rank of 2 out of 10.
  - MSA-4 currently has no ranking

March 18th - STRATEGIC PLAN

Academic Dept.

Comparison network demographics

CMO/Network	# of Schools	Grades	Region	Enrollment	Home Office Size	
MPS	**10**	**TK-12**	**LA, OC, SD**	**3,715**	**38**	May 2024
MPS	**10**	**TK-12**	**LA, OC, SD**	**3,570**	**31**	March 2023
Alliance	26	6-12	LA	12,500	N/A	
Rocketship	23	TK-5	CA (13), TN (3), WI (2), DC (3), TX (2)	N/A	N/A	
Bright Star	9	TK-12	6 in LA, 3 in SFV	3,600	80	
Camino Nuevo	5	TK-12	Mostly in Pico Union	3,200	40	
Equitas	6	TK-8	Mostly in Pico Union	1,977	30	
Ednovate	6	9-12	5 in LA, 1 in OC	2,545	41	

March 18th - STRATEGIC PLAN

Academic Dept.

Dashboard Historical Performance - English Language Arts

Dashboard Historical Performance - ELA (3-8,11) Status Report

	2017	2018	2019	2022	2023	Change (22 to 23)	Change (17 to 23)
LAUSD	-39.6 Orange	-29.2 Yellow	-23.7 Yellow	-30.8 N/A	-32.4 Orange	-1.6	7.2
MSA-1	-20.0 Yellow	-9.0 Orange	-12.9 Orange	-33.9 N/A	-41.1 Orange	-7.3	-21.1
MSA-2	-49.7 Orange	-37.4 Yellow	-16.6 Yellow	-35.0 N/A	-19.3 Yellow	15.6	30.4
MSA-3	-23.2 Orange	-19.4 Orange	-40.6 Orange	-43.5 N/A	-40.2 Yellow	3.2	-17.0
MSA-4	-52.7 Orange	-30.3 Yellow	-57.2 Orange	-15.4 N/A	-15.4 -	-0.1	37.3
MSA-5	-41.3 Orange	-20.9 Yellow	-11.5 -	-2.8	0.5 Green	3.2	41.8
MSA-6	-16.2 Orange	-3.4 Green	-16.3 Orange	9.8	29.3 Blue	19.5	45.5
MSA-7	-0.9 Yellow	-8.8 Orange	-7.7 Orange	-30.2 N/A	-32.7 Orange	-2.4	-31.8
MSA-Bell	-14.5 Yellow	-32.3 Orange	-17.7 Yellow	-24.4 N/A	-41.1 Orange	-16.7	-26.6
-							
SDUSD	4.9 Yellow	10.1 Green	12.6 Green	5.0 N/A	6.9 Yellow	1.9	2.0
MSA-SD	30.9 Green	22.4 Green	41.0 Blue	34.6 N/A	27.2 Green	-7.4	-3.7
-							
SAUSD	-56.2 Orange	-50.4 Yellow	-45.3 Yellow	-50.4 N/A	-52.5 Orange	-2.2	3.7
MSA-SA	-20.0 Orange	-24.6 Orange	-34.5 Orange	-30.7 N/A	-14.6 Yellow	16.1	5.4
-							
STATE	-0.5 Orange	-6.0 Orange	-2.5 Green	-12.2 N/A	-13.6 Orange	-1.4	-13.1
MPS	-15.0 Orange	-16.5 Orange	-13.6 Orange	-18.2 N/A	-17.4 Orange	0.8	-2.4
Diff	-14.5	-10.5	-11.1	-6.0	-3.8		

Dashboard Historical Performance - Mathematics

Dashboard Historical Performance - MATH (3-8,11) Status Report

	2017	2018	2019	2022	2023	Change (22 to 23)	Change (17 to 23)
LAUSD	-59.7 Orange	-59.4 Yellow	-54.1 Yellow	-71.5 N/A	-67.3 Yellow	4.2	-7.6
MSA-1	-46.1 Orange	-43.2 Yellow	-43.1 Orange	-100.2 N/A	-82.7 Yellow	17.5	-36.6
MSA-2	-62.3 Yellow	-66.4 Orange	-60.8 Yellow	-77.9 N/A	-62.9 Yellow	15.0	-0.6
MSA-3	-72.7 Orange	-75.7 Orange	-89.6 Orange	-86.9 N/A	-109.5 Red	-22.6	-36.8
MSA-4	-109.8 Red	-112.6 Red	-133.7 Red	-81.4 N/A	-136.1 -	-54.7	-26.3
MSA-5	-94.3 Orange	-38.0 Yellow	-17.9 -	-67.0	-49.4 Yellow	17.6	44.9
MSA-6	-75.3 Orange	-38.4 Yellow	-35.9 Orange	-50.8 N/A	-15.3 Green	35.5	60.0
MSA-7	-23.8 Yellow	-35.0 Orange	-32.1 Yellow	-46.1 N/A	-58.2 Orange	-12.1	-34.4
MSA-Bell	-70.7 Orange	-81.1 Orange	-74.0 Yellow	-79.3 N/A	-94.6 Orange	-15.3	-23.9
-							
SDUSD	-12.1 Green	-13.9 Yellow	-10.4 Green	-30.1 N/A	-24.1 Green	6.0	-12.0
MSA-SD	26.7 Green	8.5 Green	21.8 Green	1.7 N/A	8.5 Green	6.9	-18.2
-							
SAUSD	-56.2 Orange	-71.7 Orange	-68.2 Orange	-88.2 N/A	-85.5 Orange	2.7	-29.3
MSA-SA	-41.3 Orange	-59.5 Orange	-50.8 Yellow	-59.1 N/A	-39.9 Yellow	19.1	1.4
-							
STATE	-38.0 Orange	-36.4 Orange	-33.5 Orange	-51.7 N/A	-49.1 Orange	2.6	-11.1
MPS	-48.0 Orange	-52.6 Orange	-47.2 Orange	-64.4 N/A	-57.9 ow	6.5	-9.9
Diff	-10.0	-16.2	-13.7	-12.7	-8.8		

Metrics: Performance on the CA School Dashboard

ELA:
Actual: **2021-22: -18.2 Low**
Actual: **2022-23: -17.4 Orange**
Desired: **2024-25: -9.0 Yellow**

Math:
Actual: **2021-22: -64.4 Low**
Actual: **2022-23: -57.9 Yellow**
Desired: **2024-25: -55.0 Yellow**

CA School Dashboard Link:
https://www.caschooldashboard.org/

March 18th - STRATEGIC PLAN

Academic Dept.

California School DASHBOARD — Dashboard Historical Performance - English Learner Progress

Dashboard Historical Performance - English Learner Progress (1-12) Status Report						Change (22 to 23)	Change (17 to 23)
	2017	2018	2019	2022	**2023**		
LAUSD	74.1% Green	- N/A	45.0% N/A	51.4% N/A	48.4% Orange	-3.0%	-25.7%
MSA-1	90.8% Blue	- N/A	52.6% N/A	53.6% N/A	55.4% Green	1.8%	-35.4%
MSA-2	88.7% Blue	- N/A	71.4% N/A	54.9% N/A	60.0% Green	5.1%	-28.7%
MSA-3	71.4% -	- N/A	60.9% N/A	63.6% N/A	68.0%	4.4%	-3.4%
MSA-4	100.0% -	- N/A	28.6% N/A	56.3% N/A	61.1%	4.9%	-38.9%
MSA-5	70.2% Green	- N/A	56.3% N/A	67.7% N/A	63.2% Yellow	-4.5%	-7.0%
MSA-6	91.2% -	- N/A	44.8% N/A	66.7% N/A	50.0% -	-16.7%	-41.2%
MSA-7	80.0% Blue	- N/A	46.4% N/A	48.1% N/A	33.3% Red	-14.8%	-46.7%
MSA-Bell	100.0% Blue	- N/A	52.7% N/A	55.3% N/A	44.4% Red	-10.9%	-55.6%
-							
SDUSD	73.4% Green	- N/A	47.6% N/A	50.0% N/A	49.8% Yellow	-0.2%	-23.6%
MSA-SD	84.6% -	- N/A	53.3% N/A	69.0% N/A	73.1% -	4.1%	-11.5%
-							
SAUSD	71.3% Yellow	- N/A	40.6% N/A	53.5% N/A	47.0% Orange	-6.5%	-24.3%
MSA-SA	73.5% -	- N/A	41.9% N/A	48.2% N/A	73.3% Blue	25.1%	-0.2%
-							
STATE	75.0% Green	- N/A	48.3% N/A	50.3% N/A	48.7% Orange	-1.6%	-26.3%
MPS	87.1% Blue	- N/A	49.5% N/A	54.9% N/A	58.4% Green	3.6%	-28.7%
Diff	12.1%	N/A	1.2%	4.6%	9.7%		

California School DASHBOARD — Dashboard Historical Performance - College/Career

Dashboard Historical Performance - College/Career Indicator (9-12) Status Report						Change (22 to 23)	Change (17 to 23)
	2017	2018	2019	2022	**2023**		
LAUSD	40.5% N/A	38.2% Yellow	37.7% Yellow	- N/A	42.7% N/A		2.2%
MSA-1	61.7% N/A	60.0% Orange	73.2% Blue	- N/A	72.7% N/A		11.0%
MSA-2	34.0% N/A	56.8% Yellow	60.5% Green	- N/A	81.6% N/A		47.6%
MSA-3	35.1% N/A	47.7% Orange	56.3% Green	- N/A	44.0% N/A		8.9%
MSA-4	54.5% N/A	50.0% -	55.0% -	- N/A	72.0% N/A		17.5%
MSA-5	N/A	N/A	N/A	-	60.5% N/A	0% entered or charts do not dis...	
-							
SDUSD	53.3% N/A	59.7% Green	60.0% Green	- N/A	59.9% N/A		6.6%
-							
SAUSD	45.8% N/A	38.3% Yellow	41.8% Green	- N/A	40.0% N/A		-5.8%
MSA-SA	66.7% N/A	61.5% N/A	52.8% N/A	- N/A	72.4% N/A		5.7%
-							
STATE	44.9% N/A	42.2% Yellow	44.1% Yellow	- N/A	43.9% N/A		-1.0%
MPS	48.3% N/A	55.1% N/A	61.4% N/A	-	67.2% N/A		18.9%
Diff	3.4%	12.9%	17.3%	N/A	23.3%		

Metrics: Performance on the CA School Dashboard

ELPI:

Actual: **2021-22:** 54.9% Medium

Actual: **2022-23:** 58.4% Green

Desired: **2024-25:** 60.0% Green

CCI:

Actual: **2021-22:** N/A

Actual: **2022-23:** 67.2 High

Desired: **2024-25:** 65.0% Blue

CA School Dashboard Link:
https://www.caschooldashboard.org
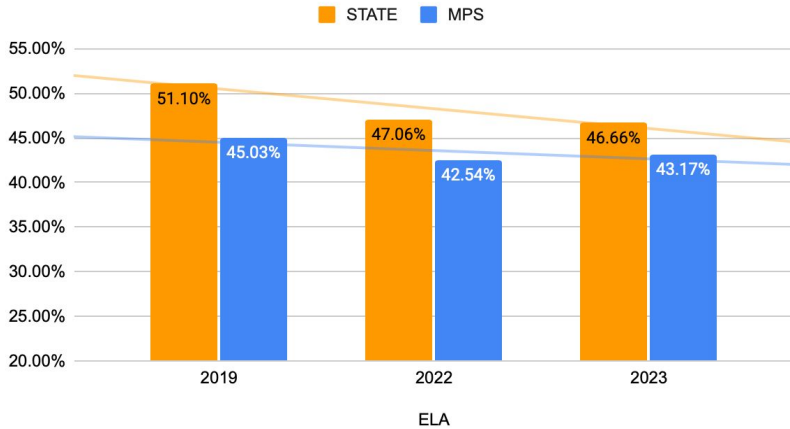
May 9th - STRATEGIC PLAN UPDATE

Academic Dept.

The MPS dashboard shows a positive status and upward trend across all areas:

- **English Language Arts** (ELA) is in the Orange category, with an increase of 0.8 points in the Difference From Standards (DFS).
- **Mathematics** is in the Yellow category, showing a significant increase of 6.5 points in DFS.
- The **English Learner Performance Indicator** (ELPI) remains strong, up 3.5 points to 58.4%, compared to the state average of 48.7%.
- The **College and Career Indicator** (CCI) is also trending much higher at 67.2%, compared to the state average of 43.9% and LAUSD's 42.7%.

March 18th - STRATEGIC PLAN

Academic Dept.

SBAC ELA MPS vs. STATE

SBAC MATH MPS vs. STATE
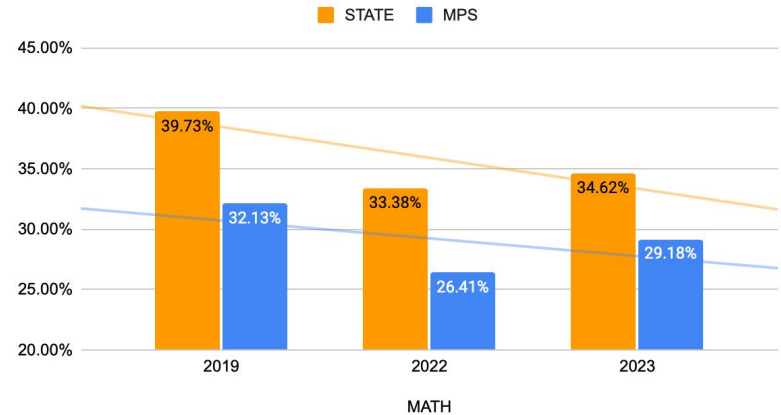
Metric: SBAC proficiency rates in ELA and Math

ELA:
Actual: **2021-22:** **42.54**%
Actual: **2022-23:** **43.17**%
Desired Outcome: **2024-25** **50.00%**

Math:
Actual: **2021-22:** **26.41**%
Actual: **2022-23:** **29.18**%
Desired Outcome: **2024-25:** **35.00%**

May 9th - STRATEGIC PLAN UPDATE

Academic Dept.

English Language Arts Highlights

1. MPS's overall English Language Arts (ELA) scores improved by 0.63 percentage points from 2022 to 2023, indicating progress toward pre-pandemic levels.

2. Each MPS school outperformed its authorizing body's ELA performance.

3. MSA-SD's ELA scores exceeded the state average.

4. The Magnolia Science Academy Venice saw the highest improvement, with a 6.94 percentage point increase in ELA.

5. Serving Central and West LA, MSA-6 achieved the largest gain with an 8.45 percentage point increase in ELA.

6. Serving Orange County, MSA-SA improved by 7.02 points in ELA and 6.10 points in Math. After analyzing data from approximately 73 schools in and around Orange County, MSA-SA is ranked among the top ten overall and in the top three out of more than 30 elementary schools.

7. The schools that significantly improved their ELA scores include MSA-2, MSA-4, MSA-6, and MSA-SA.

8. MSA-6 has an ELA proficiency rate of 60.21%, surpassing the LAUSD, LACOE, and state averages.

Math Highlights

1. MPS's overall Math scores improved by 2.77 points from 2022 to 2023, bringing the scores closer to pre-pandemic levels.

2. MSA-SD exceeded the state, county, and state average Math scores.

3. The schools that significantly improved their Math scores include MSA-2, MSA-5, MSA-SD, and MSA-SA.

4. Six schools improved their Math scores from 2022 to 2023.

5. MSA-6 has a Math proficiency rate of 35.87%, surpassing the LAUSD, LACOE, and state averages.

6. MSA-SA has a Math proficiency rate of 34.77%, surpassing the SAUSD average.

Overall closing the achievement gap between the MPS and State in both ELA and Math.

Reflections

- **Comparing MPS with State continues to be unfair.** The demographics are too different. **MPS has 81.0** Unduplicated Pupil Count (Free/Reduced-Price Meals, English Learners & Foster Youth) **v.s State of 56.98%.**
- MPS in aggregate made gains in the past two years and approaching the pre-pandemic levels of performance.
- MPS is growing faster in Math performance than Reading.

ACCOUNTABILITY DEPARTMENT

Presented by David Yilmaz, Chief Accountability Officer

David Yilmaz
Chief Accountability Officer

Dr. Omar F. Polat
Director of State &
Federal Programs

Ishmail Ozkay
Director of Data
Systems & Analytics

Lydiett Woods
Director of School
Office Data &
Accountability

Jennifer Hook
Accountability
Operations Manager

March 18th - STRATEGIC PLAN

Accountability Dept.

SCHOOL NAME	FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024	FALL 2024	SPRING 2025
MSA-1	4	4 Self-Study	1	1	2	2	3	3 Mid-Cycle
MSA-2	4	4 Self-Study	1	1	2	2	3	3 Mid-Cycle
MSA-3	4	4 Self-Study	1	1	2	2	3	3 Mid-Cycle
MSA-4	3	3 Mid-Cycle	4	4 Mid-Cycle	5	5	6	6 Self-Study
MSA-5	3	3	4	4 Self-Study	1	1	2	2
MSA-6	6	6*	7	7 Self-Study	1	1	2	2
MSA-7	6	6*	7	7 Self-Study	1	1	2	2
MSA-BELL	6	6	7	7 Self-Study	1	1	2	2
MSA-SAN DIEGO	3	3 Mid-Cycle	4	4	5	5	6	6 Self-Study
MSA-SANTA ANA	4	4	5	5	6	6 Self-Study	1	1

CEO metric: All MPS sites will maintain their WASC accreditation.

2022-23:
 Self-study: MSA-5, 6, 7, Bell
 Mid-cycle: MSA-4

2023-24:
 Self-study: MSA-Santa Ana

2024-25:
 Self-study: MSA-4, San Diego
 Mid-cycle: MSA-1, 2, 3

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May 9th - STRATEGIC PLAN UPDATE

Accountability Dept.

- **2023-24:** We had only one school this year that went through a WASC self-study and hosted a visit: **MSA-Santa Ana**. We will receive our accreditation letter for the next 6-year accreditation cycle in May.
- **2024-25:** Next year, two schools will go through a WASC self-study: **MSA-4** and **MSA-San Diego**. The schools have started their preparations. Three schools will have their mid-cycle visits/reports next year: **MSA-1, 2,** and **3**.

March 18th - STRATEGIC PLAN

Accountability Dept.

	TOTAL # of times served on a WASC VC to another school	# of admin	Ave # of visits per admin	
MSA-1	2	6	0.3	
MSA-2	3	4	0.8	
MSA-3	2	5	0.4	
MSA-4	1	2	0.5	
MSA-5	11	3	3.7	
MSA-6	2	2	1.0	
MSA-7	3	2	1.5	
MSA-BELL	5	5	1.0	
MSA-SD	5	4	1.3	
MSA-SA	2	5	0.4	
MPS	36	38	0.95	
20	out of	38	, i.e.,	53%
of MPS school admin have served on a WASC VC at least once.				

Metrics:
1. Percentage of administrators who have served on a WASC Visiting Committee (VC) at least once in their careers
2. Average # of visits per admin in their careers

Actual:
2022-23: 20/38 = **53%** of admin, 36/38 = **0.95** visit per admin

Desired Outcomes:
2023-24: 21/38 = **55%** of admin, 38/38 = **1.00** visit per admin
2024-25: 22/38 = **58%** of admin, 40/38 = **1.05** visit per admin
2025-26: 23/38 = **61%** of admin, 42/38 = **1.11** visit per admin

May 9th - STRATEGIC PLAN UPDATE

Accountability Dept.

	TOTAL # of times served on a WASC VC to another school	# of admin	Ave # of visits per admin	
MSA-1	2	5	0.4	
MSA-2	3	4	0.8	
MSA-3	5	4	1.3	
MSA-4	2	2	1.0	
MSA-5	2	3	0.7	
MSA-6	3	2	1.5	
MSA-7	3	3	1.0	
MSA-BELL	4	4	1.0	
MSA-SD	5	3	1.7	
MSA-SA	5	5	1.0	
MPS	34	35	0.97	
22	out of	35	, i.e.,	63%
of MPS school admin have served on a WASC VC at least once.				

Metrics:
1. Percentage of administrators who have served on a WASC Visiting Committee (VC) at least once in their careers
2. Average # of visits per admin in their careers

Actual:
2022-23: 20/38 = **53%** of admin, 36/38 = **0.95** visit per admin
2023-24: 22/35 = **63%** of admin, 34/35 = **0.97** visit per admin

Desired Outcomes:
2023-24: 21/38 = **55%** of admin, 38/38 = **1.00** visit per admin
2024-25: 22/38 = **58%** of admin, 40/38 = **1.05** visit per admin
2025-26: 23/38 = **61%** of admin, 42/38 = **1.11** visit per admin

Reflection

- **# of visits:** MPS rule of thumb: Admin should volunteer to serve on a WASC visit once every three-four years.

- **Sharing of learning:** Volunteers share learnings with affinity groups.

- **Self-study prep:** Schools have genuine collaboration of teachers in the process; improves sense of belonging.

- **Use of AI:** Helps with efficient report creation.

- **Future WASC plans:** Org-wide WASC accreditation!!!

FINANCE DEPARTMENT

Presented by Dr. Steve Budhraja, Chief Finance Officer

Dr. Steve Budhraja
Chief Finance Officer

Cafer Turan
Senior Controller

Harun Ciftci
Senior Financial Analyst

Lesia Nwankwo
Accounts Payable
& Vendor Relations
Manager

Brock Atar
Payroll Manager &
Financial Analyst

March 18th - STRATEGIC PLAN

Finance Dept.

Cash on Hand – Multi-year Trend

Year	Cash on Hand
2018-19	$18,281,092
2019-20	$22,757,977
2020-21	$25,140,448
2021-22	$31,678,014
2022-23	$34,454,702
*2023-24 - Projected	$39,586,692

MPS has been able to increase its cash position over a multiyear period;
*2023-24 Projected cash projections do NOT include any additional funding from the Federal CSP Award or recently awarded grant program funding

Source: Annual Audit Report Data

May 9th - STRATEGIC PLAN UPDATE

Finance Dept.

- The Finance Department maintained overall positive net income for all schools and Home Office allowing MPS to realize approximately 9.01 million worth of net revenues during the most recent fiscal year (2022-23).

- The Finance Department successfully directed all Federal & State funding in order to enhance compensation for all staff including teacher, classified and administration while ensuring sufficient resources for other operating needs including books, supplies & services.

- The Finance Department continues to lead initiatives that promote strong internal controls, compliance and maintain fiscal responsibility no material discrepancies or audit related issues.

- The Finance Department continues to support school sites in budget devepment, successful procurement, payroll and financial planning while also seeking new opportunities for funding (Federal Grants, Middle & Early College Grant, K-12 Strong Workforce Program, Special Education funding & SB 740 funds for faclities).

- The Finance Department continues to strenghten operational capacity by improving its financial and software systems as demonstrated by the implemention of new financial accounting software (Oracle NetSuite) that is expected to be fully implemented in 2024-25.

- The Finance Department continues to identify ways to improve MPS's overall financial health as demonstrated by ongoing increasees to MPS's cash position during the past several years.
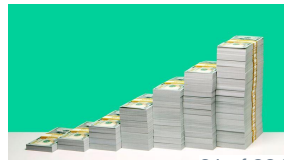
May 9th - STRATEGIC PLAN UPDATE

Finance Dept.

- The Finance Department is leveraging its successful business strategies to ensure that all departments have the resources need for success (Operations, Academics, Human Resources,, Marketing, Facilities, etc.)

- The Finance Department will continue to support the Operations Department to ensure that all MPS students have up-to-date technolgy at each school site (Chromebooks, Ipads etc).

- The Finance Department will continue to work with the Academic and Accountabilty Departments to ensure that all students have the necessary resources for academic success (core curriculum, enrichement, field trips etc).

- The Finance Department will continue to work with the Human Resources Department to ensure that all staff continue to receive competetive compensation (wages, benefits and other resources).

- The Finance Department will continue to partner with the CXO Department to ensure adequate resources for all of our marketing efforts and other iniatives (Community Schools, Grant Application, etc).

- The Finance Department will continue to collaborate with the Facilities Department to successfully partnerships with State, Local & private agencies to ensure that all MPS Schools have clean, safe and modern facilities for all students.

LEGAL & FACILITIES DEPARTMENT

Presented by Patrick Ontiveros, General Counsel & Director of Facilities

Patrick Ontiveros
General Counsel &
Director of Facilities

Mustafa Sahin
Facilities Project Manager

Katrina Jimenez
Assistant Facilities Project
Manager

March 18th - STRATEGIC PLAN

7111 Winnetka Ave. - MSA-5

May 9th - STRATEGIC PLAN UPDATE

Facilities Dept.

➢ The Facilities Department ("Facilities"), with input and approval from the Board and C-Team, pivoted from a site built ground up construction to modular, factory built production and site installation, with the potential for substantial savings
➢ While challenging, Facilities is targeting a Fall 2025 occupancy date for the project
➢ Facilities, with the help of Team Members and vendors, established a open dialogue with Pierce College to bolster dual and concurrent enrollment
➢ Facilities is working with its vendors to add useable space on a portion of the academic building to satisfy the California Department of Education's requirement to additional square footage to the project
➢ Facilities is applying to the Office of Public School Construction to receive advanced site acquisition funds. The funding will enable MPS to pay off CLI's loan, resulting in savings from the interest payments that are no longer necessary.

March 18th - STRATEGIC PLAN

16600 Vanowen Street - MSA-2
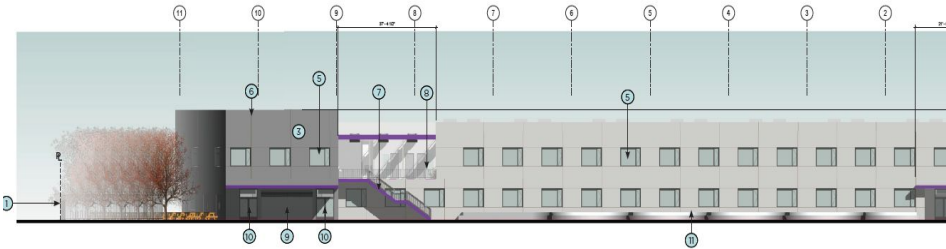
May 9th - STRATEGIC PLAN UPDATE

Facilities Dept.

➢ Submitted application for a conditional use permit for 16600 Vanowen Street
➢ Met with Councilwoman Imelda Padilla's office to discuss the project
➢ Submitted a request for funding to the Equitable Facilities Fund and is seeing positive progress
➢ Commenced community outreach under the guidance of land use consultant.
- Presented project at Neighborhood Council meeting.
- Reached out to and met with neighbors adjacent to the land
- Organized meet and greet with neighbors within a 300 foot radius of the property

March 18th - STRATEGIC PLAN

18242 Sherman Way (former JAM Building)

18242 Sherman Way - Tenant Improvement Project

March 18th - STRATEGIC PLAN

18220-18242 Sherman Way - MSA-1

Space to be used for eating, PE, open space

GYM
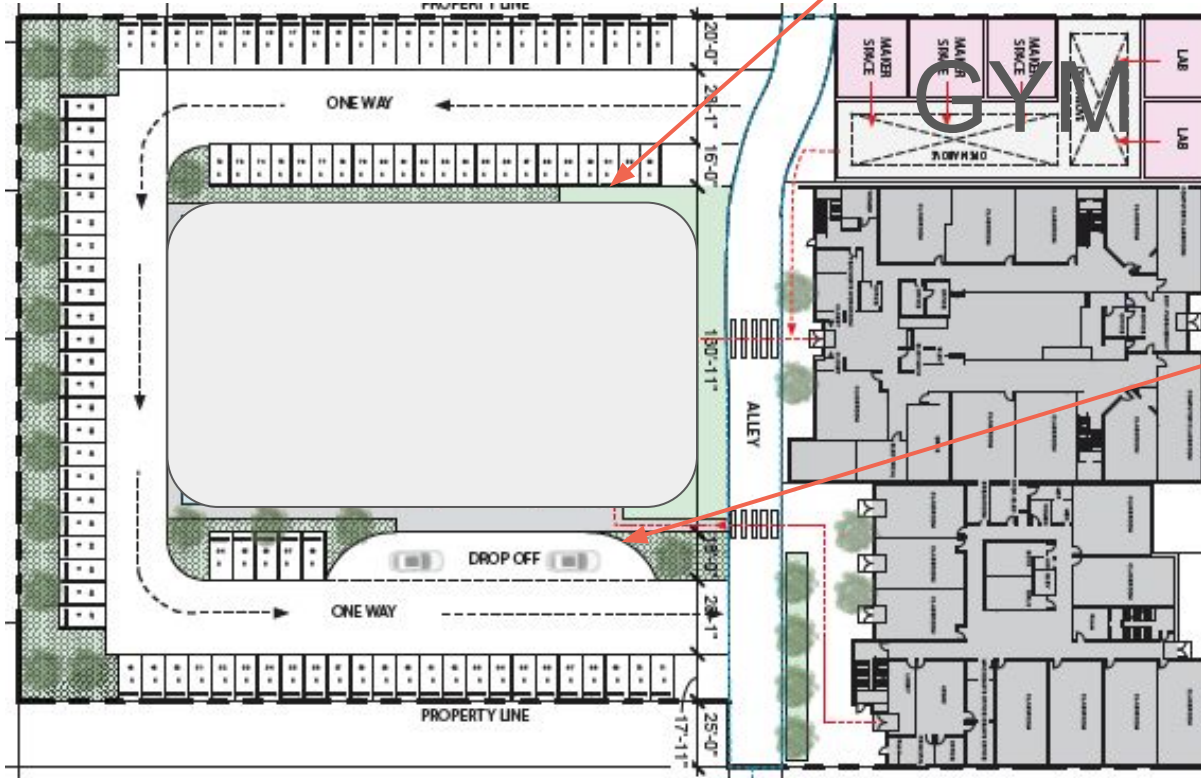
Easier drop off and pick up scheme

ONE WAY

ONE WAY

PROPERTY LINE

PROPERTY LINE

ALLEY

DROP OFF

LAB

LAB

Concept Drawing of MSA-1 Master Planned Area

May 9th - STRATEGIC PLAN UPDATE

Facilities Dept.

Gym Building – Tenant Improvement Project
➢ June 2024 completion date still on target. Expect occupancy no later than the start of the 2024-25 school year
➢ Total change orders to date are less than 20% of the original contract amount of $1,839,853.56, most of which are owner directed changes

18220-18242 Sherman Way - MSA-1
● Master planning the parking lots
  ○ Maximize parking and open space
  ○ Create a comfortable space for students to receive and take their meals
  ○ Create outdoor recreation space

March 18th - STRATEGIC PLAN

18220 Sherman Way - Possible New MSA-7 Location

Study by Berliner Architects
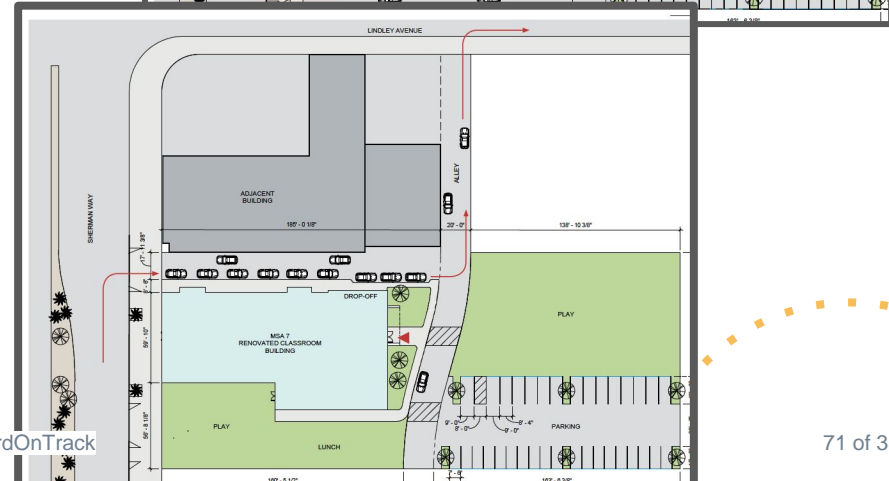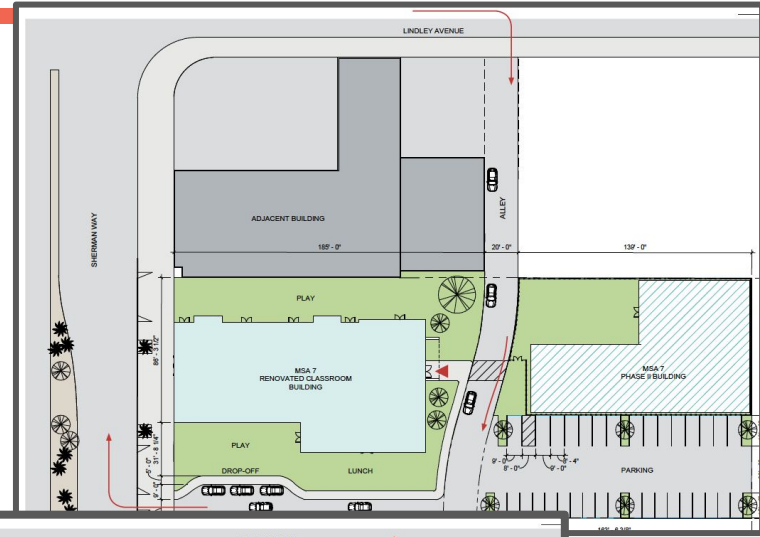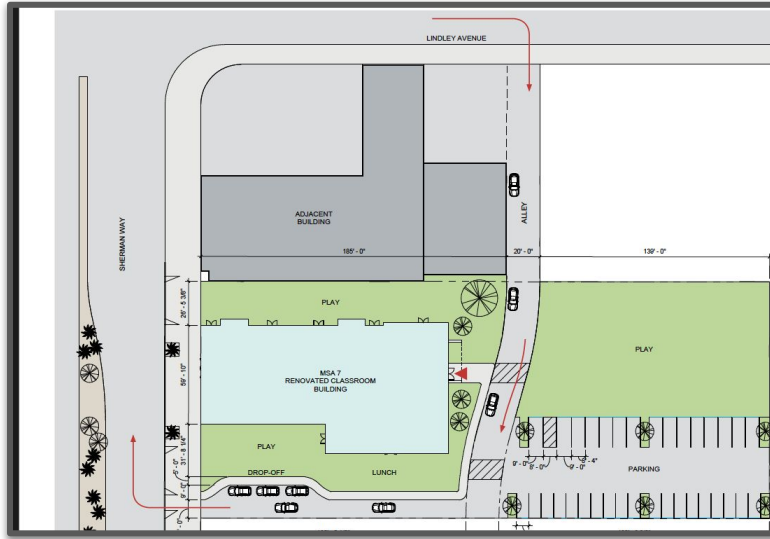
May 9th - STRATEGIC PLAN UPDATE

Facilities Dept.

- Looking at entering into a long term lease for the Bank of America building down the street on Sherman Way for a new MSA-7 campus, thereby saving on acquisition costs
- Would be a tenant improvement project
- The property is zoned for schools so no discretionary entitlements would be required except for site plan review
- Would create a feeder for MSA-1

Reflection

MSA-5

- Completion of MSA-5 DSA project by August 2024 was ambitious and ultimately cost prohibitive. Staff moved forward with a design in order to meet that goal.
- Staff has pivoted to consider different delivery options to bring project within budget.

MSA-7

- The landlord's change of management has made it difficult if not impossible to expand on the site.
- Staff has 4 years to seek out a new site.

MSA-2

- CUP is in process and targeting a Fall 2026 occupancy. Evaluating cost effective delivery methods.

General

- Have created a successful relationship with CLI Capital, a short term lender
- Need to continue to build relationships with other lenders in the charter school space
- Collaborate with C-Team to seek out philanthropic sources of funding
- Work with general contractors and developers (i.e., Pacific Charter School Development) to validate projects

OUTREACH & COMMUNICATIONS DEPARTMENT

Presented by Dr. Brenda D. Olivares, Chief External Officer

Dr. Brenda D. Olivares
Chief External Officer

Thalia Velazquez
Director of Creative Branding & Communications

Bryant Olandes
Director of Advancement

Maite Montalvo
Director of Community Schools & Partner Engagement

March 18th - STRATEGIC PLAN
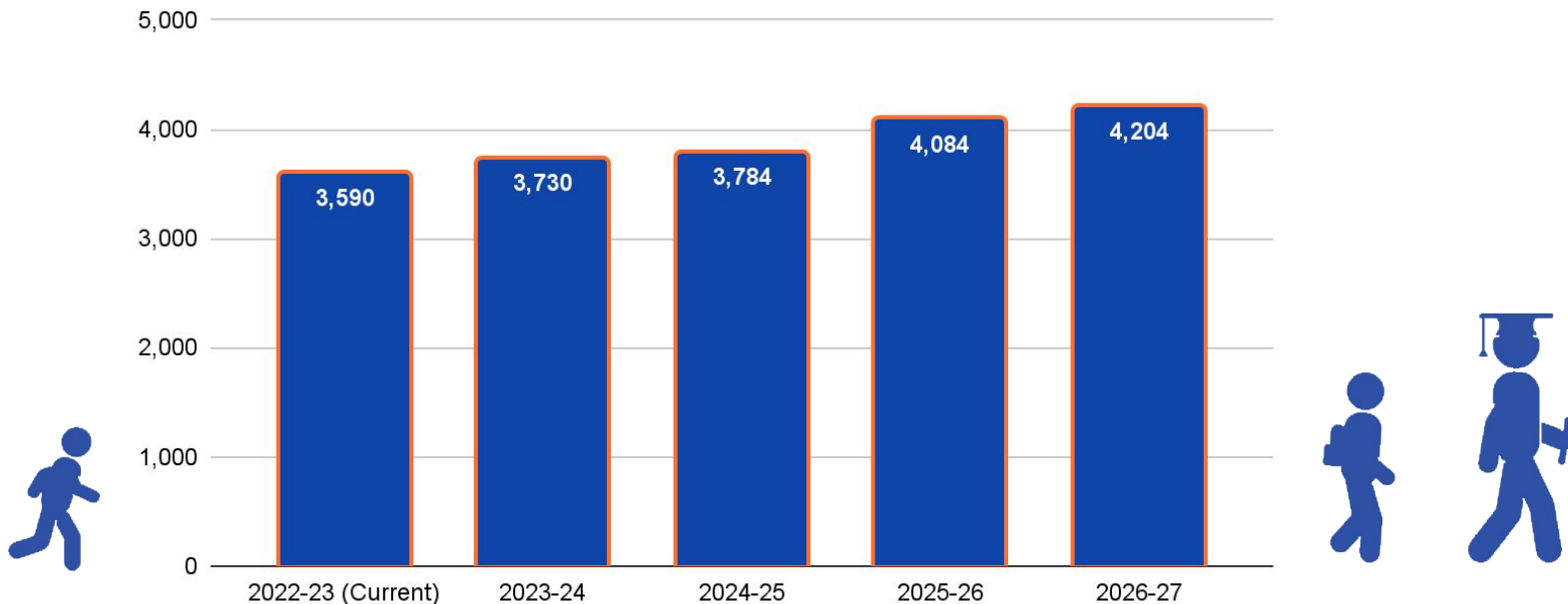
Outreach & Communications Dept.

Expected Enrollment

May 9th - STRATEGIC PLAN UPDATE

Outreach & Communications Dept.

Expected Enrollment

Year	Enrollment
2022-23	3,586
2023-24 (Current)	3,715
2024-25	3,840
2025-26	4,228
2026-27	4,925
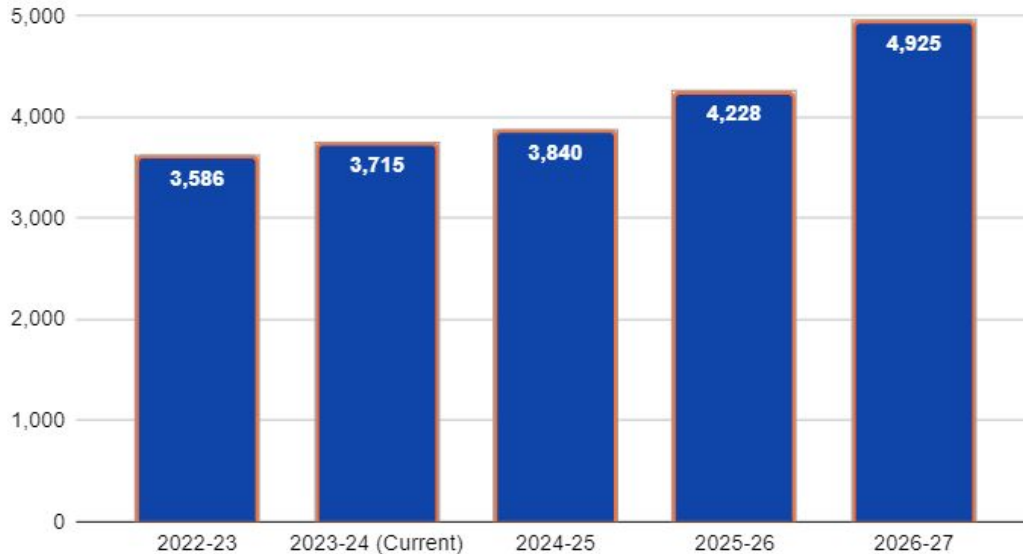
- Enrollment continues to trend positively
- Systematic improvements to enrollment projections
- Recruitment strategies
- Retention activities and Standard Operating Procedure (SOP)

March 18th - STRATEGIC PLAN

Outreach & Communications Dept.

Philanthropic & Grant Funding Goals

Year		
2021-22	200,000	1,800,000 ✓
2022-23	300,000	8,700,000 ✓
2023-24	500,000	5,000,000
2024-25	600,000	6,000,000
2025-26	700,000	7,000,000
2026-27	800,000	8,000,000

0   2,500,000   5,000,000   7,500,000

■ Current Awards   ■ Philanthropic Goal   State/Federal Grants

Powered by BoardOnTrack

May 9th - STRATEGIC PLAN UPDATE

Outreach & Communications Dept.

Philanthropic & Grant Funding Goals

Year	Current Awards / Philanthropic Goal	State/Federal Grants	
2021-22	200,000	1,800,000	✓
2022-23	300,000	11,425,000	✓
2023-24	500,000	12,762,000	✓
2024-25	700,000	6,000,000	
2025-26	900,000	7,000,000	
2026-27	1,000,000	8,000,000	

Axis: 0 — 5,000,000 — 10,000,000
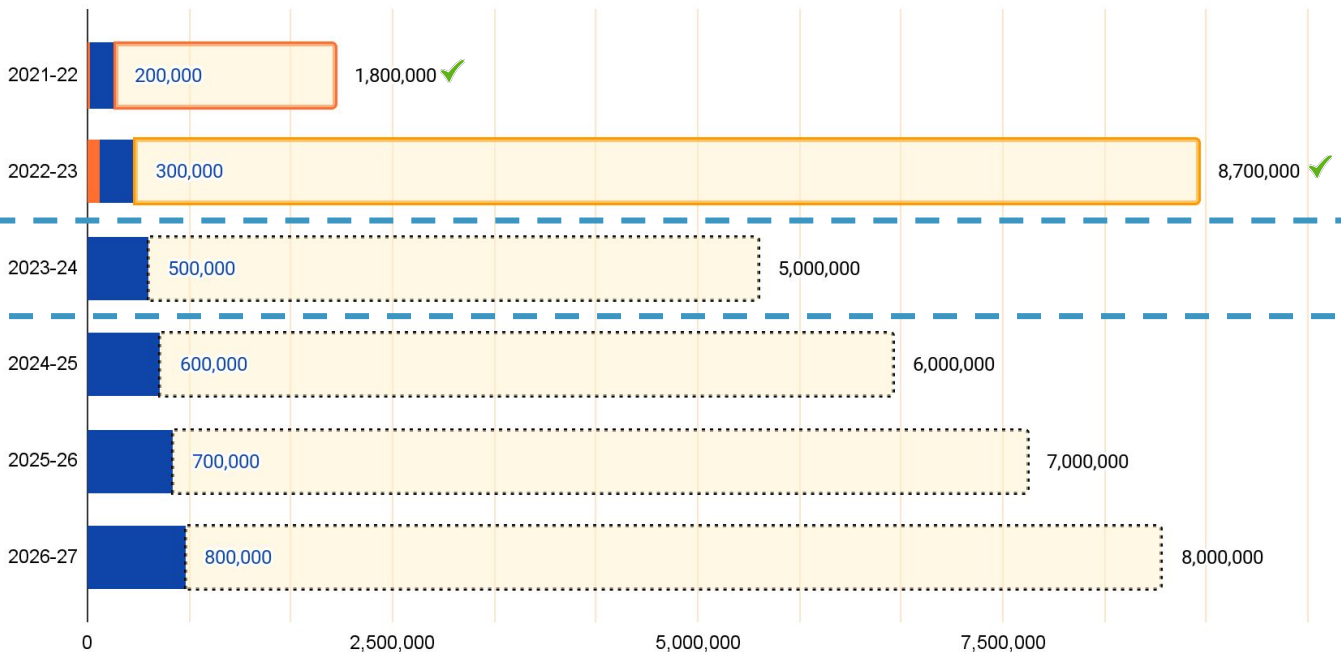
■ **Current Awards**   ■ **Philanthropic Goal**   ■ **State/Federal Grants**

Powered by BoardOnTrack
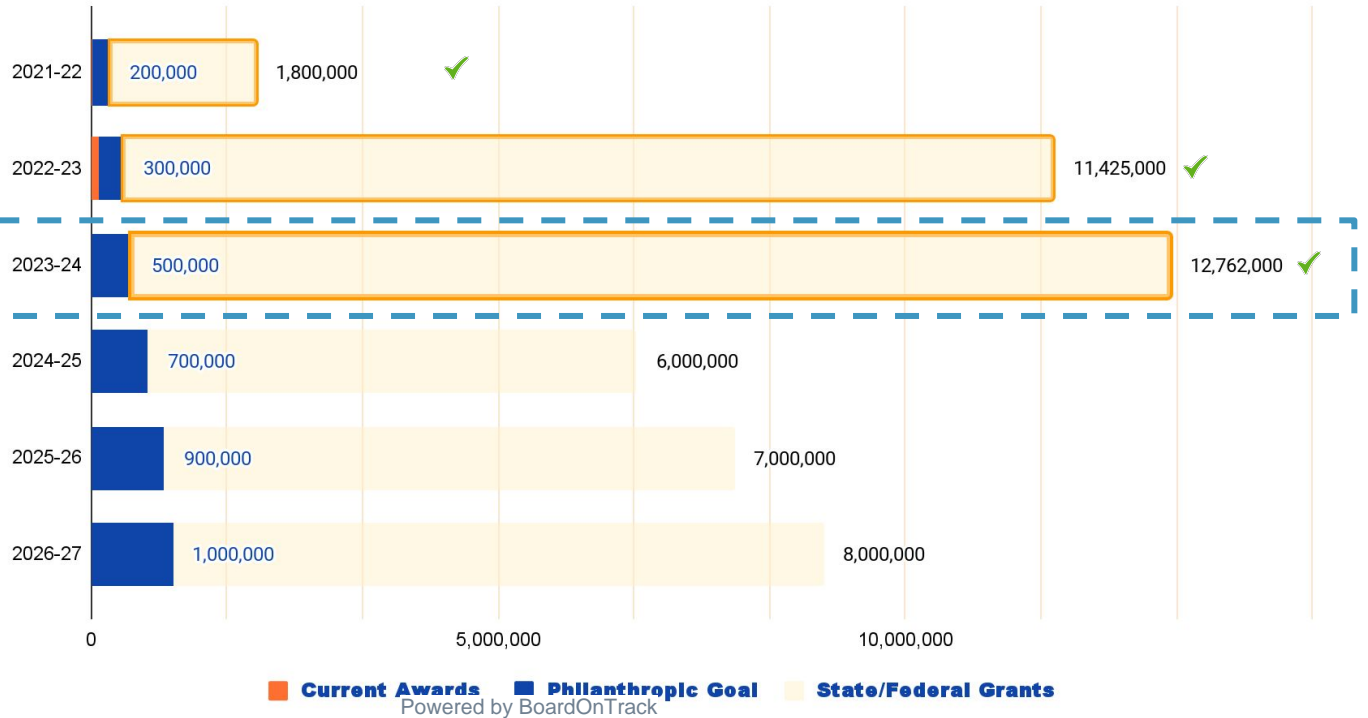
May 9th - STRATEGIC PLAN UPDATE

Outreach & Communications Dept.

DONOR ENGAGEMENT

CORPORATE & COMMUNITY PARTNERSHIPS

DIVERSE GRANTS
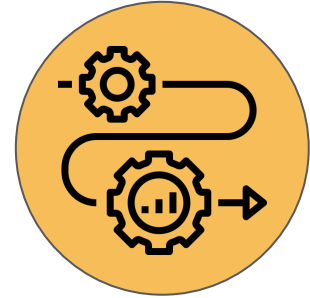
ALUMNI ENGAGEMENT

CONTINUOUS EVALUATION & ADAPTATION

March 18th - STRATEGIC PLAN

Outreach & Communications Dept.

Map Artwork Credit: Orange County SC

May 9th - STRATEGIC PLAN UPDATE

Outreach & Communications Dept.

1. Orange
2. Placentia-Yorba Linda
3. Irvine
4. Saddleback
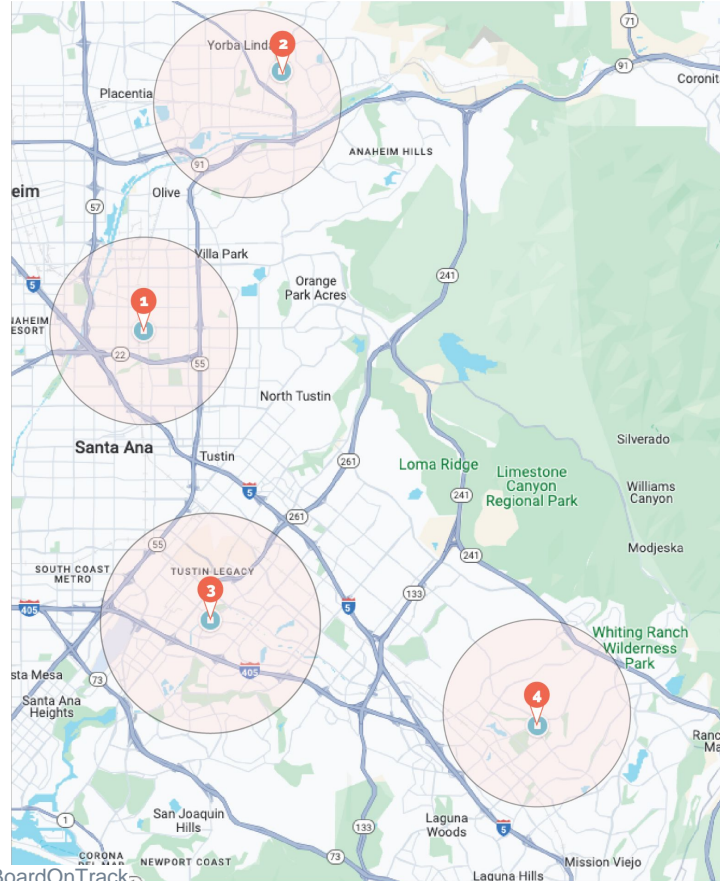
May 9th - STRATEGIC PLAN UPDATE

Outreach & Communications Dept.

- From a one to a four school expansion model, Federal CSP funds to ramp up level of supports, additional expansion with organizations
- Magnolia applied for OC expansion January 2024
- Public Hearing Session before the OC Board March 2024
- Clarification meeting with OC Staff review Petition elements March 2024
- Public Decision announced May 1, 2024

Reflection

- Enrollment is a continuous focus and maximizing efficiency while also increasing impact is essential to the success of our Magnolia families and community
- Through the California Community Schools Partnership Program eight Magnolia school sites have successfully completed their first year of the five year implementation grant.
- Magnolia Science Academy 4 was awarded the five year implementation grant beginning 2024-2025 school year, allowing nine of our community schools to further build on the four pillars of community school through engaging educational partners and community resources.
- In the 2024-25 four Magnolia school sites will participate in the Community Engagement Initiative as part of creating sustainable pathways and capacity building for the community school work.
- Brand awareness through more than 30 media placements (and counting) this school year highlighting all school regions focused on connection, innovation and excellence.
- Advancement work will be supported through revised department structure.

HUMAN RESOURCES DEPARTMENT

Presented by Fiorella Del Carpio, Chief People Officer

Fiorella Del Carpio
Chief People Officer

Derya Hajmeirza
Director of Human Resources

Murat Akbas
Assistant Director of
Human Resources

Barbara Torres
Talent Acquisitions
Manager

March 18th - STRATEGIC PLAN

Human Resources Dept.

Teacher Retention
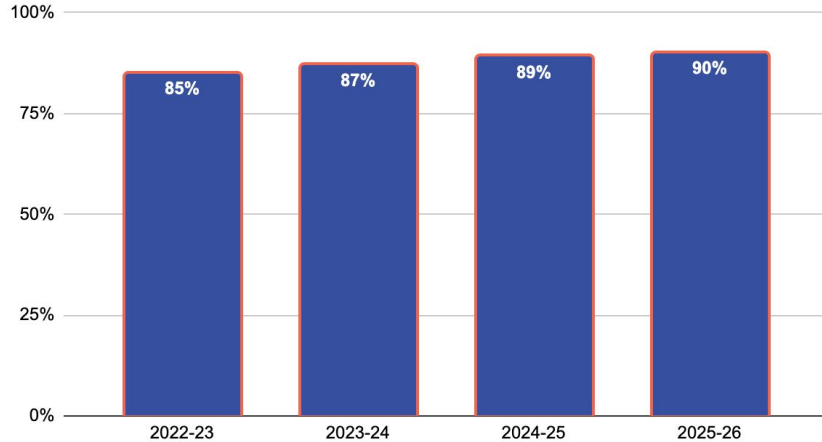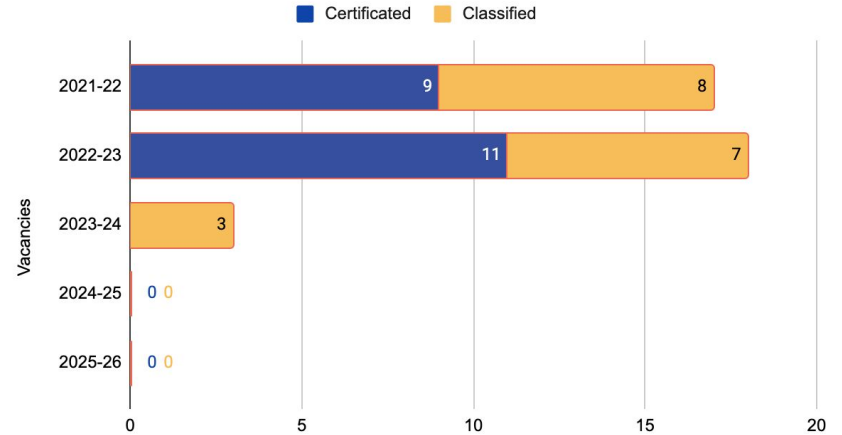
MPS will have a teacher retention rate of 85% or more, with the ultimate goal of 100%.

Vacancies

Vacant positions for all MPS will be fewer than 10.

November 9th Strategic Plan Update

RETENTION REPORT

Teachers

	TEACHER RETENTION PERCENTAGE		
	2022 CENSUS DAY	2023 CENSUS DAY	DIFFERENCE
MSA-1	70.27%	73.68%	3.41%
MSA-2	81.82%	78.26%	-3.56%
MSA-3	68.18%	73.91%	5.73%
MSA-4	90.00%	33.33%	-56.67%
MSA-5	75.00%	60.00%	-15.00%
MSA-6	83.33%	75.00%	-8.33%
MSA-7	81.25%	88.24%	6.99%
MSA-8 (Bell)	66.67%	54.17%	-12.50%
MSA-San Diego	68.42%	75.00%	6.58%
MSA-Santa Ana	86.11%	75.00%	-11.11%
OVERALL	75.96%	70.89%	-5.07%

All Staff

	ALL STAFF RETENTION PERCENTAGE		
	2022 CENSUS DAY	2023 CENSUS DAY	DIFFERENCE
MERF	96.43%	96.55%	0.12%
MSA-1	76.19%	79.73%	3.54%
MSA-2	82.93%	83.33%	0.41%
MSA-3	80.00%	79.55%	-0.45%
MSA-4	93.75%	64.71%	-29.04%
MSA-5	84.00%	66.67%	-17.33%
MSA-6	90.91%	84.62%	-6.29%
MSA-7	78.13%	83.33%	5.21%
MSA-8 (Bell)	76.60%	60.00%	-16.60%
MSA-San Diego	69.70%	76.67%	6.97%
MSA-Santa Ana	69.35%	76.19%	6.84%
OVERALL	78.89%	77.19%	-1.71%

May 9th - STRATEGIC PLAN UPDATE

Human Resources Dept.

February 2024 staff were surveyed:

- **Intend to stay**: 426 out of 441 of staff that participated
- **Not intend to stay**: 15 out of 441 with leading factors changing field/job (5), relocating (2), retiring (2), long commute (2), school wide challenges (2), and higher pay (1)
- **Transfer request**: 23 out of 441 with leading reason of long commute/live closer to home and change of environment

2024-25 Employee Intent to Return

Home Office	97%
MSA-1	97%
MSA-2	92%
MSA-3	98%
MSA-4	94%
MSA-5	97%
MSA-6	100%
MSA-7	97%
MSA-8	96%
MSA-San Diego	97%
MSA-Santa Ana	98%
MPS	97%
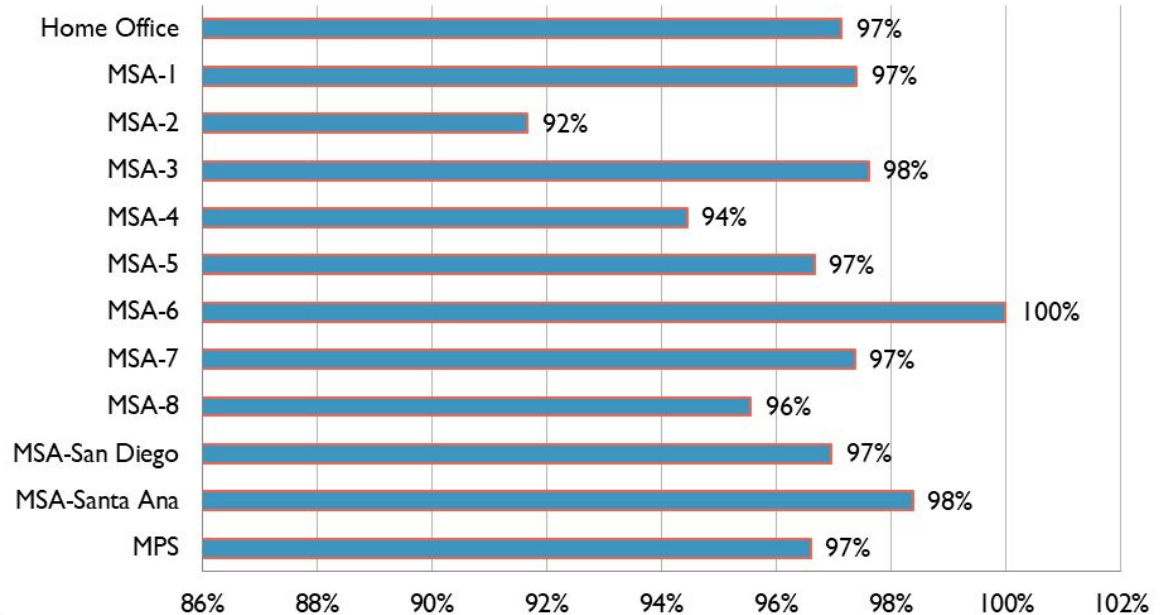
Reflection

- Developed a **Strategic Plan** that is shifting our Human Resource support role at MPS to a Total People Strategy focus
- Increased presence at school sites to build trust with HR and demonstrate partnership/accessibility
- Initiated **Norming at MPS** with Principals with goal of ensuring that norming practices are taking place across all MPS schools in relation to HR
- Employee Relations **coaching** conversations
- **Analyzed** and **explored** systems for long-term department support
- Initiated **pooling job posts** for hard to fill positions
- Lead collective efforts on **FY 24/25 Pay Structure**
- LACEPS active partnership to benchmark internal process/systems and engage in **consultancy**
- Evaluating future **HR metrics** to help identify org-wide/school/department brights spots and areas of focus

OPERATIONS DEPARTMENT

Presented by Suat Acar, Chief Operations Officer

Suat Acar
Chief Operations Officer

Rasul Monoshev
IT Director

March 18th - STRATEGIC PLAN

Operations Dept.

School Site	Enrollments 11/3/22	Chromebooks
Magnolia Science Academy-1	696	1400
Magnolia Science Academy-2	506	1022
Magnolia Science Academy-3	375	551
Magnolia Science Academy-4	105	172
Magnolia Science Academy-5	238	782
Magnolia Science Academy-6	92	169
Magnolia Science Academy-7	262	377
Magnolia Science Academy-8	384	742
Magnolia Science Academy-Santa Ana	421	620
Magnolia Science Academy-San Diego	493	757
TOTAL	**3,572**	**6592**

- The Chromebook per student ratio is 1.84. We will always keep this ratio above 1:1 through aging and re-purchase cycles.

May 9th - 1:1 Device Ratio Update

Operations Dept.

School Site	Enrollments 5/3/24	Chromebooks /iPads	Comments/description
Magnolia Science Academy-1	720	1250	600 ipads/650Chromebooks
Magnolia Science Academy-2	532	950	About 50% of the chromebooks listed are still in use despite their depreciation time being over. (+3 Ipads)
Magnolia Science Academy-3	379	470	no ipads
Magnolia Science Academy-4	124	130	
Magnolia Science Academy-5	218	250	No Ipads
Magnolia Science Academy-6	111	121	81 Chromebooks/ 40 iPads
Magnolia Science Academy-7	280	420	About 25% of the chromebooks listed are still in use despite their depreciation time being over. (+9 Ipads)
Magnolia Science Academy-8	404	675	610 chromebooks/65ipads
Magnolia Science Academy-Santa Ana	439	630	570chromebooks/60 iPads
Magnolia Science Academy-San Diego	504	677	Have about 60 more that are salvaged but being used
TOTAL	**3,715**	**5573**	**Updated Ratio is at 1.5**

May 9th - STRATEGIC PLAN UPDATE

Operations Dept.

- The ECF funding for Chromebooks and laptops are fully received, $675,110.00 for Round 1 and $21,820.00 for Round 2
- The ECF hotspots were followed up, and we got an online account to see all the hotspots in one place and manage them. ECF directly funds those to the vendor, which has end-of-this-fiscal-year coverage.
    a. **Update: We canceled all the unused hotspots and are on a month to month basis for the ones we are using.**
- MSA-1's last year bungalow project is implemented through E-Rate. We submitted for reimbursement with invoices (approximately $30K).
    a. **Update: We did the cabling and purchased equipments and are awaiting for bungalows to open for classes.**
- 100% of MPS students have access to technology resources: On the left is the table showing the ratio of Chromebook to students school by school.
    a. **Update: We are still one to one and are placing orders for broken or retired items as the latest bulk purchases were done in year 2021 and Chromebooks life-cycle is set at three years. Our practice is that we use one or two years after their term is done.**

Reflection

- 5 - Years Technology Plan

- Survey is done for existing technology use and recommendations/what teachers want to see in their classroom

- MSA-1 Gym and MSA-5 Constructions IT infrastructure projects and applying for grant to cover bigger part of the expenses.

CEO & SUPERINTENDENT'S OFFICE

Presented by Alfredo Rubalcava, Chief Executive Officer & Superintendent

Alfredo Rubalcava
CEO & Superintendent

Jennifer Lara
Executive Assistant & Board Secretary

March 18th - STRATEGIC PLAN

CEO & Superintendent Office

Board Participation in:
WASC Visits
Leadership in Service
Fall Symposium
School Site Visits
Authorizer events (i.e. San Diego County Office of Education)
20th Year Anniversary
CCSA Conference
Graduations
Board & Committee Meetings

Active Board engagement in various events and calls for action.

> Compliance in Brown Act, Conflict of Interest, Form 700, Student Discipline Procedures, implementation of AB 824 (Pupil Board Member).
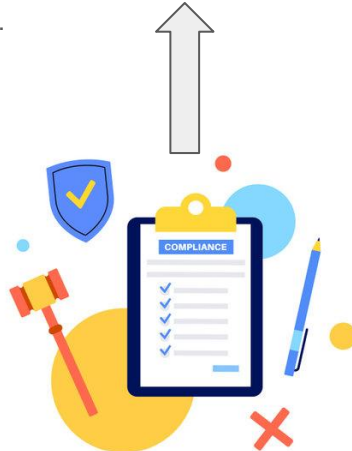
2022-23 Average Meeting Duration

Hours / Board Meeting Dates

July 14, August 11, * August 30, September 8, October 13, November 11, December 18, * January 12, January 19, February 9, * February 16, March 9, * March 18, April 13, May 18, June 8, June 22
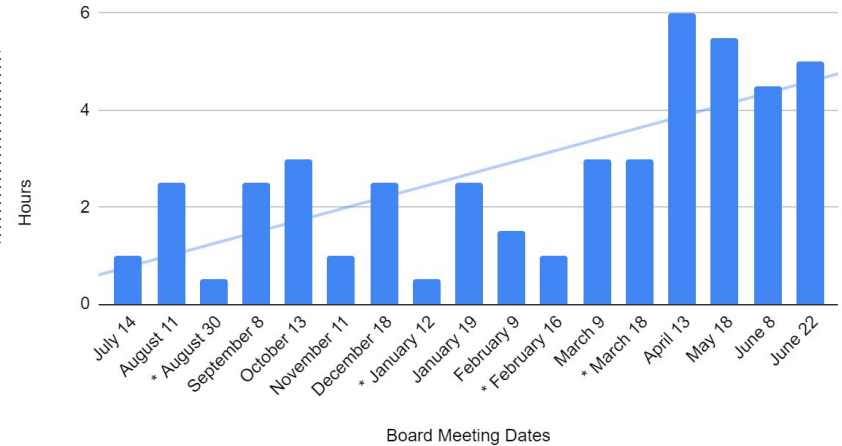
- Based on the 2022-23 Board approved calendars, MPS averaged close to 3 hour Board Meetings.
- Extending to longer Board Meetings starting April - June due to end of year closing.
- Board meeting efficiency.

May 9th - STRATEGIC PLAN UPDATE

CEO & Superintendent Office

2023-24 Average Meeting Duration (So Far)
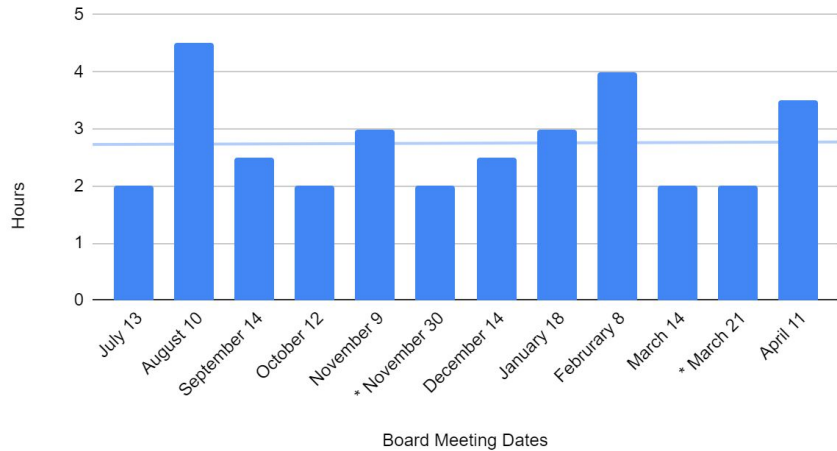
We are maintaining the practice of thoughtful time management at our meetings for 2023-24. Total average is roughly around 3 hour Board Meetings.

BOARD OF DIRECTORS

✓ Successful addition of Melissa De La Rosa as MPS 1st Student Board Member.
✓ Successful submission of Form 700's navigating through new processes and procedures.
✓ Have maintained compliance at the Governance level.

Board Participation in:
WASC Visits
Leadership in Service
Fall Symposium
School Site Visits
Authorizer events (i.e. San Diego County Office of Education)
20th Year Anniversary
CCSA Conference
Graduations
Board & Committee Meetings
CA Distinguished School Awards
Org wide events (MPS Soccer Tournament)
Facilities Tours
STEAM Expo

Reflection

- Positive outlook in time management of scheduled and non-scheduled Board Meetings.
  - **2022-23**: **13 calendarized** Board Meetings & **4 off-cycle** Board Meetings
  - **2023-24**: (July - April): **10 calendarized** Board meetings & **2 off-cycle** Board Meetings.
- Home Office to Board communication has increased leading to more active Board participation in several key MPS events.
- Maintaining compliance in areas such as Brown Act, Conflict of Interest, Form 700 submissions, etc.
- MPS first ever Student Board Member elected in 2023.
- Maintaining high standings in authorizer visits in the area of Governance and are continuing to implement any recommendations from them.

Coversheet

2023-24 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP

Section: III. Information/Discussion Items
Item: B. 2023-24 MPS Educational Partners Survey Results & Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material: III_B_Educational Partners Survey Results & Reflections.pdf

Agenda Item:	III B: Information/Discussion Item
Date:	May 9, 2024
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:	2023-24 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 two open-ended free-response questions:

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

    Responses to the open-ended questions are <u>not</u> 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' 2023-24 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. *Exhibits:*

- 1. Report on 2023-24 MPS Educational Partners Survey Results (Pg. 3)

- 2. Panorama 2023-24 MPS Average Approval Rates by Question *(Student, Family, Staff)* (Pg. 50)

- 3. Panorama 2023-24 MPS Detailed Survey Reports *(Student, Family, Staff)* (Pg. 64)

- 4. MPS 2023-24 Educational Partners Survey Reflections *(one from each school)* (Pg. 102)

Report on
Magnolia Public Schools' (MPS)
2023-24
Educational Partners Survey Results

April 2024

Prepared by the

MPS Home Office

Accountability Department

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

Table of Contents

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 two open-ended free-response questions:

1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

2) 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.

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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.**

MPS' 2023-24 Educational Partners Survey Results   Page 6

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.
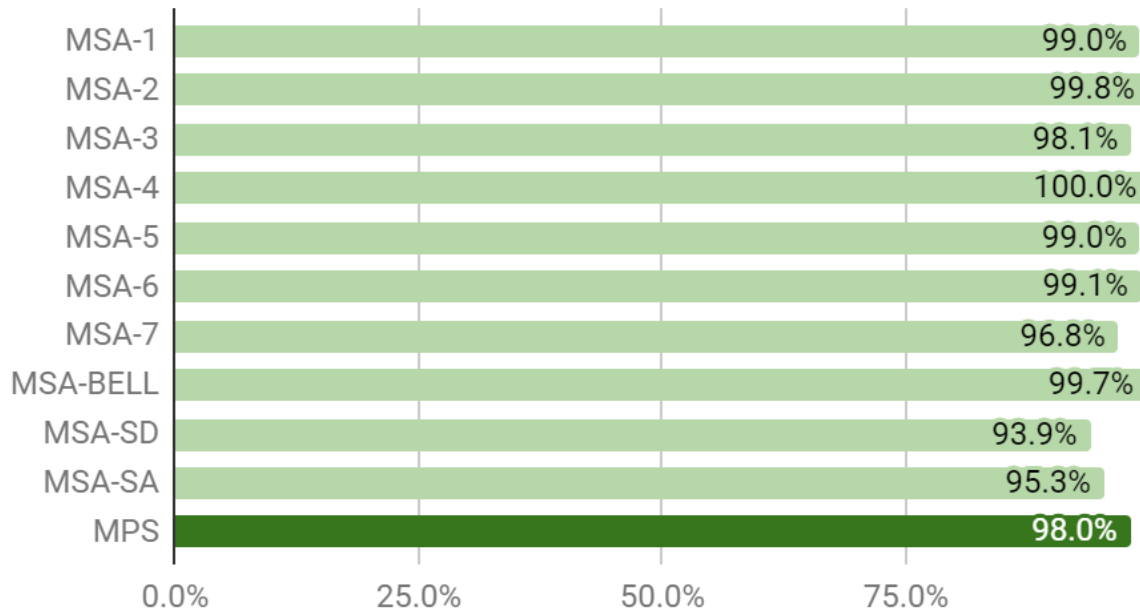
What Are the Participation Rates on the Surveys?

Current Year Survey Participation Rates

In 2023-24, MPS had an average educational partners participation rate of **98.0%** for students, **85.9%** for families, and **99.5%** for staff. (Last year the participation rates were 98.7%, 80.8%, and 99.7% respectively.)

2023-24 Survey Participation Rates	Students			Families			Staff		
MSA-1	99.0%	699	706	91.0%	533	582	100.0%	72	72
MSA-2	99.8%	520	521	100.0%	425	425	100.0%	48	48
MSA-3	98.1%	370	377	70.5%	213	302	100.0%	40	40
MSA-4	100.0%	122	122	100.0%	109	109	100.0%	16	16
MSA-5	99.0%	206	208	88.4%	153	173	96.3%	26	27
MSA-6	99.1%	114	115	94.2%	98	104	100.0%	15	15
MSA-7	96.8%	151	156	82.2%	185	225	97.2%	35	36
MSA-BELL	99.7%	398	399	94.4%	351	372	100.0%	45	45
MSA-SD	93.9%	414	441	65.0%	258	397	100.0%	32	32
MSA-SA	95.3%	389	408	81.4%	263	323	100.0%	58	58
MPS	98.0%	3,383	3,453	85.9%	2,588	3,012	99.5%	387	389

Students

2023-24 Survey Participation Rates - Students

School	Rate
MSA-1	99.0%
MSA-2	99.8%
MSA-3	98.1%
MSA-4	100.0%
MSA-5	99.0%
MSA-6	99.1%
MSA-7	96.8%
MSA-BELL	99.7%
MSA-SD	93.9%
MSA-SA	95.3%
MPS	98.0%

Families

2023-24 Survey Participation Rates - Families

School	Rate
MSA-1	91.0%
MSA-2	100.0%
MSA-3	70.5%
MSA-4	100.0%
MSA-5	88.4%
MSA-6	94.2%
MSA-7	82.2%
MSA-BELL	94.4%
MSA-SD	65.0%
MSA-SA	81.4%
MPS	85.9%

Staff

2023-24 Survey Participation Rates - Staff

School	Rate
MSA-1	100.0%
MSA-2	100.0%
MSA-3	100.0%
MSA-4	100.0%
MSA-5	96.3%
MSA-6	100.0%
MSA-7	97.2%
MSA-BELL	100.0%
MSA-SD	100.0%
MSA-SA	100.0%
MPS	99.5%
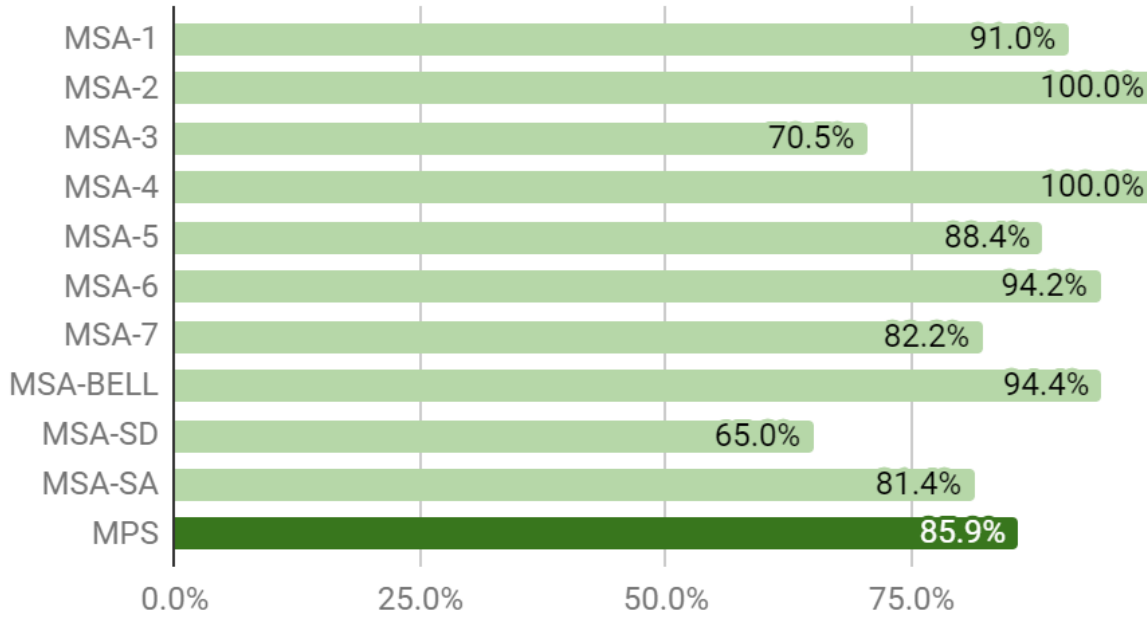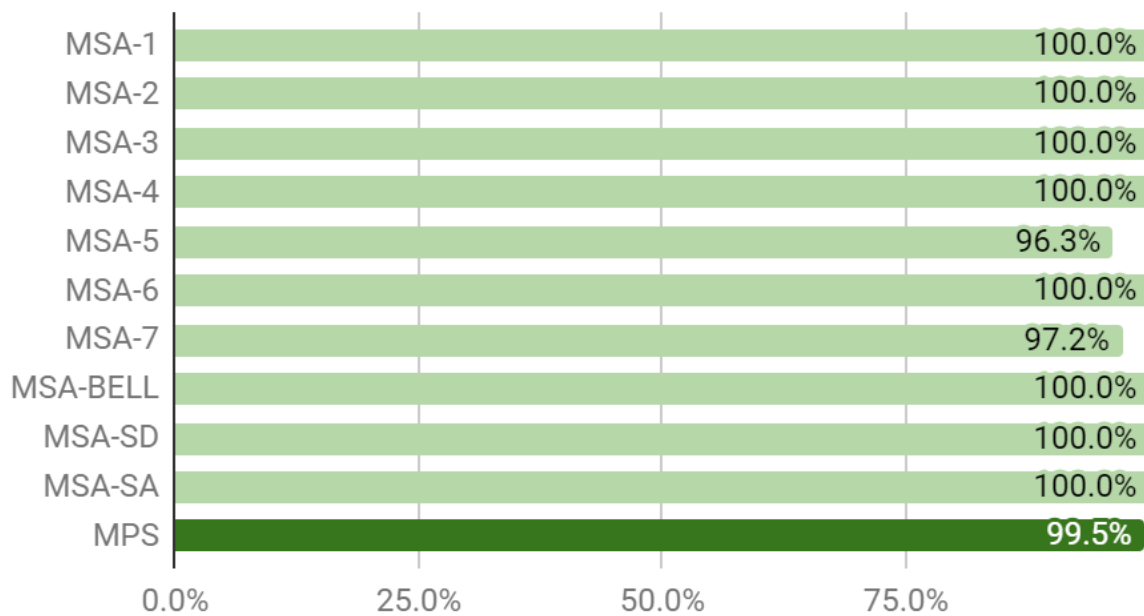
Changes in Survey Participation Rates From Prior Year

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: 2023-24 vs. 2022-23

|	Students					Families					Staff				
	2023-24	2022-23	Change	2023-24 LCAP Target	Met?	2023-24	2022-23	Change	2023-24 LCAP Target	Met?	2023-24	2022-23	Change	2023-24 LCAP Target	Met?
MSA-1	99.0%	99.0%	0.0%	95.0%	Yes	91.0%	73.7%	17.3%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-2	99.8%	98.6%	1.2%	95.0%	Yes	100.0%	99.3%	0.7%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-3	98.1%	98.1%	0.0%	95.0%	Yes	70.5%	78.7%	-8.2%	90.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-4	100.0%	100.0%	0.0%	95.0%	Yes	100.0%	100.0%	0.0%	80.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-5	99.0%	100.0%	-1.0%	95.0%	Yes	88.4%	87.6%	0.8%	90.0%	No	96.3%	100.0%	-3.7%	100.0%	No
MSA-6	99.1%	100.0%	-0.9%	95.0%	Yes	94.2%	96.4%	-2.2%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-7	96.8%	97.9%	-1.1%	95.0%	Yes	82.2%	89.3%	-7.1%	90.0%	No	97.2%	100.0%	-2.8%	100.0%	No
MSA-BELL	99.7%	100.0%	-0.3%	95.0%	Yes	94.4%	74.9%	19.5%	90.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-SD	93.9%	95.7%	-1.8%	90.0%	Yes	65.0%	66.6%	-1.6%	67.0%	No	100.0%	96.9%	3.1%	90.0%	Yes
MSA-SA	95.3%	100.0%	-4.7%	95.0%	Yes	81.4%	76.6%	4.8%	80.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MPS	98.0%	98.7%	-0.7%	95.0%		85.9%	80.8%	5.1%	85.0%		99.5%	99.7%	-0.2%	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	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	91.4%	91.5%	80.8%	99.0%	99.3%
MSA-2	99.3%	95.1%	98.0%	98.6%	100.0%
MSA-3	93.7%	83.1%	84.9%	98.1%	98.4%
MSA-4	96.9%	100.0%	100.0%	100.0%	100.0%
MSA-5	100.0%	98.3%	98.7%	100.0%	100.0%
MSA-6	100.0%	99.4%	100.0%	100.0%	99.1%
MSA-7	98.2%	92.3%	97.2%	97.9%	96.8%
MSA-BELL	97.0%	94.1%	100.0%	100.0%	99.7%
MSA-SD	94.7%	94.7%	92.8%	95.7%	94.1%
MSA-SA	97.1%	95.3%	97.8%	100.0%	95.6%
MPS	95.9%	93.3%	92.4%	98.7%	98.2%
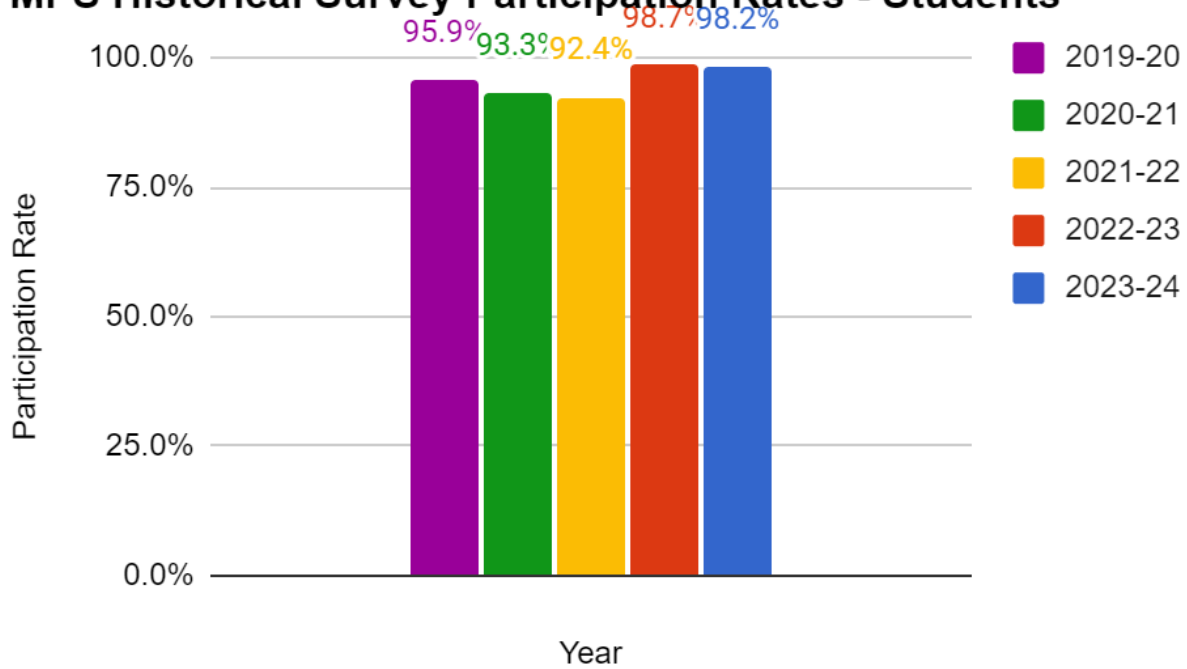
Families

MPS Historical Survey Participation Rates - Families				
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	85.1%	100.0%	13.8%	73.7%	91.0%
MSA-2	85.8%	91.8%	86.3%	99.3%	100.0%
MSA-3	61.9%	87.1%	37.3%	78.7%	70.5%
MSA-4	66.7%	83.3%	95.8%	100.0%	100.0%
MSA-5	87.3%	96.8%	70.8%	87.6%	88.4%
MSA-6	88.9%	88.7%	100.0%	96.4%	94.2%
MSA-7	99.6%	65.4%	51.7%	89.3%	82.2%
MSA-BELL	87.3%	41.5%	54.3%	74.9%	99.7%
MSA-SD	64.9%	67.9%	71.1%	66.6%	65.0%
MSA-SA	100.0%	72.8%	81.8%	76.6%	81.4%
MPS	83.0%	79.6%	57.1%	80.8%	86.7%
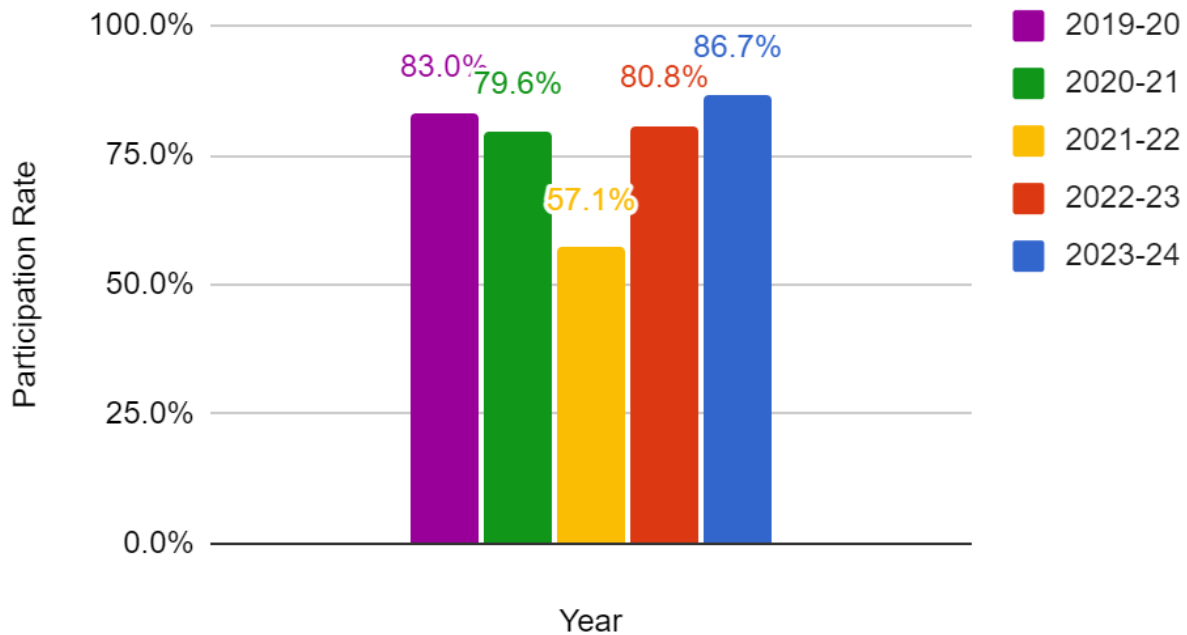
MPS Historical Survey Participation Rates - Families

Staff

MPS Historical Survey Participation Rates - Staff					
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	98.1%	100.0%	86.6%	100.0%	100.0%
MSA-2	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-3	97.8%	100.0%	97.5%	100.0%	100.0%
MSA-4	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-5	100.0%	100.0%	100.0%	100.0%	96.3%
MSA-6	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-7	90.3%	100.0%	90.9%	100.0%	97.2%
MSA-BELL	100.0%	100.0%	100.0%	100.0%	100.0%
MSA-SD	96.9%	100.0%	100.0%	96.9%	100.0%
MSA-SA	98.5%	100.0%	100.0%	100.0%	100.0%
MPS	98.1%	100.0%	97.8%	99.7%	99.5%

MPS Historical Survey Participation Rates - Staff
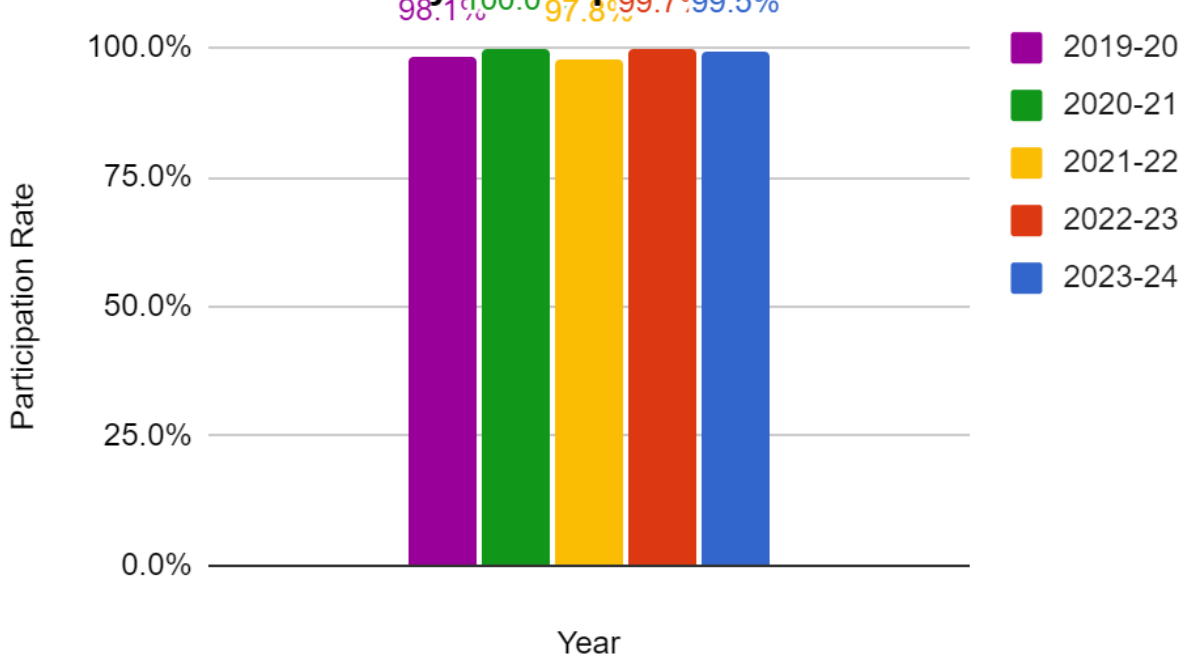
What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2023-24, MPS had an average educational partners approval rate of **62%** for students; **94%** for parents; **78%** for staff. (Last year the average approval rates were 65%, 95%, and 83% 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 **62%** compared to 65% last year.

2023-24 Secondary Student Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	55%	62%	49%	61%	42%	62%
MSA-2	57%	62%	52%	65%	46%	65%
MSA-3	63%	70%	62%	65%	50%	70%
MSA-4	70%	76%	71%	72%	58%	75%
MSA-5	67%	75%	66%	67%	52%	78%
MSA-6	77%	84%	76%	76%	72%	85%
MSA-BELL	56%	63%	52%	59%	44%	66%
MSA-SD	68%	78%	65%	64%	65%	82%
MSA-SA	67%	74%	63%	72%	59%	80%
AVERAGE	61%	69%	58%	65%	51%	71%

2023-24 Elementary Student Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-7	68%	69%	68%	63%	71%	89%
MSA-SA	78%	87%	82%	64%	79%	86%
AVERAGE	72%	77%	74%	63%	75%	88%

2023-24 Combined Student Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-SA	70%	78%	69%	70%	65%	82%
MPS	62%	70%	59%	65%	53%	72%

Students - Secondary

2023-24 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL

Category	AVERAGE
MSA-1	55%
MSA-2	57%
MSA-3	63%
MSA-4	70%
MSA-5	67%
MSA-6	77%
MSA-BELL	56%
MSA-SD	68%
MSA-SA	67%
AVERAGE	61%
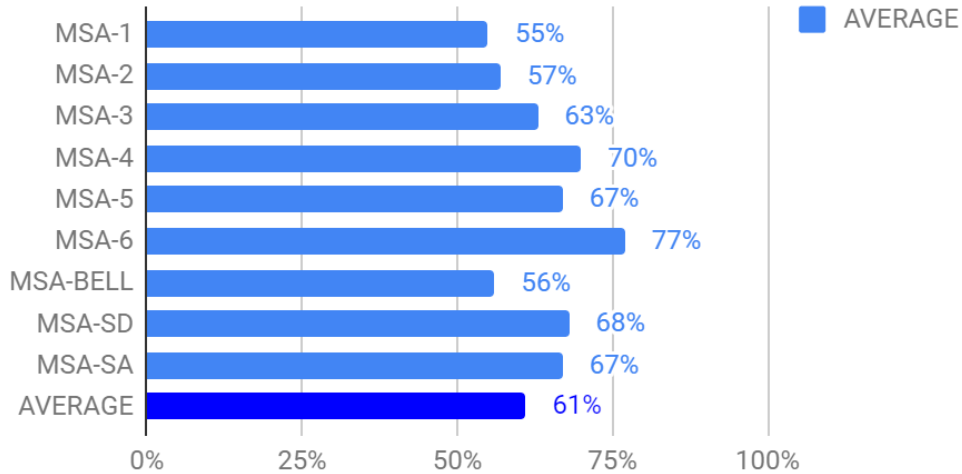
Students - Elementary

2023-24 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE

Category	MSA-7	MSA-SA	AVERAGE
AVERAGE	68%	78%	72%
Topic 1	69%	87%	77%
Topic 2	68%	82%	74%
Topic 3	63%	64%	63%
Topic 4	71%	79%	75%
OVERALL SATISFACT...	89%	86%	88%
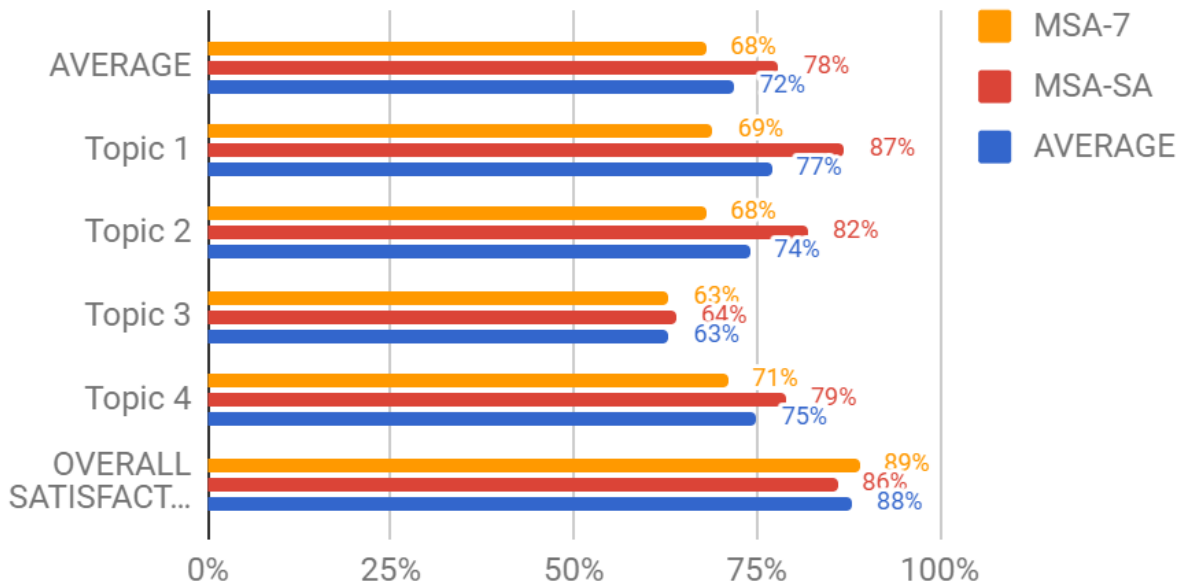
Students - Combined

2023-24 STUDENT SURVEY - AVERAGE APPROVAL

School	Average
MSA-1	55%
MSA-2	57%
MSA-3	63%
MSA-4	70%
MSA-5	67%
MSA-6	77%
MSA-7	68%
MSA-BELL	56%
MSA-SD	68%
MSA-SA	70%
AVERAGE	62%
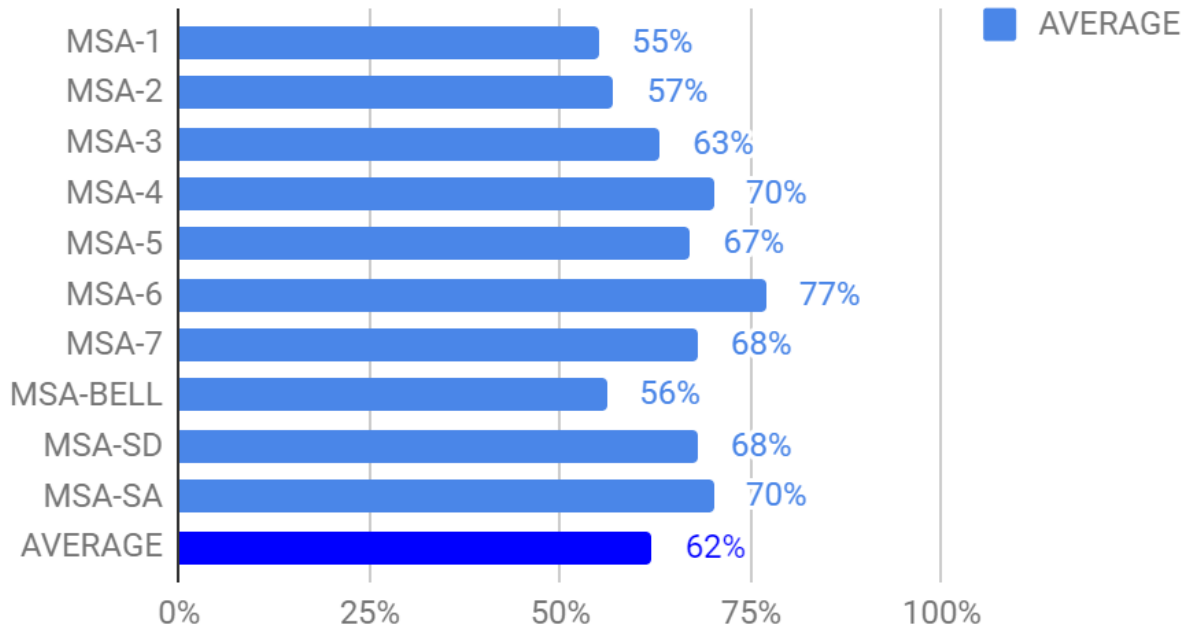
Families

Families had an average approval rate of **94%** compared to 95% last year.

2023-24 Family Survey Summary - Percent Favorable	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	92%	98%	87%	88%	92%	95%
MSA-2	90%	88%	87%	94%	89%	95%
MSA-3	96%	97%	94%	95%	97%	94%
MSA-4	96%	96%	95%	95%	96%	95%
MSA-5	96%	98%	99%	87%	98%	96%
MSA-6	98%	99%	97%	100%	98%	99%
MSA-7	97%	99%	97%	97%	97%	96%
MSA-BELL	93%	95%	90%	87%	94%	93%
MSA-SD	96%	96%	95%	97%	96%	95%
MSA-SA	95%	96%	94%	92%	96%	96%
MPS	94%	95%	92%	92%	94%	95%

2023-24 FAMILY SURVEY - AVERAGE APPROVAL

	AVERAGE
MSA-1	92%
MSA-2	90%
MSA-3	96%
MSA-4	96%
MSA-5	96%
MSA-6	98%
MSA-7	97%
MSA-BELL	93%
MSA-SD	96%
MSA-SA	95%
MPS	94%
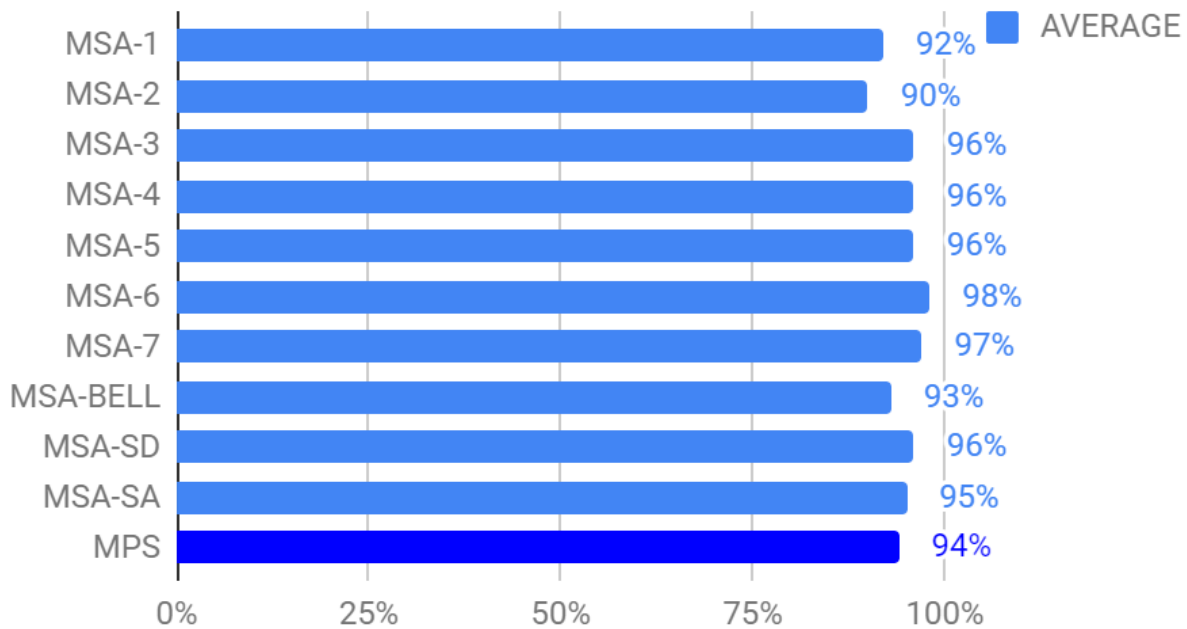
Staff

Staff had an average approval rate of **78%** compared to 83% last year.

2023-24 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-1	70%	87%	64%	60%	69%	77%
MSA-2	69%	83%	71%	54%	65%	72%
MSA-3	74%	88%	79%	55%	70%	73%
MSA-4	94%	100%	93%	83%	98%	100%
MSA-5	80%	97%	78%	75%	69%	75%
MSA-6	93%	98%	95%	95%	83%	87%
MSA-7	81%	92%	83%	76%	71%	88%
MSA-BELL	68%	88%	72%	34%	69%	77%
MSA-SD	88%	96%	84%	80%	89%	97%
MSA-SA	88%	97%	89%	85%	84%	96%
MPS	78%	91%	78%	66%	74%	83%

2023-24 STAFF SURVEY - AVERAGE APPROVAL

	AVERAGE
MSA-1	70%
MSA-2	69%
MSA-3	74%
MSA-4	94%
MSA-5	80%
MSA-6	93%
MSA-7	81%
MSA-BELL	68%
MSA-SD	88%
MSA-SA	88%
MPS	78%
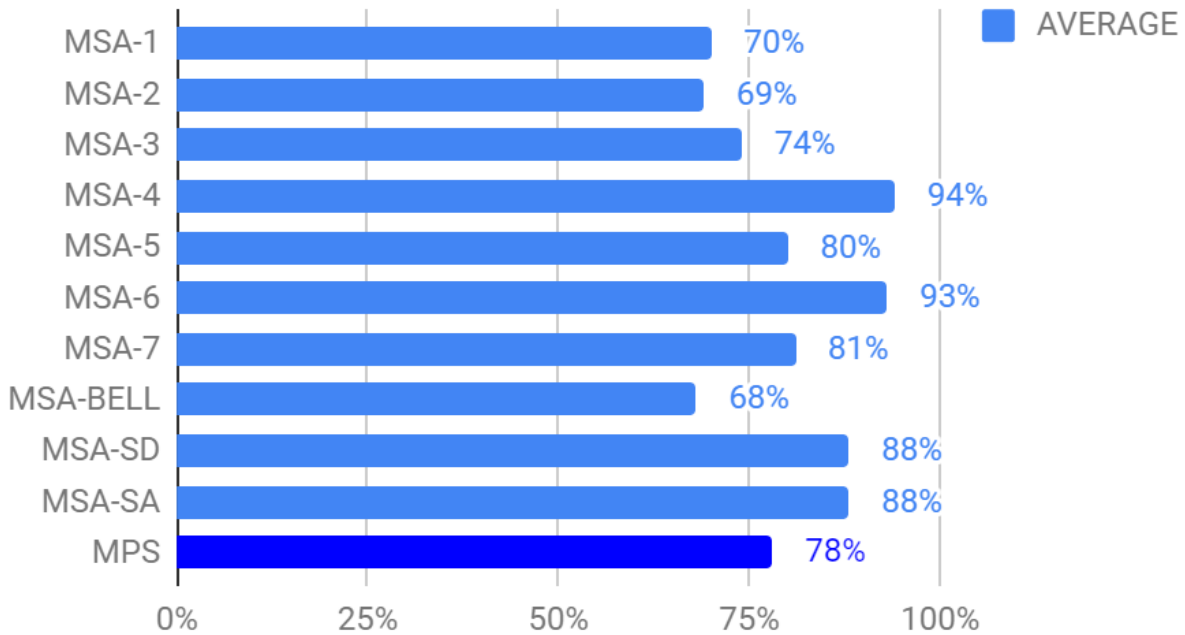
Changes in Survey Approval Rates From Prior Year

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: 2023-24 vs. 2022-23	Students				
	2023-24	2022-23	Change	2023-24 LCAP Target	Met?
MSA-1	55%	56%	-1%	75%	No
MSA-2	57%	70%	-13%	75%	No
MSA-3	63%	61%	2%	70%	No
MSA-4	70%	64%	6%	80%	No
MSA-5	67%	68%	-1%	75%	No
MSA-6	77%	76%	1%	80%	No
MSA-7	68%	73%	-5%	80%	No
MSA-BELL	56%	59%	-3%	80%	No
MSA-SD	68%	67%	1%	74%	No
MSA-SA	70%	73%	-3%	75%	No
AVERAGE	62%	65%	-3%	75%	

2023-24 vs. 2022-23 AVERAGE APPROVAL RATES - STUDENTS
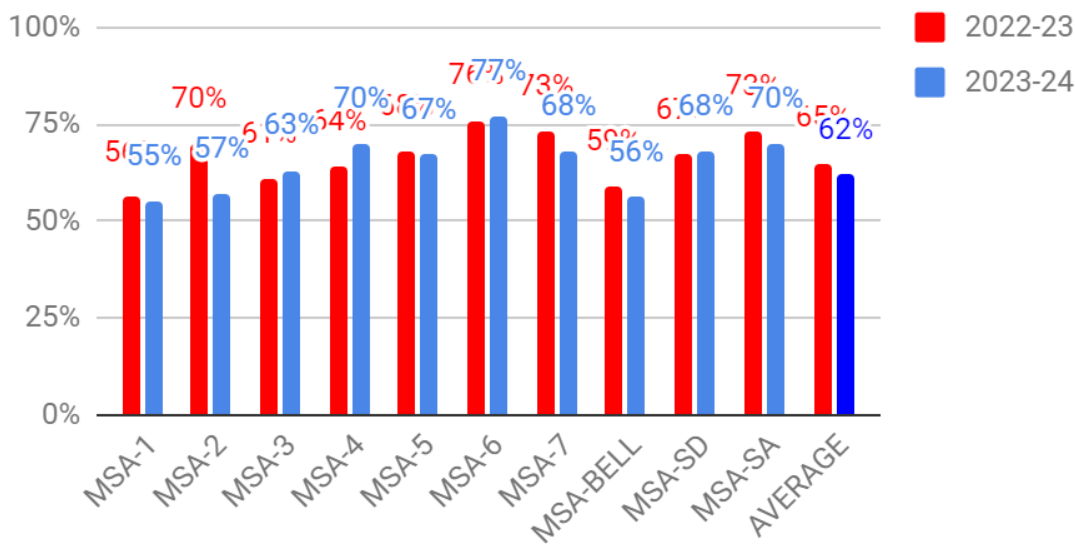
Families

AVERAGE APPROVAL Rates: 2023-24 vs. 2022-23					
	Family				
	2023-24	2022-23	Change	2023-24 LCAP Target	Met?
MSA-1	92%	91%	1%	95%	No
MSA-2	90%	98%	-8%	95%	No
MSA-3	96%	97%	-1%	95%	Yes
MSA-4	96%	96%	0%	95%	Yes
MSA-5	96%	96%	0%	95%	Yes
MSA-6	98%	98%	0%	95%	Yes
MSA-7	97%	99%	-2%	100%	No
MSA-BELL	93%	93%	0%	95%	No
MSA-SD	96%	95%	1%	85%	Yes
MSA-SA	95%	94%	1%	95%	Yes
MPS	94%	95%	-1%	95%	

Staff

AVERAGE APPROVAL Rates: 2023-24 vs. 2022-23					
	Staff				
	2023-24	2022-23	Change	2023-24 LCAP Target	Met?
MSA-1	70%	75%	-5%	90%	No
MSA-2	69%	87%	-18%	90%	No
MSA-3	74%	77%	-3%	87%	No
MSA-4	94%	85%	9%	90%	Yes
MSA-5	80%	93%	-13%	90%	No
MSA-6	93%	97%	-4%	90%	Yes
MSA-7	81%	90%	-9%	95%	No
MSA-BELL	68%	77%	-9%	90%	No
MSA-SD	88%	86%	2%	85%	Yes
MSA-SA	88%	85%	3%	85%	Yes
MPS	78%	83%	-5%	85%	

Historical Survey Approval Rates

Considering the last five years, MPS has an almost steady ~~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					
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	62%	72%	58%	56%	55%
MSA-2	70%	76%	73%	70%	57%
MSA-3	54%	67%	64%	61%	63%
MSA-4	64%	79%	74%	64%	70%
MSA-5	67%	76%	70%	68%	67%
MSA-6	68%	79%	77%	76%	77%
MSA-7	74%	81%	77%	73%	68%
MSA-BELL	70%	79%	72%	59%	56%
MSA-SD	62%	76%	66%	67%	68%
MSA-SA	72%	76%	70%	73%	70%
MPS	66%	75%	68%	65%	62%

MPS Historical Survey Average Approval Rates - Students
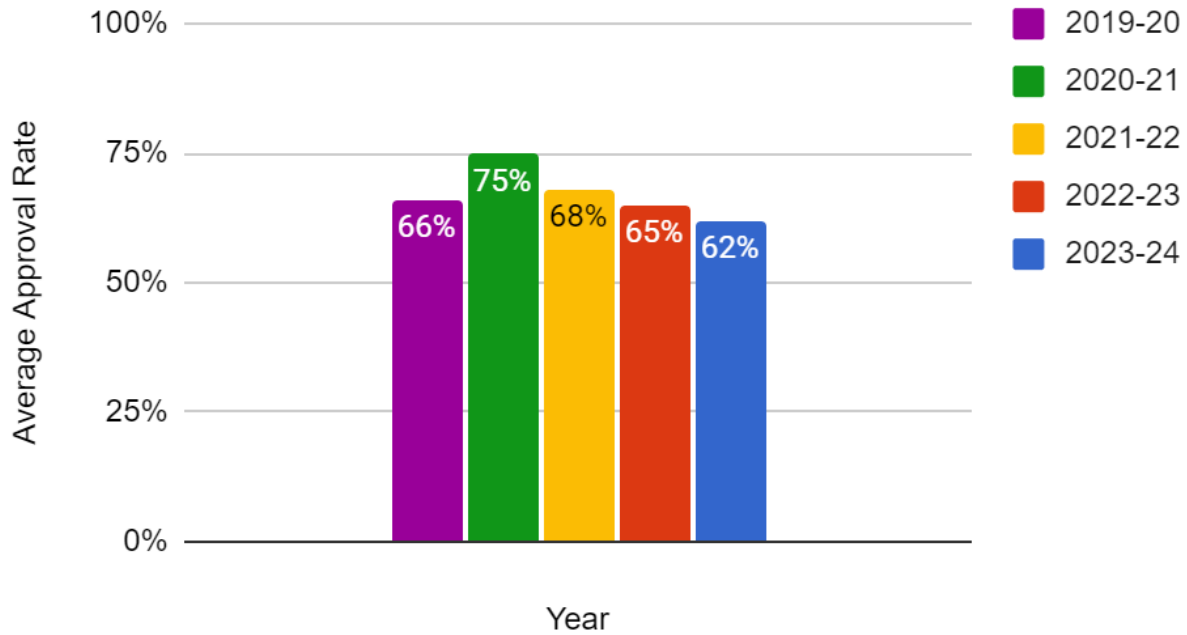
Legend: 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

Bar values: 66%, 75%, 68%, 65%, 62%

Y-axis: Average Approval Rate (0% to 100%)
X-axis: Year

Families

MPS Historical Survey Average Approval Rates - Families				
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	94%	95%	91%	91%	92%
MSA-2	93%	98%	97%	98%	90%
MSA-3	84%	95%	96%	97%	96%
MSA-4	95%	98%	98%	96%	96%
MSA-5	96%	97%	96%	96%	96%
MSA-6	99%	99%	99%	98%	98%
MSA-7	98%	99%	98%	99%	97%
MSA-BELL	96%	97%	96%	93%	93%
MSA-SD	96%	97%	96%	95%	96%
MSA-SA	94%	96%	94%	94%	95%
MPS	94%	97%	96%	95%	94%

MPS Historical Survey Average Approval Rates - Families
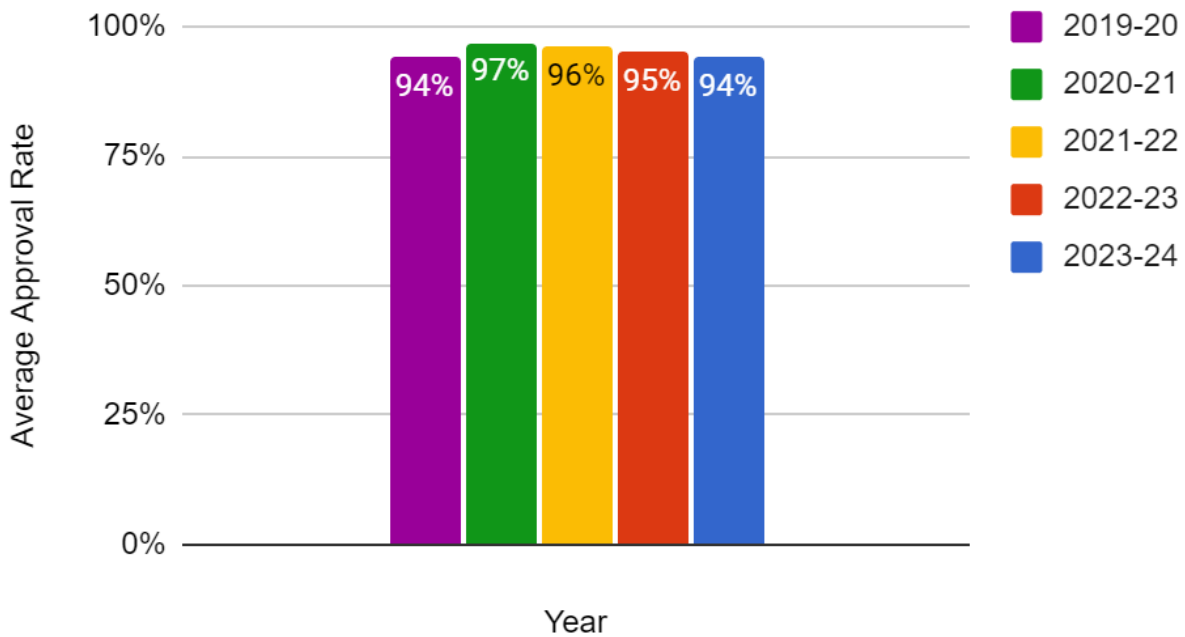
Staff

MPS Historical Survey Average Approval Rates - Staff					
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	82%	92%	73%	75%	70%
MSA-2	89%	94%	85%	87%	69%
MSA-3	65%	85%	80%	77%	74%
MSA-4	75%	92%	89%	85%	94%
MSA-5	91%	93%	92%	93%	80%
MSA-6	95%	93%	97%	97%	93%
MSA-7	93%	97%	93%	90%	81%
MSA-BELL	88%	92%	84%	77%	68%
MSA-SD	90%	95%	92%	86%	88%
MSA-SA	86%	84%	88%	85%	88%
MPS	85%	91%	85%	83%	78%

MPS Historical Survey Average Approval Rates - Staff
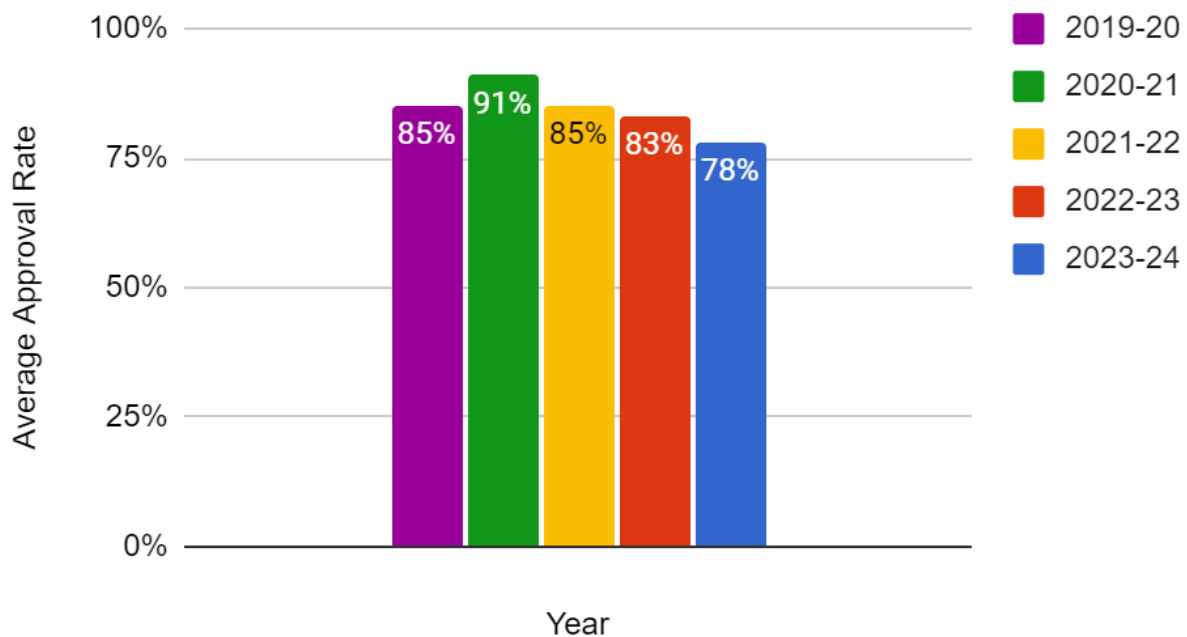
How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our 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 2023-24 MPS Average Approval Rates by Question**" provides average approval rates by question.

Students - Combined

2023-24 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC

Topic	MPS
AVERAGE	62%
Topic 1	70%
Topic 2	59%
Topic 3	65%
Topic 4	53%
OVERALL SATISFACTI...	72%

MPS
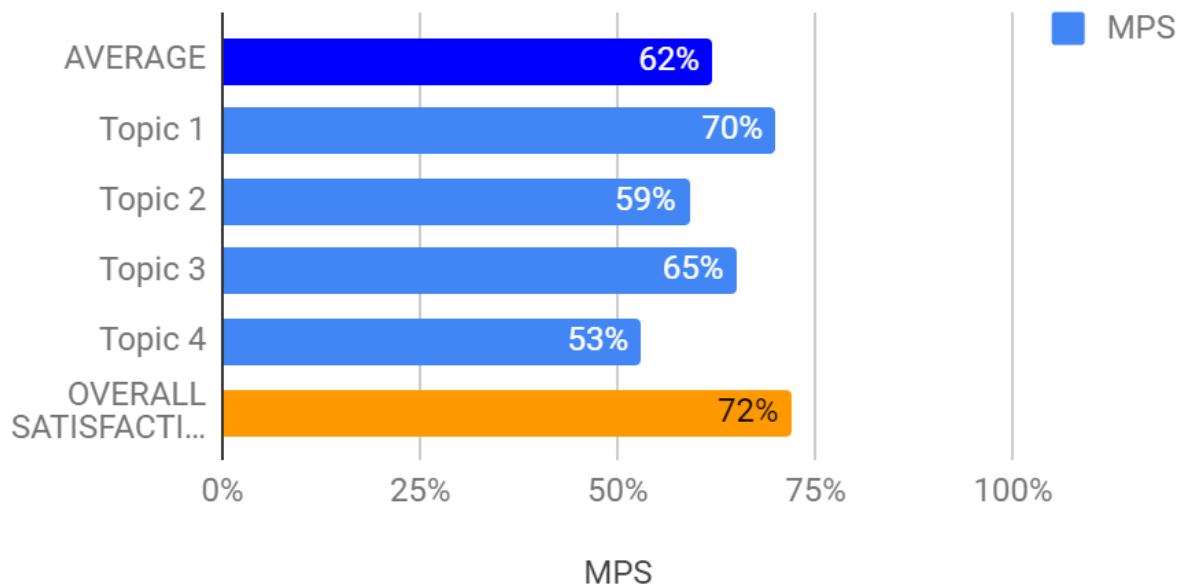
Students – Elementary

Elementary Student Survey
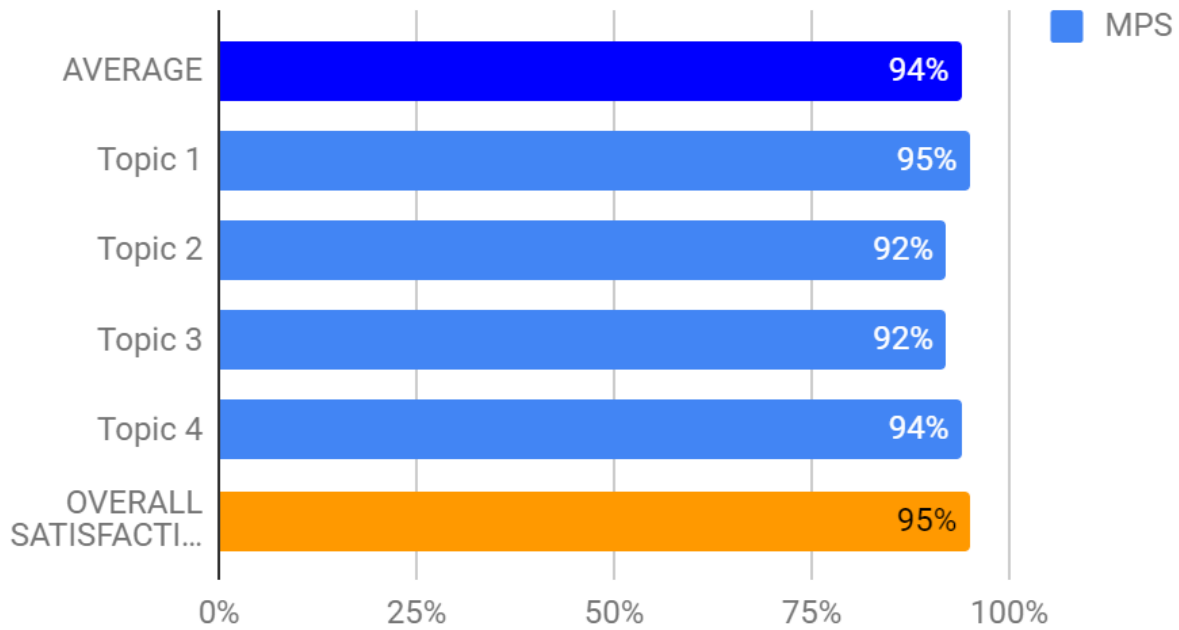**267** responses | show breakdown   📄 Save as PDF
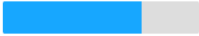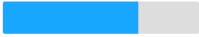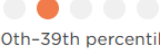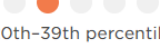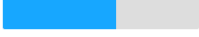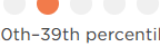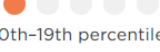
Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2023 ❓
OVERALL SCHOOL EXPERIENCE	**88**%		▼ 3
Climate of Support for Academic Learning	**77**%	0th–19th percentile	▼ 2
Sense of Belonging (School Connectedness)	**75**%	20th–39th percentile	▼ 4
Knowledge and Fairness of Discipline, Rules and Norms	**74**%	0th–19th percentile	▼ 8
Safety	**63**%	40th–59th percentile	▼ 7

Overall Score	**72**%	

Students – Secondary

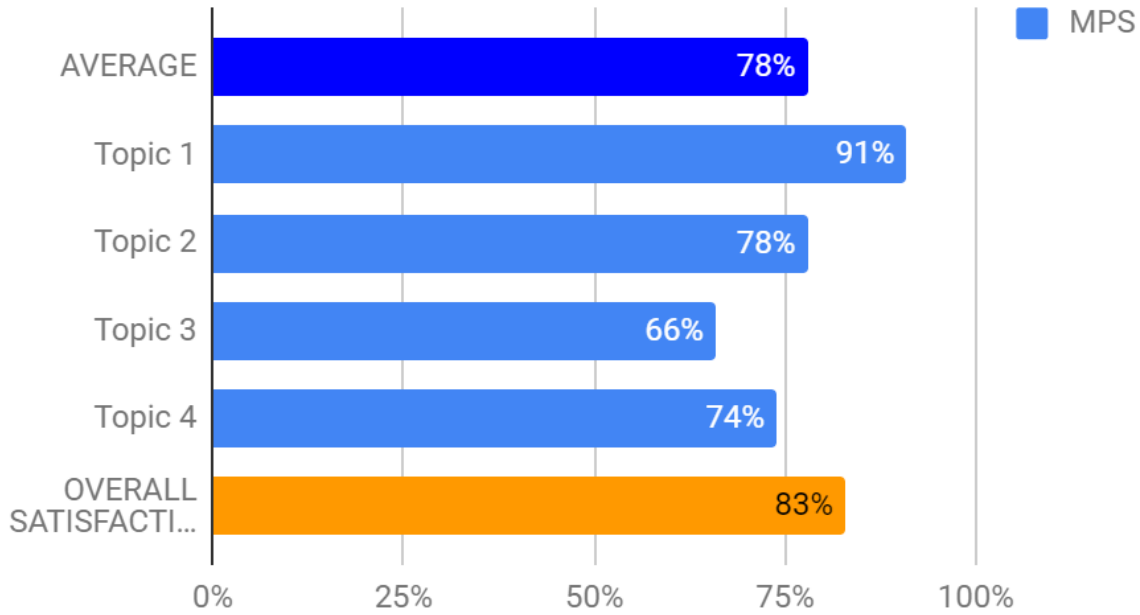**Secondary Student Survey**
3,116 responses | show breakdown   Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2023 ❓
OVERALL SCHOOL EXPERIENCE	**71**%		▼ 3
Climate of Support for Academic Learning	**69**%	⚪🟠⚪⚪⚪ 20th–39th percentile	▼ 1
Safety	**65**%	⚪🟠⚪⚪⚪ 20th–39th percentile	▼ 2
Knowledge and Fairness of Discipline, Rules and Norms	**58**%	⚪🟠⚪⚪⚪ 20th–39th percentile	▼ 3
Sense of Belonging (School Connectedness)	**51**%	🟠⚪⚪⚪⚪ 0th–19th percentile	▼ 2

Overall Score	**61**%	

MPS' 2023-24 Educational Partners Survey Results   Page 28

Families

2023-24 Family Survey Summary - MPS Averages by Topic

Family Survey

2,535 responses | show breakdown   📄 Save as PDF

Topic	⇅ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2023 ❓	
Climate of Support for Academic Learning	**95**%	⚪⚪⚪🟢⚪ 60th–79th percentile	▼ 2	›
OVERALL SCHOOL EXPERIENCE	**95**%		0	›
Sense of Belonging (School Connectedness)	**94**%	⚪⚪⚪🟢⚪ 60th–79th percentile	▼ 2	›
Knowledge and Fairness of Discipline, Rules and Norms	**92**%	⚪⚪🟢⚪⚪ 40th–59th percentile	▼ 2	›
Safety	**92**%	⚪⚪🟢⚪⚪ 40th–59th percentile	▲ 1 Greatest increase	›

| **Overall Score** | **94**% | | | |

Staff

2023-24 Staff Survey Summary - MPS Averages by Topic

Staff Survey

387 responses | show breakdown   Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2023
Climate of Support for Academic Learning	91%	20th–39th percentile	▼ 3
OVERALL SCHOOL EXPERIENCE	83%		▼ 4
Knowledge and Fairness of Discipline, Rules and Norms	78%	20th–39th percentile	▼ 6
Sense of Belonging (School Connectedness)	74%	20th–39th percentile	▼ 5
Safety	66%	20th–39th percentile	▼ 6
Overall Score	78%		

MPS' 2023-24 Educational Partners Survey Results   Page 30

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:

Climate of Support for Academic Learning	77%	0th–19th percentile	▼ 2
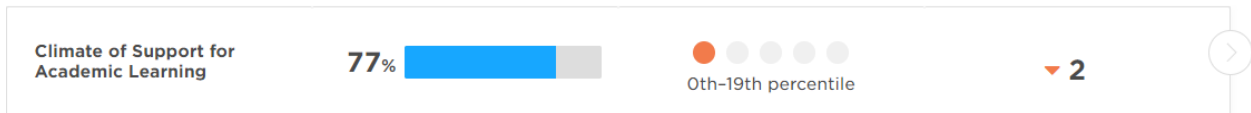
Highest Rated Questions:

QUESTION			
Overall, I am satisfied and would recommend this school to other students.	88% responded favorably	▼ 3 from Spring 2023	
Does this school help all students be successful in school?	84% responded favorably	▼ 4 from Spring 2023	
Does this school clearly tell students what would happen if they break school rules?	82% responded favorably	▼ 3 from Spring 2023	

MPS' 2023-24 Educational Partners Survey Results   Page 31

Lowest Rated Topic:

Safety	63%	●●●○○ 40th–59th percentile	▼ 7

Lowest Rated Questions:

QUESTION Are you afraid of being beaten up at school?	58% ⓘ responded favorably	▼ 2 from Spring 2023	🔖

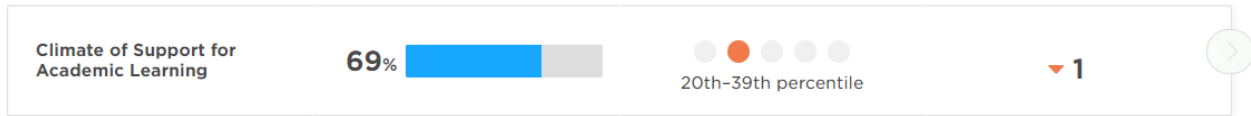| QUESTION Do other kids at school spread mean rumors or lies about you?	50% ⓘ responded favorably	▼ 14 from Spring 2023	🔖

QUESTION Do other kids hit or push you at school when they are not just playing around?	46% ⓘ responded favorably	▼ 9 from Spring 2023	🔖

Students - Secondary

Highest Rated Topic:

Climate of Support for Academic Learning	69%	20th–39th percentile	▼ 1

Highest Rated Questions:

QUESTION		
Been afraid of being beaten up?	81% responded favorably	▼ 1 from Spring 2023
Teachers give students a chance to take part in classroom discussions or activities.	75% responded favorably	▼ 2 from Spring 2023
Had sexual jokes, comments, or gestures made to you?	73% responded favorably	▼ 2 from Spring 2023

Lowest Rated Topic:

Sense of Belonging (School Connectedness)	51%	0th–19th percentile	▼ 2
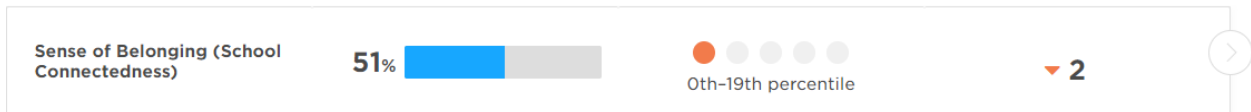
Lowest Rated Questions:

QUESTION		
I feel like I am part of this school.	47% responded favorably	▼ 2 from Spring 2023
I am happy to be at this school.	46% responded favorably	▼ 2 from Spring 2023
Students treat teachers with respect.	37% responded favorably	▼ 1 from Spring 2023

Families

Highest Rated Topic:

Climate of Support for Academic Learning	95%	●●●🟢● 60th-79th percentile	▼ 2

Highest Rated Questions:
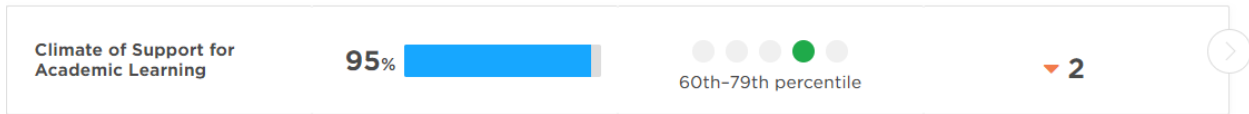
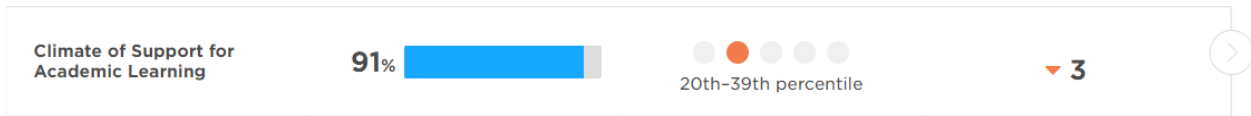| QUESTION			
School staff treats me with respect.	98% responded favorably	0 from Spring 2023	
I feel welcome to participate at this school.	96% responded favorably	▼ 1 from Spring 2023	
School staff is helpful.	96% responded favorably	▼ 1 from Spring 2023	

Lowest Rated Topic:

Safety	92%	●●🟢●● 40th-59th percentile	▲ 1 Greatest increase

Lowest Rated Questions:

QUESTION			
School staff responds to my needs in a timely manner.	90% responded favorably	▼ 5 from Spring 2023	
My child is safe in the neighborhood around the school.	90% responded favorably	▲ 2 from Spring 2023	
At this school, discipline is fair.	89% responded favorably	▼ 2 from Spring 2023	

Staff

Highest Rated Topic:

Climate of Support for Academic Learning	91%	20th-39th percentile	▼ 3

Highest Rated Questions:

QUESTION			
emphasizes helping students academically when they need it.	**97**%	0 from Spring 2023	
is a supportive and inviting place for students to learn.	**96**%	▼ 1 from Spring 2023	
promotes academic success for all students.	**91**%	▼ 4 from Spring 2023	

Lowest Rated Topic:

Safety	66%	20th-39th percentile	▼ 6

Lowest Rated Questions:

QUESTION			
How many adults at this school have close professional relationships with one another?	**59**% responded favorably	▼ 4 from Spring 2023	
This school effectively handles student discipline and behavioral problems.	**59**% responded favorably	▼ 11 from Spring 2023	
disruptive student behavior?	**37**% responded favorably	▼ 9 from Spring 2023	

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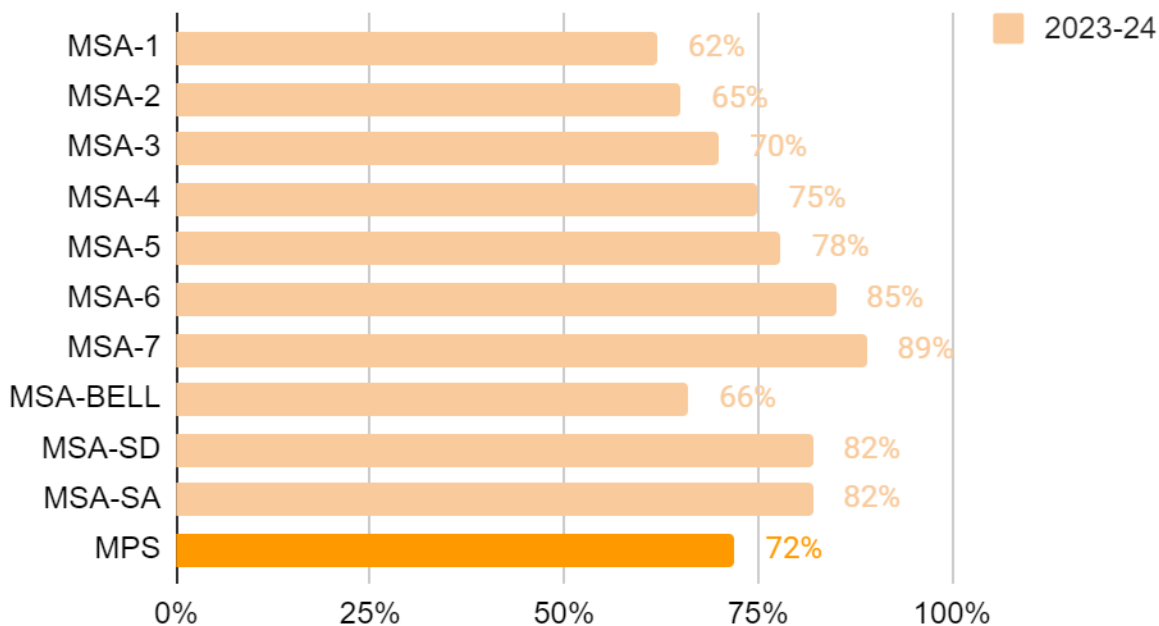- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

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 **72%** for students, **95%** for families, and **83%** for staff. (Last year the average overall satisfaction rates were 75%, 95%, and 97% respectively.)
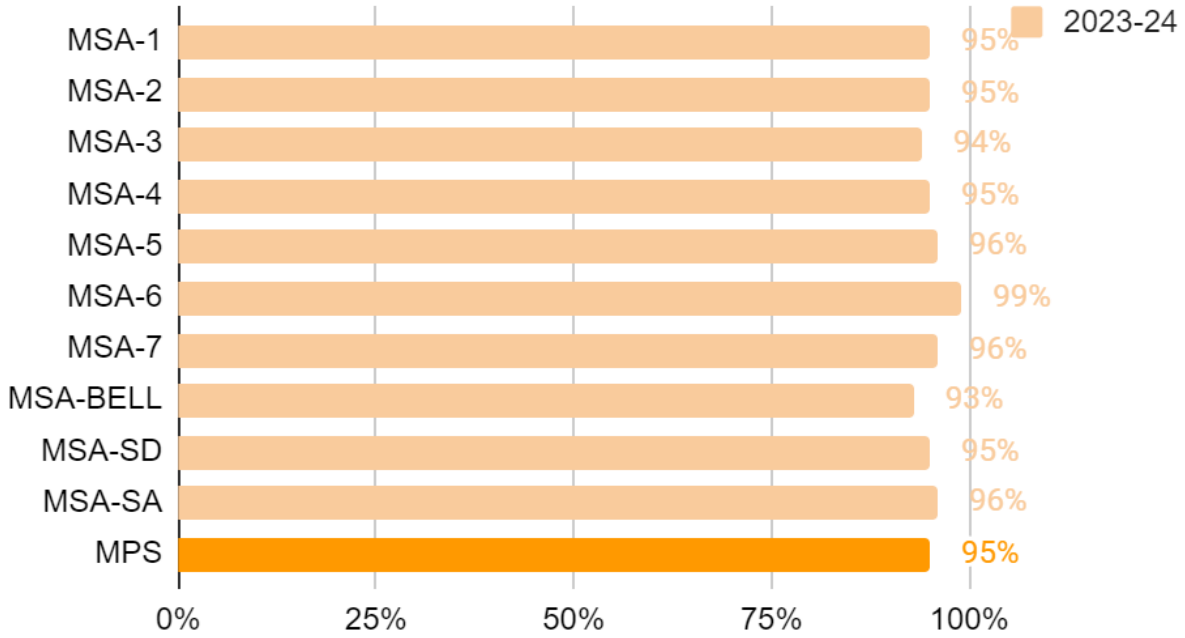
Students

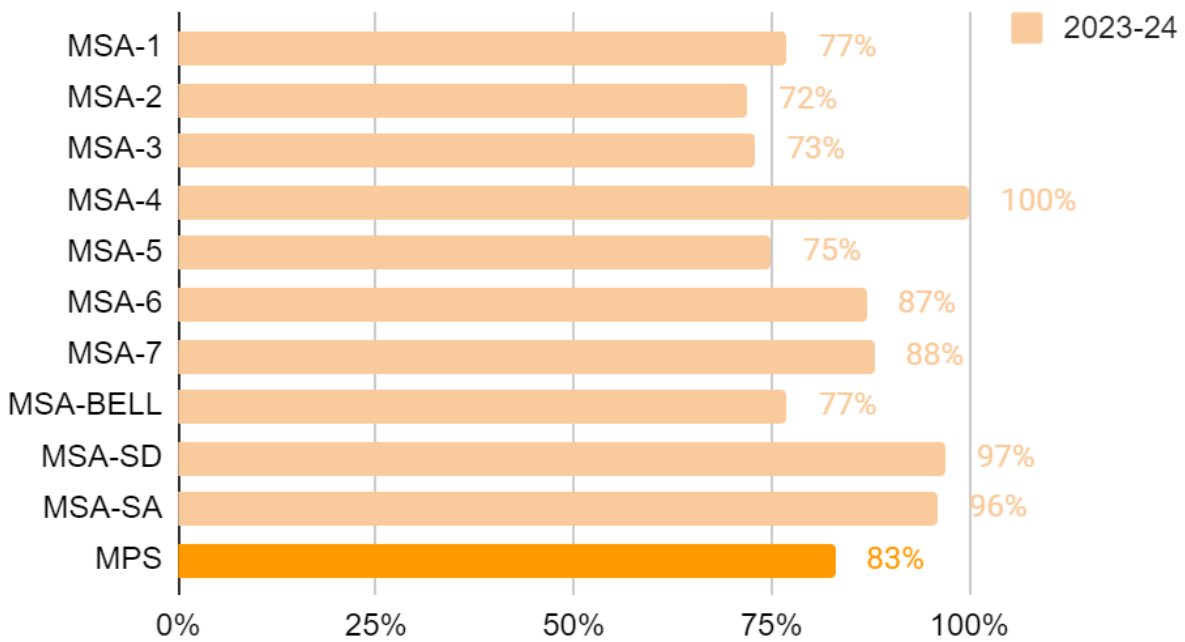

2023-24 MPS Overall Satisfaction Rates - Students

School	2023-24
MSA-1	62%
MSA-2	65%
MSA-3	70%
MSA-4	75%
MSA-5	78%
MSA-6	85%
MSA-7	89%
MSA-BELL	66%
MSA-SD	82%
MSA-SA	82%
MPS	72%

Families

2023-24 MPS Overall Satisfaction Rates - Families

School	2023-24
MSA-1	95%
MSA-2	95%
MSA-3	94%
MSA-4	95%
MSA-5	96%
MSA-6	99%
MSA-7	96%
MSA-BELL	93%
MSA-SD	95%
MSA-SA	96%
MPS	95%

Staff

2023-24 MPS Overall Satisfaction Rates - Staff

School	2023-24
MSA-1	77%
MSA-2	72%
MSA-3	73%
MSA-4	100%
MSA-5	75%
MSA-6	87%
MSA-7	88%
MSA-BELL	77%
MSA-SD	97%
MSA-SA	96%
MPS	83%

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					
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	73%	84%	66%	60%	62%
MSA-2	83%	88%	88%	83%	65%
MSA-3	55%	77%	76%	73%	70%
MSA-4	73%	91%	82%	71%	75%
MSA-5	77%	90%	81%	81%	78%
MSA-6	82%	90%	91%	80%	85%
MSA-7	89%	87%	88%	90%	89%
MSA-BELL	82%	88%	86%	77%	66%
MSA-SD	80%	89%	78%	80%	82%
MSA-SA	77%	84%	75%	82%	82%
MPS	76%	86%	79%	75%	72%

MPS Historical Overall Satisfaction Rates - Students
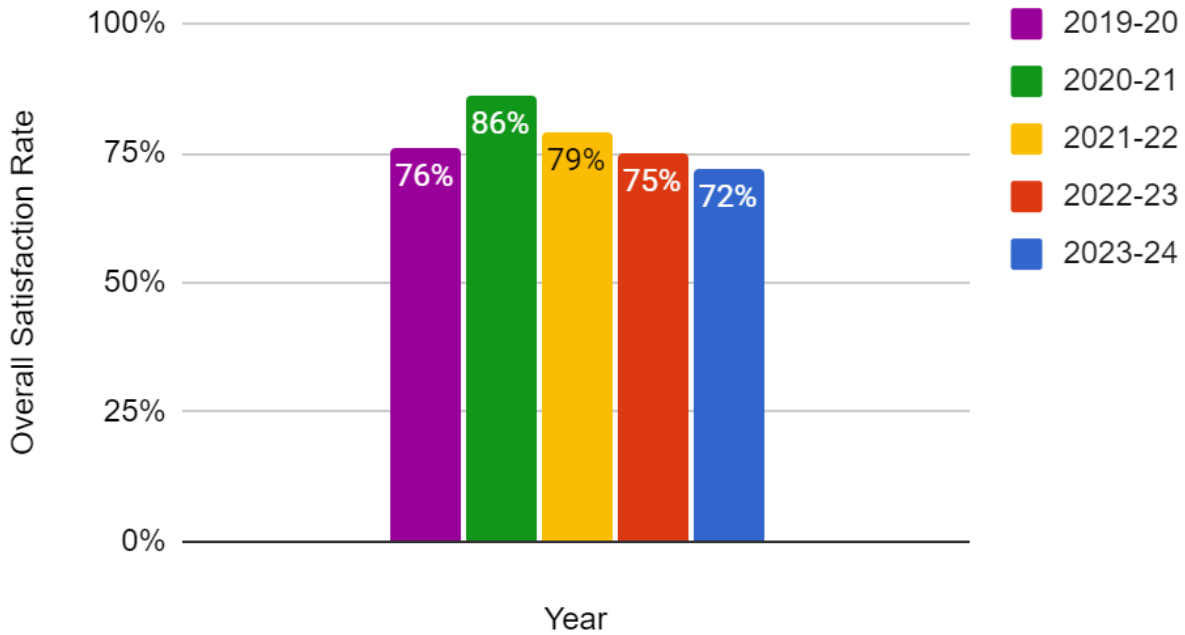
Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2019-20	2020-21	2021-22	2022-23	2023-24
MSA-1	94%	97%	95%	90%	95%
MSA-2	93%	99%	97%	97%	95%
MSA-3	76%	95%	96%	96%	94%
MSA-4	96%	99%	97%	94%	95%
MSA-5	97%	99%	97%	96%	96%
MSA-6	98%	100%	100%	95%	99%
MSA-7	98%	100%	98%	100%	96%
MSA-BELL	96%	99%	96%	92%	93%
MSA-SD	95%	97%	96%	94%	95%
MSA-SA	94%	98%	94%	96%	96%
MPS	93%	98%	96%	95%	95%

MPS Historical Overall Satisfaction Rates - Families
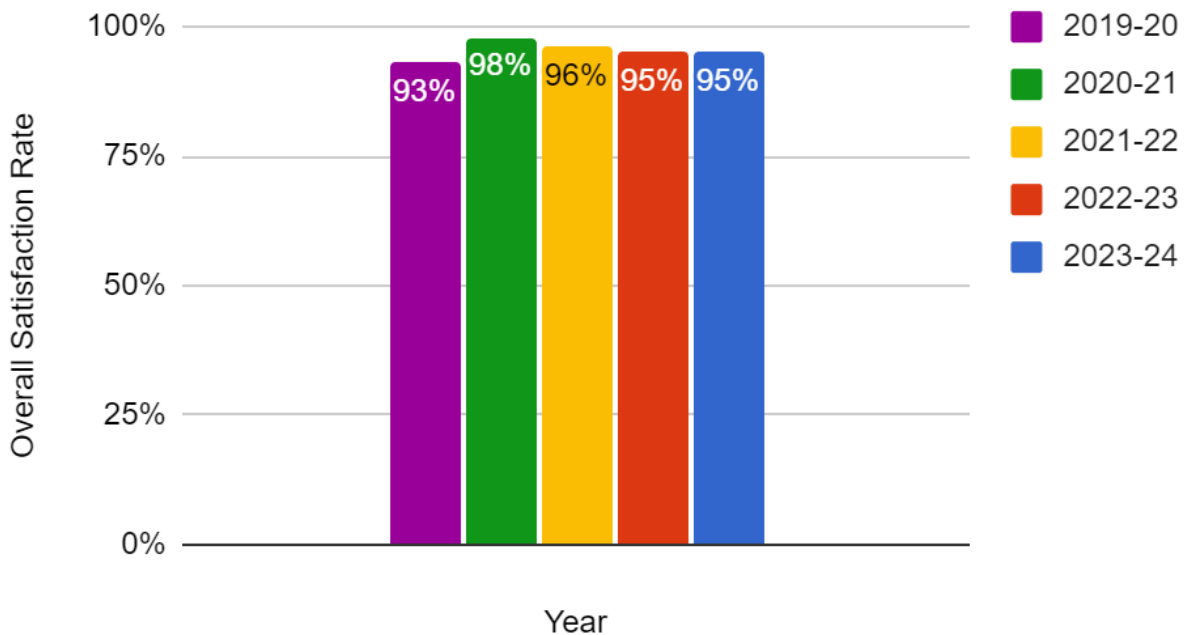
Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MSA-1	89%	98%	74%	79%	77%
MSA-2	98%	98%	98%	93%	72%
MSA-3	69%	95%	87%	86%	73%
MSA-4	82%	93%	100%	88%	**100%**
MSA-5	96%	96%	96%	93%	75%
MSA-6	100%	92%	92%	93%	87%
MSA-7	93%	97%	90%	92%	88%
MSA-BELL	95%	98%	93%	87%	77%
MSA-SD	100%	100%	100%	90%	97%
MSA-SA	84%	78%	91%	85%	96%
MPS	89%	94%	90%	87%	**83%**

MPS Historical Overall Satisfaction Rates - Staff
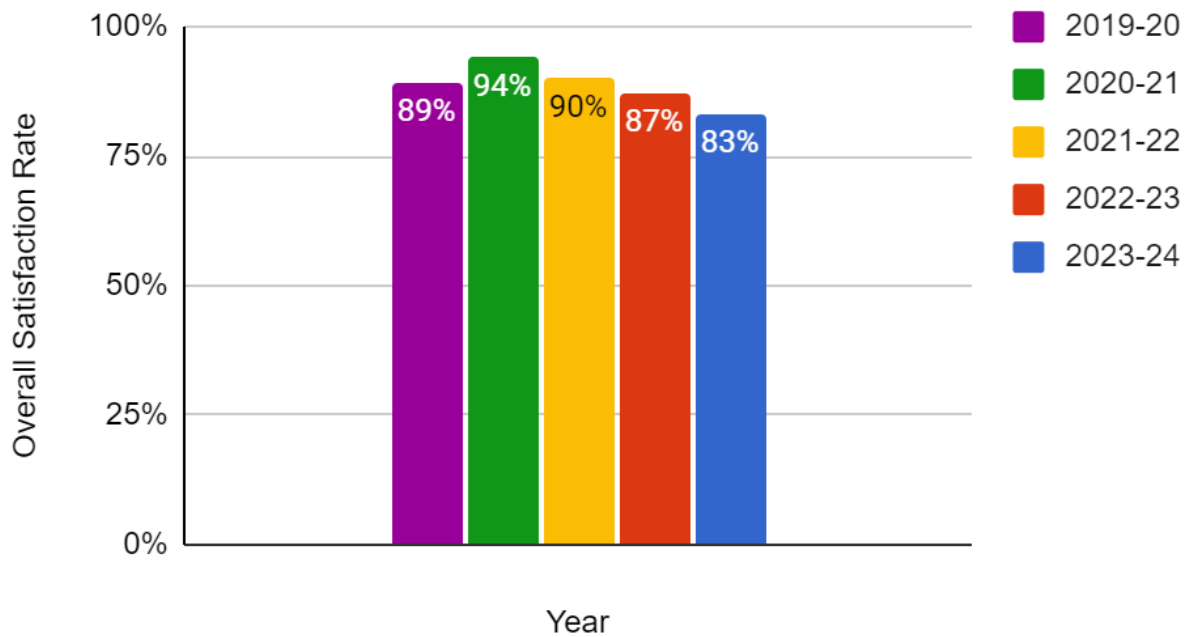
What Does MPS Do With Free Response Comments?

Free Response Questions

In addition to the CORE Districts survey questions and the overall satisfaction question, MPS asks all educational partners t2o open-ended free-response questions:

1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?

2) 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. However, a summary of highlights as well as glows, grows, and next steps can be found in the attachment titled, "**MPS 2023-24 Educational Partners Survey Reflections.**"

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-Study-Act (PDSA) 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. Olivares)**
   c. Staff survey: HR team **(D. Hajmeirza)**
4. **Agenda:** (50-60 min)
   a. 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. Olivares)**
   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. 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 2024-25 LCAP Educational Partners Engagement section. SLTs will respond to two prompts:

1. Prompt 1: **Process for Engagement** Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP.

    a. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA. (For each ed partner group: SELPA, teachers, administrators, other school personnel, parents, and students)

    b. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners.

    c. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

    d. Include dates for survey implementation, survey results discussion, reflection and presentation.

2. Prompt 2: A description of how the adopted LCAP was influenced by the feedback provided by educational partners

    a. A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

    b. A summary of the feedback provided by specific educational partners

    c. Include highlights (**glows/grows/suggestions**) from each survey separately (student, family, staff).

    d. Include **identified needs** you will address in the 2024-25 LCAP based on survey feedback as well as **next action steps**;

    e. Write how the feedback influenced your LCAP goals, target outcomes, metrics, actions, proposed expenditures, budget, and analysis of actions.

    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: 2023-24 vs. 2022-23														TOTAL
	Student				Family				Staff					
	2022-23	2023-24	Change	Points	2022-23	2023-24	Change	Points	2022-23	2023-24	Change	Points		2023-24 Eval Pts (out of 15)
MSA-1	56%	55%	-1%	2	91%	92%	1%	5	75%	70%	-5%	4		11
MSA-2	70%	57%	-13%	2	98%	90%	-8%	4	87%	69%	-18%	2		8
MSA-3	61%	63%	2%	3	97%	96%	-1%	5	77%	74%	-3%	4		12
MSA-4	64%	70%	6%	4	96%	96%	0%	5	85%	94%	9%	5		14
MSA-5	68%	67%	-1%	3	96%	96%	0%	5	93%	80%	-13%	3		11
MSA-6	76%	77%	1%	4	98%	98%	0%	5	97%	93%	-4%	5		14
MSA-7	73%	68%	-5%	3	99%	97%	-2%	5	90%	81%	-9%	4		12
MSA-BELL	59%	56%	-3%	2	93%	93%	0%	5	77%	68%	-9%	3		10
MSA-SD	67%	68%	1%	3	95%	96%	1%	5	86%	88%	2%	5		13
MSA-SA	73%	70%	-3%	4	94%	95%	1%	5	85%	88%	3%	5		14
MPS	65%	62%	-3%	3	95%	94%	-1%	5	83%	78%	-5%	4		12

2023-24 Evaluation Points Based on Survey Results
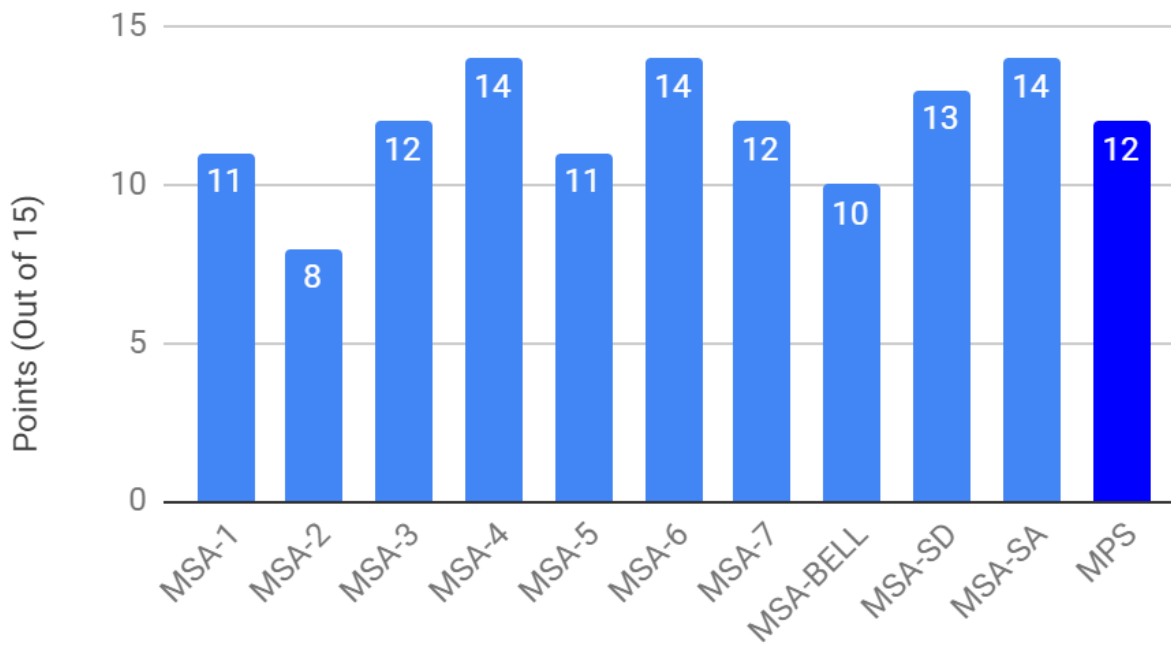
Exhibits (Attachments)

- Panorama 2023-24 MPS Average Approval Rates by Question *(Student, Family, Staff)*

- Panorama 2023-24 MPS Detailed Survey Reports *(Student, Family, Staff)*

- MPS 2023-24 Educational Partners Survey Reflections *(one from each school)*

‹ Summary

Ed Partner Survey Spring 2024
Elementary Student Survey

All questions

Based on **267** 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.	**88** % ⓘ responded favorably	▼ **3** from Spring 2023	🔖
QUESTION Does this school help all students be successful in school?	**84** % ⓘ responded favorably	▼ **4** from Spring 2023	🔖
QUESTION Does this school clearly tell students what would happen if they break school rules?	**82** % ⓘ responded favorably	▼ **3** from Spring 2023	🔖
QUESTION Do students know what the rules are?	**81** % ⓘ responded favorably	▼ **5** from Spring 2023	🔖
QUESTION Do you feel safe at school?	**81** % ⓘ responded favorably	▲ **3** from Spring 2023	🔖
QUESTION Do teachers and other grown-ups at school treat students with respect?	**81** % ⓘ responded favorably	▼ **7** from Spring 2023	🔖
QUESTION Do teachers go out of their way to help students?	**80** % ⓘ responded favorably	▲ **7** from Spring 2023	🔖

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QUESTION

Are rules in this school made clear to students?

78 % ℹ
responded favorably

▼ **6**
from Spring 2023

QUESTION

Do teachers treat students fairly at school?

77 % ℹ
responded favorably

▼ **8**
from Spring 2023

QUESTION

Are the school rules fair?

77 % ℹ
responded favorably

▼ **8**
from Spring 2023

QUESTION

Are you happy to be at this school?

75 % ℹ
responded favorably

▼ **8**
from Spring 2023

QUESTION

Do your teachers work hard to help you with your schoolwork when you need it?

75 % ℹ
responded favorably

▼ **9**
from Spring 2023

QUESTION

Do other kids at this school ever tease you about the way you talk?

75 % ℹ
responded favorably

▼ **8**
from Spring 2023

QUESTION

Do adults at school encourage you to work hard so you can be successful?

74 % ℹ
responded favorably

▲ **1**
from Spring 2023

QUESTION

Do you feel like you are part of this school?

73 % ℹ
responded favorably

▼ **9**
from Spring 2023

QUESTION

Do teachers give students a chance to take part in classroom discussions or activities?

72 % ℹ
responded favorably

▼ **4**
from Spring 2023

QUESTION

Do students treat teachers with respect?

69 % ℹ
responded favorably

▼ **14**
from Spring 2023

QUESTION

Do you feel close to people at school?

67 % ℹ
responded favorably

▲ **2**
from Spring 2023

QUESTION

Do students know how they are expected to act?

67 % ⓘ

responded favorably

▼ **9**

from Spring 2023

QUESTION

Do other kids steal or damage your things, like your clothing or your books?

66 % ⓘ

responded favorably

▼ **8**

from Spring 2023

QUESTION

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

66 % ⓘ

responded favorably

▼ **8**

from Spring 2023

QUESTION

Are students treated fairly when they break school rules?

59 % ⓘ

responded favorably

▼ **7**

from Spring 2023

QUESTION

Are you afraid of being beaten up at school?

58 % ⓘ

responded favorably

▼ **2**

from Spring 2023

QUESTION

Do other kids at school spread mean rumors or lies about you?

50 % ⓘ

responded favorably

▼ **14**

from Spring 2023

QUESTION

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

46 % ⓘ

responded favorably

▼ **9**

from Spring 2023

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‹ Summary

Ed Partner Survey Spring 2024
Secondary Student Survey

All questions

Based on **3,116** responses

How did students respond to each question?

Sorted by Question score ▾   Highest to lowest ▾

QUESTION ❯ Been afraid of being beaten up?	**81** % ❶ responded favorably	▼ **1** from Spring 2023	🔖
QUESTION ❯ Teachers give students a chance to take part in classroom discussions or activities.	**75** % ❶ responded favorably	▼ **2** from Spring 2023	🔖
QUESTION ❯ Had sexual jokes, comments, or gestures made to you?	**73** % ❶ responded favorably	▼ **2** from Spring 2023	🔖
QUESTION ❯ This school clearly informs students what would happen if they break school rules.	**71** % ❶ responded favorably	▼ **4** from Spring 2023	🔖
QUESTION ❯ My teachers work hard to help me with my schoolwork when I need it.	**71** % ❶ responded favorably	▼ **1** from Spring 2023	🔖
QUESTION ❯ Overall, I am satisfied and would recommend this school to other students.	**71** % ❶ responded favorably	▼ **3** from Spring 2023	🔖
QUESTION ❯ Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**70** % ❶ responded favorably	▼ **3** from Spring 2023	🔖

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

0
from Spring 2023

QUESTION

This school promotes academic success for all students.

68 % ⓘ
responded favorably

▼ **3**
from Spring 2023

QUESTION

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

68 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

Rules in this school are made clear to students.

66 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

Students know what the rules are.

65 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

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

65 % ⓘ
responded favorably

▲ **1**
from Spring 2023

QUESTION

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

64 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION

Teachers go out of their way to help students.

63 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

Been made fun of because of your looks or the way you talk?

61 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

Students know how they are expected to act.

60 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

Had mean rumors or lies spread about you?

59 % ⓘ
responded favorably

▼ **5**
from Spring 2023

4/12/24, 7:34 PM

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 9, 2024 at 6:30 PM
MPS Summary | Panorama Education

QUESTION
Adults at this school treat all students with respect.

57 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION
I feel close to people at this school.

56 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION
How safe do you feel when you are at school?

56 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION
I feel safe in my school.

54 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION
The teachers at this school treat students fairly.

50 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION
The school rules are fair.

49 % ⓘ
responded favorably

0
from Spring 2023

QUESTION
All students are treated fairly when they break school rules.

47 % ⓘ
responded favorably

▼ **3**
from Spring 2023

QUESTION
I feel like I am part of this school.

47 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION
I am happy to be at this school.

46 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION
Students treat teachers with respect.

37 % ⓘ
responded favorably

▼ **1**
from Spring 2023

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‹ Summary

🏠 **Ed Partner Survey Spring 2024**
Family Survey

All questions

Based on **2,535** responses

How did family members respond to each question?

Sorted by Question score ▾   Highest to lowest ▾

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

`Unscored` 🔖

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

`Unscored` 🔖

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

`Unscored` 🔖

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

`Unscored` 🔖

> **QUESTION**
>
> I am a…

`Unscored` 🔖

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

`Unscored` 🔖

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

`Unscored` 🔖

QUESTION

> School staff treats me with respect.

98 % ⓘ
responded favorably

0
from Spring 2023

QUESTION

> I feel welcome to participate at this school.

96 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

> School staff is helpful.

96 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

> This school provides high quality instruction to my child.

96 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

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

95 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION

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

95 % ⓘ
responded favorably

0
from Spring 2023

QUESTION

> School staff welcomes my suggestions.

94 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION

> This school has high expectations for all students.

94 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION

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

94 % ⓘ
responded favorably

▼ **3**
from Spring 2023

QUESTION

> My child is safe on school grounds.

93 % ⓘ
responded favorably

0
from Spring 2023

QUESTION

> School staff takes my concerns seriously.

91 % ⓘ
responded favorably

▼ **4**
from Spring 2023

4/12/24, 7:30 PM

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QUESTION

> School staff responds to my needs in a timely manner.

90 % ⓘ
responded favorably

▼ **5**
from Spring 2023

QUESTION

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

90 % ⓘ
responded favorably

▲ **2**
from Spring 2023

QUESTION

> At this school, discipline is fair.

89 % ⓘ
responded favorably

▼ **2**
from Spring 2023

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‹ Summary

👤 **Ed Partner Survey Spring 2024**
Staff Survey

All questions

Based on **387** responses

How did teachers & staff respond to each question?

Sorted by   Question score ⌄   Highest to lowest ⌄

Add to Bookmarks

QUESTION

❯ Are you a classroom teacher?

Unscored   🔖

QUESTION

❯ Migrant education students

Unscored   🔖

QUESTION

❯ Special education students

Unscored   🔖

QUESTION

❯ English language learners

Unscored   🔖

QUESTION

❯ How many years have you worked, in any position, at this school?

Unscored   🔖

QUESTION

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

Unscored   🔖

QUESTION

❯ What is your race or ethnicity?

Unscored   🔖

QUESTION

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

`Unscored`

QUESTION

emphasizes helping students academically when they need it.

97 % ⓘ
responded favorably

0
from Spring 2023

QUESTION

is a supportive and inviting place for students to learn.

96 % ⓘ
responded favorably

▼ **1**
from Spring 2023

QUESTION

promotes academic success for all students.

91 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

The school rules are fair.

90 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

emphasizes teaching lessons in ways relevant to students.

89 % ⓘ
responded favorably

▼ **5**
from Spring 2023

QUESTION

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

89 % ⓘ
responded favorably

▼ **5**
from Spring 2023

QUESTION

Adults at this school treat all students with respect.

86 % ⓘ
responded favorably

▼ **6**
from Spring 2023

QUESTION

racial/ethnic conflict among students?

85 % ⓘ
responded favorably

▼ **5**
from Spring 2023

QUESTION

Students know what the rules are.

85 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

sets high standards for academic performance for all students.

84 % ⓘ
responded favorably

▼ **4**
from Spring 2023

4/12/24, 7:33 PM

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday May 9, 2024 at 6:30 PM
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QUESTION

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

83 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

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

83 % ⓘ
responded favorably

▼ **5**
from Spring 2023

QUESTION

Students know how they are expected to act.

83 % ⓘ
responded favorably

▼ **6**
from Spring 2023

QUESTION

Rules in this school are made clear to students.

81 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

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

81 % ⓘ
responded favorably

▼ **7**
from Spring 2023

QUESTION

How many adults at this school support and treat each other with respect?

80 % ⓘ
responded favorably

▼ **3**
from Spring 2023

QUESTION

physical fighting between students?

79 % ⓘ
responded favorably

▼ **9**
from Spring 2023

QUESTION

This school promotes trust and collegiality among staff.

78 % ⓘ
responded favorably

▼ **8**
from Spring 2023

QUESTION

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

76 % ⓘ
responded favorably

▼ **6**
from Spring 2023

QUESTION

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

69 % ⓘ
responded favorably

▼ **8**
from Spring 2023

QUESTION

harassment or bullying among students?

67 % ⓘ
responded favorably

▼ **6**
from Spring 2023

QUESTION

This school handles discipline problems fairly.

67 % ⓘ
responded favorably

▼ **9**
from Spring 2023

QUESTION

How many adults at this school feel a responsibility to improve this school?

66 % ⓘ
responded favorably

▼ **6**
from Spring 2023

QUESTION

lack of respect of staff by students?

62 % ⓘ
responded favorably

▼ **2**
from Spring 2023

QUESTION

How many adults at this school have close professional relationships with one another?

59 % ⓘ
responded favorably

▼ **4**
from Spring 2023

QUESTION

This school effectively handles student discipline and behavioral problems.

59 % ⓘ
responded favorably

▼ **11**
from Spring 2023

QUESTION

disruptive student behavior?

37 % ⓘ
responded favorably

▼ **9**
from Spring 2023

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MPS

Elementary Student Survey
Ed Partner Survey Spring 2024

Report created by
Panorama Education

MPS
"Ed Partner Survey Spring 2024 Student Survey, Elementary Student Survey"

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Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**77%** ▼ 2 since last survey	● ○ ○ ○ ○ 0th - 19th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**74%** ▼ 8 since last survey	● ○ ○ ○ ○ 0th - 19th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**88%** ▼ 3 since last survey	
Safety	**63%** ▼ 7 since last survey	○ ○ ● ○ ○ 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**75%** ▼ 4 since last survey	○ ● ○ ○ ○ 20th - 39th percentile compared to others in the CORE Districts dataset

267 responses

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MPS
"Ed Partner Survey Spring 2024 Student Survey, Elementary Student Survey"

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Climate of Support for Academic Learning
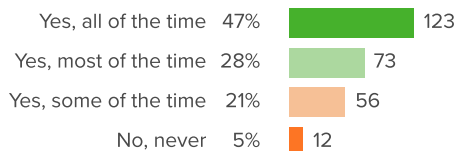
Your average

77%

267 responses

Change
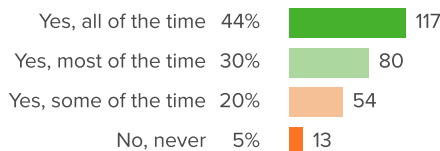
▼ **2**

since last survey

How did people respond?

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

Yes, all of the time	47%	123
Yes, most of the time	28%	73
Yes, some of the time	21%	56
No, never	5%	12

▲ 1 from last survey   Favorable: **74%**

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

Yes, all of the time	44%	117
Yes, most of the time	30%	80
Yes, some of the time	20%	54
No, never	5%	13

▼ 9 from last survey   Favorable: **75%**

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

Yes, all of the time	40%	105
Yes, most of the time	32%	84
Yes, some of the time	23%	61
No, never	5%	14
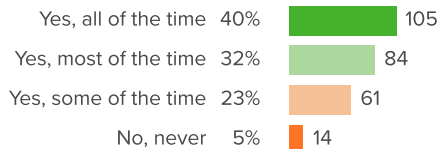
▼ 4 from last survey   Favorable: **72%**

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

Yes, all of the time	56%	148
Yes, most of the time	27%	72
Yes, some of the time	13%	35
No, never	3%	7
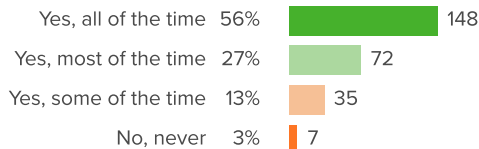
▼ 4 from last survey   Favorable: **84%**

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

Yes, all of the time	46%	121
Yes, most of the time	34%	89
Yes, some of the time	18%	46
No, never	2%	6
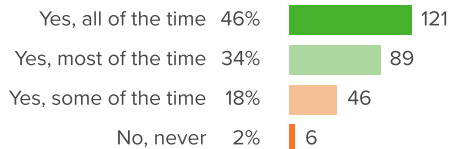
▲ 7 from last survey   Favorable: **80%**

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PANORAMA
EDUCATION

Knowledge and Fairness of Discipline, Rules and Norms

Your average

74%

267 responses

Change

▼ **8**

since last survey

How did people respond?

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

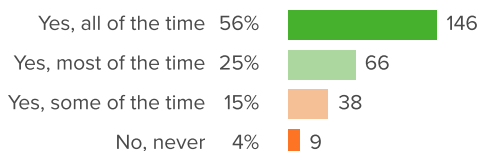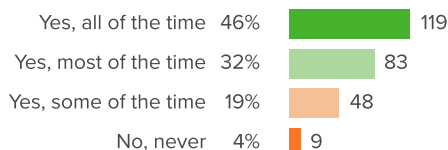|		
Yes, all of the time	56%	146
Yes, most of the time	25%	66
Yes, some of the time	15%	38
No, never	4%	9

▼ 3 from last survey   Favorable: **82%**

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

Yes, all of the time	46%	119
Yes, most of the time	32%	83
Yes, some of the time	19%	48
No, never	4%	9

▼ 6 from last survey   Favorable: **78%**

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

Yes, all of the time	37%	96
Yes, most of the time	30%	79
Yes, some of the time	28%	73
No, never	5%	13
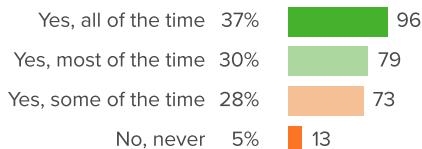
▼ 9 from last survey   Favorable: **67%**

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

Yes, all of the time	52%	135
Yes, most of the time	29%	76
Yes, some of the time	18%	46
No, never	2%	5
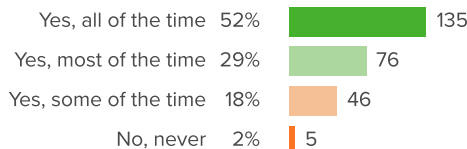
▼ 5 from last survey   Favorable: **81%**

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

Yes, all of the time	49%	130
Yes, most of the time	31%	82
Yes, some of the time	14%	38
No, never	5%	13
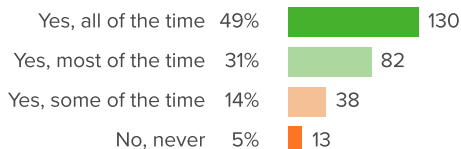
▼ 7 from last survey   Favorable: **81%**

Q.6: Do students treat teachers with respect?

Yes, all of the time	32%	83
Yes, most of the time	38%	99
Yes, some of the time	27%	71
No, never	4%	10
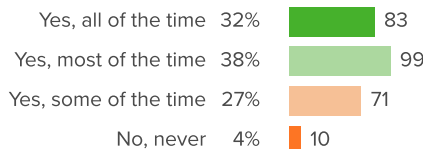
▼ 14 from last survey   Favorable: **69%**

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PANORAMA
EDUCATION

Q.7: Are the school rules fair?

Yes, all of the time	44%	117
Yes, most of the time	33%	87
Yes, some of the time	16%	43
No, never	6%	17
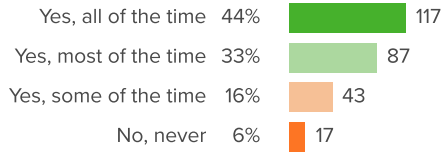
▼ **8** from last survey   Favorable: **77%**

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

Yes, all of the time	31%	82
Yes, most of the time	27%	71
Yes, some of the time	27%	71
No, never	14%	37
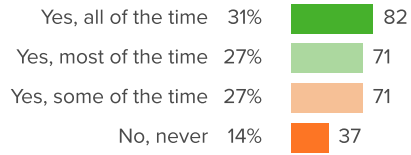
▼ **7** from last survey   Favorable: **59%**

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PANORAMA
EDUCATION

OVERALL SCHOOL EXPERIENCE

Your average

88%

267 responses

Change

▼ **3**

since last survey

How did people respond?

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

Strongly Agree	34%	91
Agree	53%	140
Disagree	6%	15
Strongly Disagree	7%	18

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

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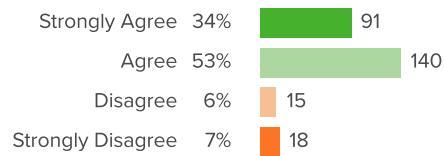"Ed Partner Survey Spring 2024 Student Survey, Elementary Student Survey"

PANORAMA
EDUCATION

Safety

Your average

63%

267 responses

Change

▼ **7**

since last survey

How did people respond?

Q.1: Do you feel safe at school?

Yes, all of the time	50%	130
Yes, most of the time	31%	81
Yes, some of the time	13%	35
No, never	6%	16
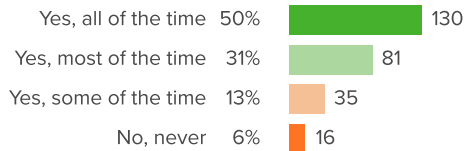
▲ 3 from last survey   Favorable: **81%**

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

No, never	46%	122
Yes, some of the time	31%	81
Yes, most of the time	13%	33
Yes, all of the time	10%	27

▼ 9 from last survey   Favorable: **46%**

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

No, never	58%	154
Yes, some of the time	16%	41
Yes, most of the time	8%	20
Yes, all of the time	19%	49
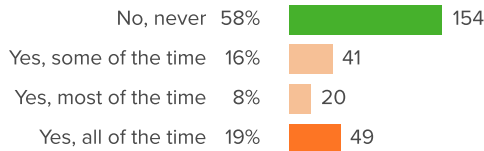
▼ 2 from last survey   Favorable: **58%**

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

No, never	50%	130
Yes, some of the time	27%	71
Yes, most of the time	13%	33
Yes, all of the time	10%	27
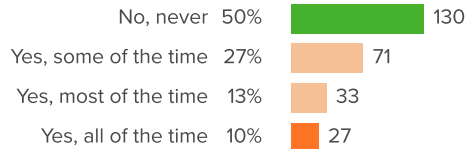
▼ 14 from last survey   Favorable: **50%**

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

No, never	66%	174
Yes, some of the time	23%	59
Yes, most of the time	6%	16
Yes, all of the time	5%	13
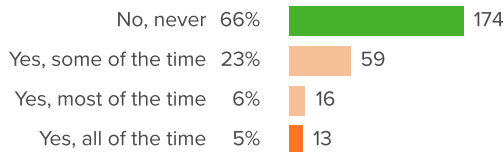
▼ 8 from last survey   Favorable: **66%**

Q.6: Do other kids at this school ever tease you about the way you talk?
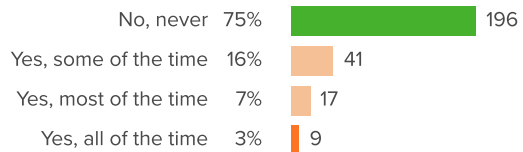
No, never	75%	196
Yes, some of the time	16%	41
Yes, most of the time	7%	17
Yes, all of the time	3%	9

▼ 8 from last survey   Favorable: **75%**

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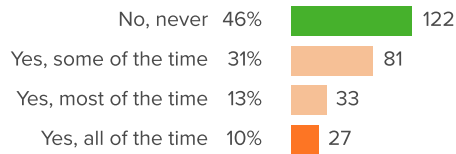
PANORAMA
EDUCATION

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

No, never	66%	175
Yes, some of the time	26%	68
Yes, most of the time	4%	11
Yes, all of the time	4%	10

▼ **8** from last survey   Favorable: **66%**

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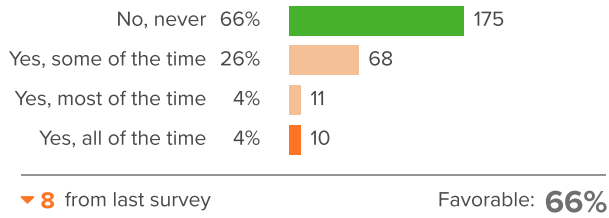
Sense of Belonging (School Connectedness)

Your average

75%

267 responses

Change

▼ **4**

since last survey

How did people respond?

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

Yes, all of the time	34%	90
Yes, most of the time	33%	85
Yes, some of the time	26%	68
No, never	7%	18
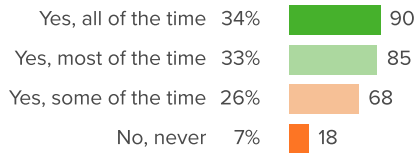
▲ **2** from last survey　　　　Favorable: **67%**

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

Yes, all of the time	43%	114
Yes, most of the time	32%	85
Yes, some of the time	22%	57
No, never	3%	9
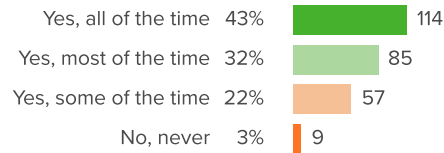
▼ **8** from last survey　　　　Favorable: **75%**

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

Yes, all of the time	45%	118
Yes, most of the time	29%	76
Yes, some of the time	21%	55
No, never	6%	16
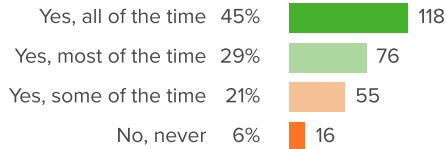
▼ **9** from last survey　　　　Favorable: **73%**

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

Yes, all of the time	41%	109
Yes, most of the time	36%	94
Yes, some of the time	17%	46
No, never	6%	15
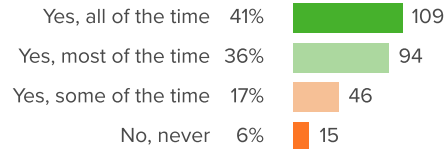
▼ **8** from last survey　　　　Favorable: **77%**

Q.5: Do you feel safe at school?

Yes, all of the time	50%	130
Yes, most of the time	31%	81
Yes, some of the time	13%	35
No, never	6%	16
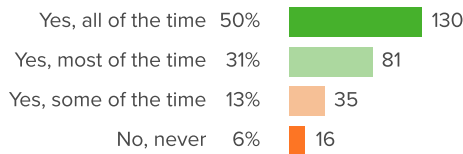
▲ **3** from last survey　　　　Favorable: **81%**

MPS

Secondary Student Survey
Ed Partner Survey Spring 2024

Report created by
Panorama Education

MPS
"Ed Partner Survey Spring 2024 Student Survey, Secondary Student Survey"

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**69%** ▼ 1 since last survey	⚪🟠⚪⚪⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**58%** ▼ 3 since last survey	⚪🟠⚪⚪⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**71%** ▼ 3 since last survey	
Safety	**65%** ▼ 2 since last survey	⚪🟠⚪⚪⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**51%** ▼ 2 since last survey	🟠⚪⚪⚪⚪ 0th - 19th percentile compared to others in the CORE Districts dataset

3,116 responses

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EDUCATION

Climate of Support for Academic Learning

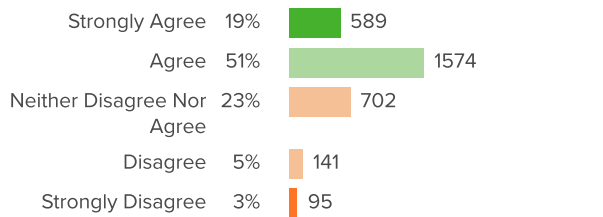**Your average**

69%

3,116 responses

Change
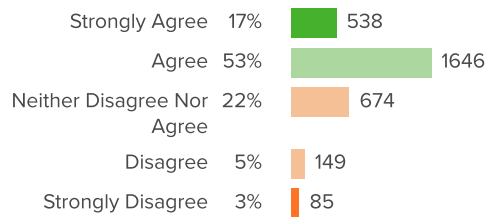
▼ **1**

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.

Strongly Agree	19%	589
Agree	51%	1574
Neither Disagree Nor Agree	23%	702
Disagree	5%	141
Strongly Disagree	3%	95

▲ 0 from last survey   Favorable: **70%**

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

Strongly Agree	17%	538
Agree	53%	1646
Neither Disagree Nor Agree	22%	674
Disagree	5%	149
Strongly Disagree	3%	85

▼ 1 from last survey   Favorable: **71%**

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

Strongly Agree	19%	586
Agree	56%	1744
Neither Disagree Nor Agree	19%	574
Disagree	4%	109
Strongly Disagree	3%	79
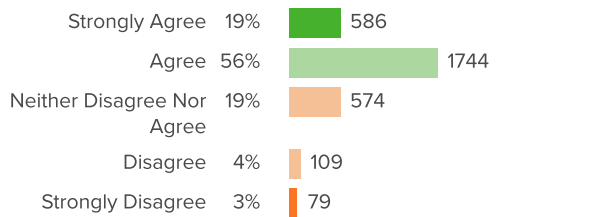
▼ 2 from last survey   Favorable: **75%**

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

Strongly Agree	18%	541
Agree	50%	1551
Neither Disagree Nor Agree	25%	772
Disagree	4%	129
Strongly Disagree	3%	87
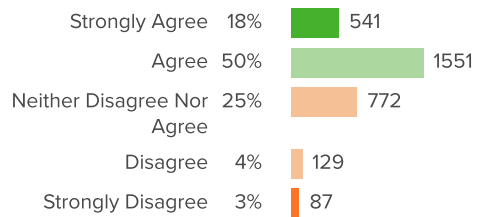
▼ 3 from last survey   Favorable: **68%**

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

Strongly Agree	16%	485
Agree	48%	1485
Neither Disagree Nor Agree	27%	821
Disagree	6%	180
Strongly Disagree	4%	112
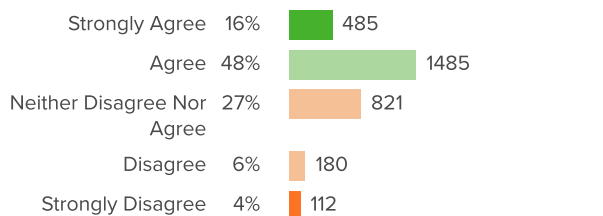
▼ 2 from last survey   Favorable: **64%**

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

Strongly Agree	15%	450
Agree	49%	1496
Neither Disagree Nor Agree	28%	873
Disagree	6%	178
Strongly Disagree	3%	87
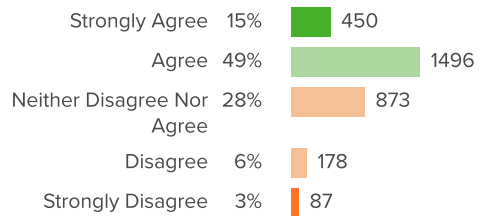
▼ 1 from last survey   Favorable: **63%**

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"Ed Partner Survey Spring 2024 Student Survey, Secondary Student Survey"

PANORAMA EDUCATION

Knowledge and Fairness of Discipline, Rules and Norms

Your average

58%

3,116 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.

Strongly Agree	21%	649
Agree	50%	1553
Neither Disagree Nor Agree	21%	649
Disagree	5%	143
Strongly Disagree	3%	101

▼ 4 from last survey   Favorable: **71%**

Q.2: Rules in this school are made clear to students.
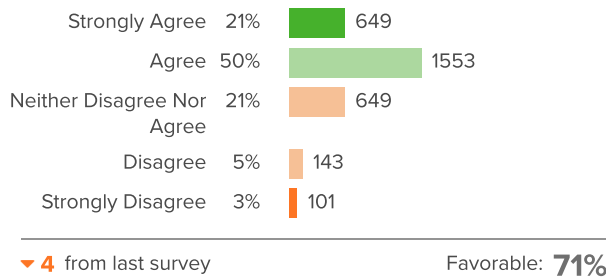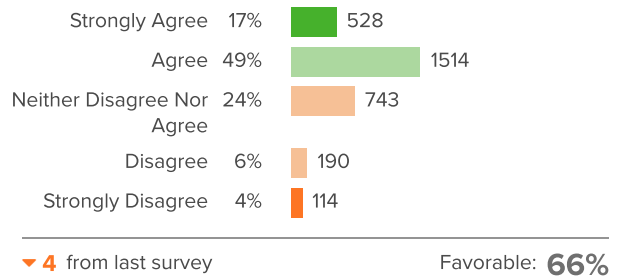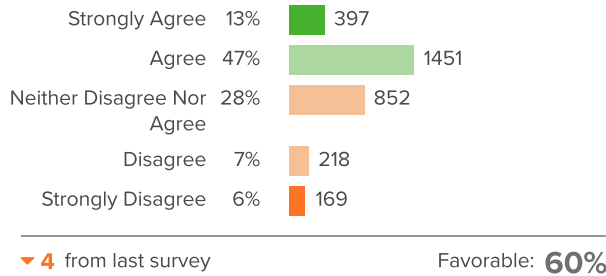
Strongly Agree	17%	528
Agree	49%	1514
Neither Disagree Nor Agree	24%	743
Disagree	6%	190
Strongly Disagree	4%	114

▼ 4 from last survey   Favorable: **66%**

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

Strongly Agree	13%	397
Agree	47%	1451
Neither Disagree Nor Agree	28%	852
Disagree	7%	218
Strongly Disagree	6%	169

▼ 4 from last survey   Favorable: **60%**

Q.4: Students know what the rules are.

Strongly Agree	13%	416
Agree	51%	1591
Neither Disagree Nor Agree	26%	794
Disagree	6%	180
Strongly Disagree	4%	120

▼ 4 from last survey   Favorable: **65%**

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

Strongly Agree	16%	497
Agree	52%	1608
Neither Disagree Nor Agree	24%	736
Disagree	5%	146
Strongly Disagree	3%	101

▼ 4 from last survey   Favorable: **68%**

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

Strongly Agree	14%	423
Agree	43%	1337
Neither Disagree Nor Agree	29%	908
Disagree	8%	244
Strongly Disagree	6%	185

▼ 2 from last survey   Favorable: **57%**

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EDUCATION

Q.7: Students treat teachers with respect.

Strongly Agree	7%	216
Agree	30%	931
Neither Disagree Nor Agree	41%	1273
Disagree	13%	416
Strongly Disagree	8%	253

▼ **1** from last survey   Favorable: **37%**

Q.8: The school rules are fair.

Strongly Agree	10%	296
Agree	40%	1228
Neither Disagree Nor Agree	33%	1030
Disagree	10%	306
Strongly Disagree	8%	236

▲ **0** from last survey   Favorable: **49%**

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

Strongly Agree	9%	264
Agree	39%	1191
Neither Disagree Nor Agree	33%	1019
Disagree	12%	365
Strongly Disagree	8%	251

▼ **3** from last survey   Favorable: **47%**

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"Ed Partner Survey Spring 2024 Student Survey, Secondary Student Survey"

PANORAMA
EDUCATION

OVERALL SCHOOL EXPERIENCE

Your average

71%

3,116 responses

Change

▼ **3**

since last survey

How did people respond?

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

Strongly Agree	16%	481
Agree	55%	1712
Disagree	19%	584
Strongly Disagree	10%	320

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

MPS
"Ed Partner Survey Spring 2024 Student Survey, Secondary Student Survey"
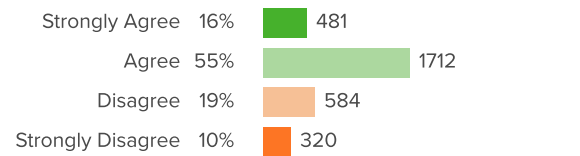
PANORAMA
EDUCATION

Safety
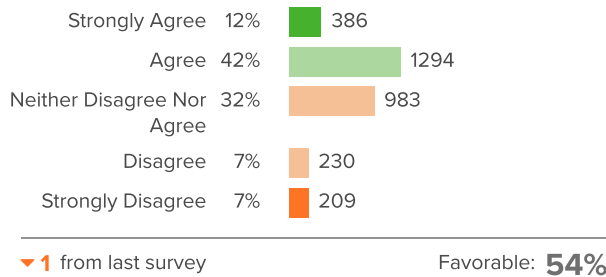
Your average

65%

3,116 responses

Change

▼ **2**

since last survey

How did people respond?

Q.1: I feel safe in my school.
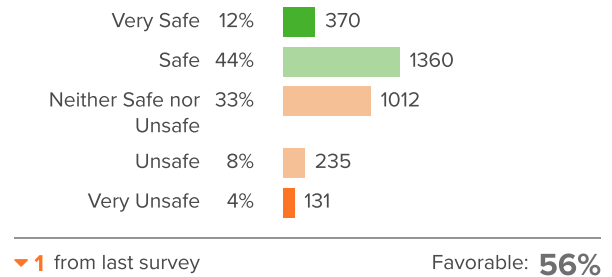
Strongly Agree	12%	386
Agree	42%	1294
Neither Disagree Nor Agree	32%	983
Disagree	7%	230
Strongly Disagree	7%	209

▼ 1 from last survey   Favorable: **54%**

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

Very Safe	12%	370
Safe	44%	1360
Neither Safe nor Unsafe	33%	1012
Unsafe	8%	235
Very Unsafe	4%	131

▼ 1 from last survey   Favorable: **56%**

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

0 Times	65%	2007
1 Time	15%	461
2 or 3 Times	11%	348
4 or More Times	9%	290

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

Q.4: Been afraid of being beaten up?

0 Times	81%	2501
1 Time	10%	325
2 or 3 Times	5%	144
4 or More Times	4%	126

▼ 1 from last survey   Favorable: **81%**

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

0 Times	59%	1840
1 Time	18%	550
2 or 3 Times	12%	367
4 or More Times	11%	338

▼ 5 from last survey   Favorable: **59%**

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

0 Times	73%	2264
1 Time	10%	320
2 or 3 Times	7%	228
4 or More Times	9%	287

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

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EDUCATION

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

0 Times	61%		1879
1 Time	15%		457
2 or 3 Times	11%		330
4 or More Times	14%		430
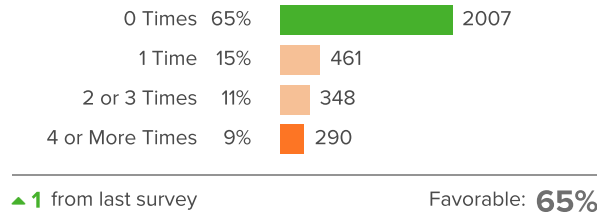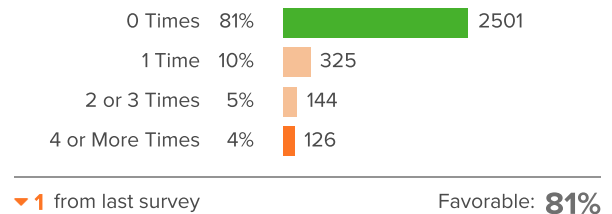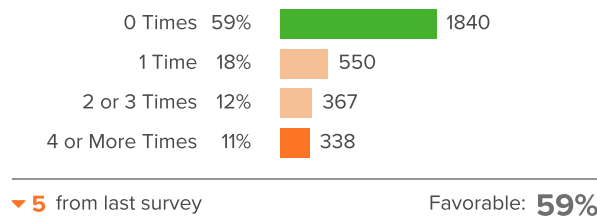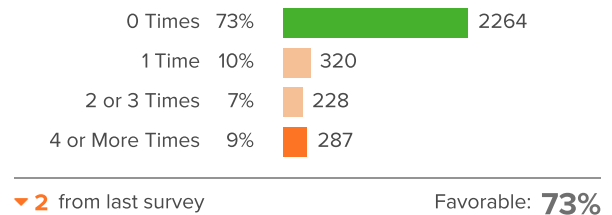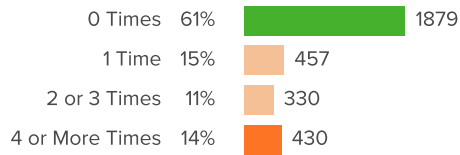
▼ **1** from last survey   Favorable: **61%**

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

0 Times	70%		2161
1 Time	16%		489
2 or 3 Times	9%		273
4 or More Times	5%		167
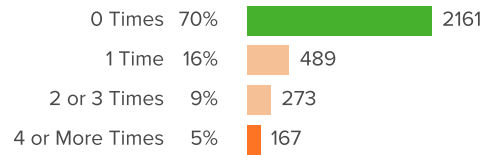
▼ **3** from last survey   Favorable: **70%**

MPS
"Ed Partner Survey Spring 2024 Student Survey, Secondary Student Survey"

PANORAMA
EDUCATION

Sense of Belonging (School Connectedness)

Your average

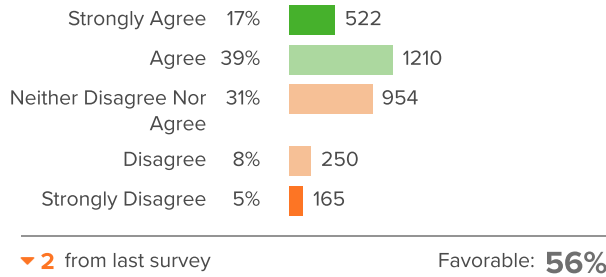**51%**

3,116 responses

Change
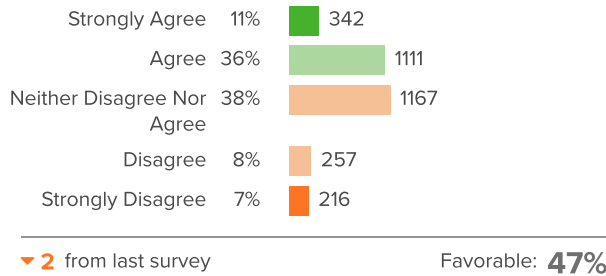
▼ **2**

since last survey

How did people respond?

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

Strongly Agree	17%	522
Agree	39%	1210
Neither Disagree Nor Agree	31%	954
Disagree	8%	250
Strongly Disagree	5%	165

▼ 2 from last survey   Favorable: **56%**

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

Strongly Agree	13%	388
Agree	34%	1039
Neither Disagree Nor Agree	36%	1126
Disagree	8%	251
Strongly Disagree	9%	290

▼ 2 from last survey   Favorable: **46%**

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

Strongly Agree	11%	342
Agree	36%	1111
Neither Disagree Nor Agree	38%	1167
Disagree	8%	257
Strongly Disagree	7%	216

▼ 2 from last survey   Favorable: **47%**

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

Strongly Agree	11%	339
Agree	39%	1205
Neither Disagree Nor Agree	32%	1000
Disagree	10%	314
Strongly Disagree	8%	232

▼ 4 from last survey   Favorable: **50%**

Q.5: I feel safe in my school.

Strongly Agree	12%	386
Agree	42%	1294
Neither Disagree Nor Agree	32%	983
Disagree	7%	230
Strongly Disagree	7%	209

▼ 1 from last survey   Favorable: **54%**

MPS

Family Survey
Ed Partner Survey Spring 2024

Report created by
Panorama Education

MPS
"Ed Partner Survey Spring 2024 Family Survey, Family Survey"

PANORAMA
EDUCATION

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**95%** ▼ 2 since last survey	⚪⚪⚪🟢⚪ 60th - 79th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**92%** ▼ 2 since last survey	⚪⚪🟢⚪⚪ 40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**95%** 0 since last survey	
Safety	**92%** ▲ 1 since last survey	⚪⚪🟢⚪⚪ 40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**94%** ▼ 2 since last survey	⚪⚪⚪🟢⚪ 60th - 79th percentile compared to others in the CORE Districts dataset

2,535 responses

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PANORAMA
EDUCATION

Climate of Support for Academic Learning

Your average

95%

2,535 responses

Change

▼ **2**

since last survey

How did people respond?

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

Strongly agree	34%		869
Agree	62%		1558
Disagree	3%		86
Strongly disagree	1%		16
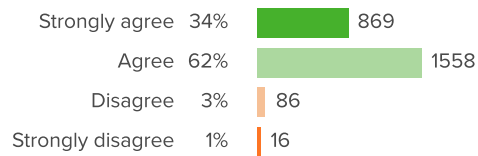
▼ **1** from last survey   Favorable: **96%**

Q.2: This school has high expectations for all students.
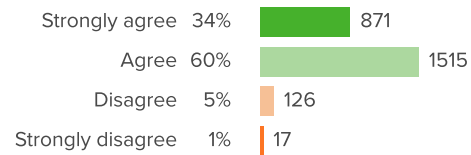
Strongly agree	34%		871
Agree	60%		1515
Disagree	5%		126
Strongly disagree	1%		17

▼ **2** from last survey   Favorable: **94%**

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Knowledge and Fairness of Discipline, Rules and Norms

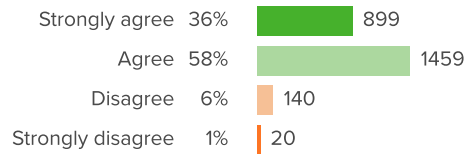**Your average**

92%

2,535 responses

Change

▼ **2**

since last survey

How did people respond?

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

Strongly agree	36%	899
Agree	58%	1459
Disagree	6%	140
Strongly disagree	1%	20

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

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

Strongly agree	28%	699
Agree	61%	1537
Disagree	9%	230
Strongly disagree	2%	44

▼ **2** from last survey   Favorable: **89%**

MPS
"Ed Partner Survey Spring 2024 Family Survey, Family Survey"

PANORAMA
EDUCATION
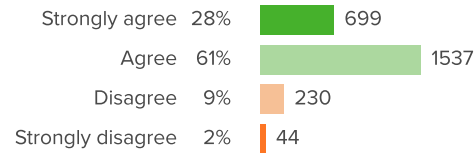
OVERALL SCHOOL EXPERIENCE

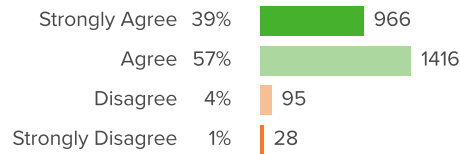**Your average**

95%

2,535 responses

Change

0

since last survey

How did people respond?

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

Strongly Agree	39%	966
Agree	57%	1416
Disagree	4%	95
Strongly Disagree	1%	28

▲ **0** from last survey

Favorable: **95%**

MPS
"Ed Partner Survey Spring 2024 Family Survey, Family Survey"

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EDUCATION

Safety

Your average

92%

2,535 responses

Change

▲ **1**

since last survey

How did people respond?

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

Strongly agree	26%	646
Agree	65%	1628
Disagree	8%	197
Strongly disagree	2%	42
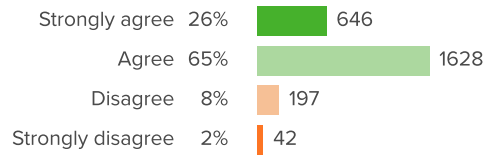
▲ **2** from last survey   Favorable: **90%**

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

Strongly agree	30%	756
Agree	63%	1591
Disagree	6%	142
Strongly disagree	1%	29

▲ **0** from last survey   Favorable: **93%**

MPS
"Ed Partner Survey Spring 2024 Family Survey, Family Survey"

PANORAMA
EDUCATION
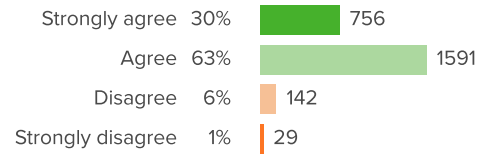
Sense of Belonging (School Connectedness)

Your average

94%

2,535 responses

Change
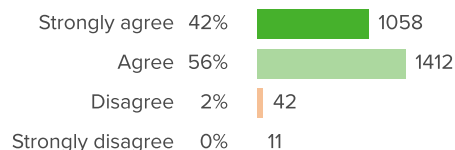
▼ **2**

since last survey

How did people respond?

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

Strongly agree	37%		938
Agree	59%		1488
Disagree	4%		91
Strongly disagree	1%		14
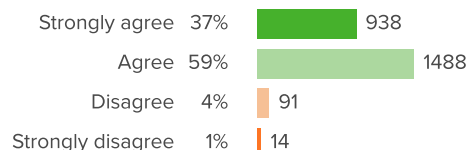
▼ 1 from last survey   Favorable: **96%**

Q.2: School staff treats me with respect.

Strongly agree	42%		1058
Agree	56%		1412
Disagree	2%		42
Strongly disagree	0%		11

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

Q.3: School staff takes my concerns seriously.

Strongly agree	35%		895
Agree	56%		1411
Disagree	8%		188
Strongly disagree	1%		28
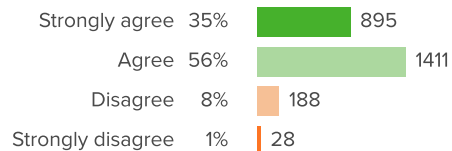
▼ 4 from last survey   Favorable: **91%**

Q.4: School staff welcomes my suggestions.

Strongly agree	30%		752
Agree	64%		1604
Disagree	5%		134
Strongly disagree	1%		22
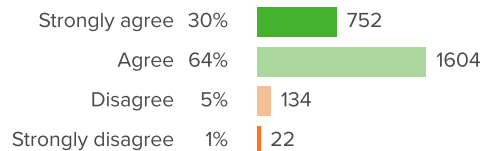
▼ 2 from last survey   Favorable: **94%**

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

Strongly agree	33%		826
Agree	57%		1435
Disagree	9%		215
Strongly disagree	2%		47
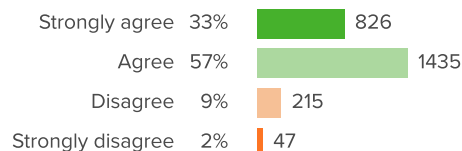
▼ 5 from last survey   Favorable: **90%**

Q.6: School staff is helpful.

Strongly agree	37%		940
Agree	58%		1471
Disagree	4%		97
Strongly disagree	1%		13

▼ 1 from last survey   Favorable: **96%**

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"Ed Partner Survey Spring 2024 Family Survey, Family Survey"

PANORAMA
EDUCATION

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

Strongly agree	34%		860
Agree	60%		1519
Disagree	5%		117
Strongly disagree	1%		20

▼ 2 from last survey   Favorable: **95%**

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Background Questions

How did people respond?

Q.1: I am a...

Parent of at least one child at this school.	98%	2448
Grandparent, other relative, and/or legal guardian of a child at this school.	2%	48
Not applicable, not sure, or decline to answer.	0%	10

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

Less than one year	20%	514
1 to 2 years	35%	888
3 to 5 years	33%	842
6 to 10 years	10%	250
Over 10 years	1%	14
Not applicable, not sure, or decline to answer	1%	14

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

Yes	80%	2007
No	11%	287
Not applicable, not sure, or decline to answer	9%	213

Q.4: What is your race or ethnicity?

American Indian or Alaska Native	0%	7
Asian	4%	87
Black or African American	7%	162
Hispanic or Latino	75%	1861
Filipino	1%	29
Native Hawaiian or Other Pacific Islander	0%	7
White	8%	205
Two or more Races/Ethnicities	5%	132

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Q.5: In what grade is your child?

Kindergarten	2%	41
1st grade	2%	42
2nd grade	1%	27
3rd grade	2%	51
4th grade	2%	58
5th grade	2%	61
6th grade	18%	438
7th grade	19%	471
8th grade	20%	495
9th grade	10%	239
10th grade	7%	184
11th grade	9%	215
12th grade	7%	168
Other	0%	7
Ungraded	0%	5

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

Yes	18%	448
No	74%	1834
Not Applicable, not sure, or decline to answer	8%	194

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

Yes	19%	479
No	70%	1724
Not Applicable, not sure, or decline to answer	11%	273

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Staff Survey
Ed Partner Survey Spring 2024

Report created by
Panorama Education

MPS
"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**91%** ▼ 3 since last survey	⚪ 🟠 ⚪ ⚪ ⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**78%** ▼ 6 since last survey	⚪ 🟠 ⚪ ⚪ ⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**83%** ▼ 4 since last survey	
Safety	**66%** ▼ 6 since last survey	⚪ 🟠 ⚪ ⚪ ⚪ 20th - 39th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**74%** ▼ 5 since last survey	⚪ 🟠 ⚪ ⚪ ⚪ 20th - 39th percentile compared to others in the CORE Districts dataset

387 responses

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"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

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Climate of Support for Academic Learning

Your average

91%

387 responses

Change
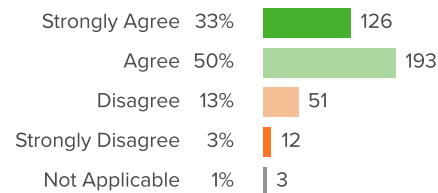
▼ **3**

since last survey

How did people respond?

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

Strongly Agree	40%	154
Agree	56%	214
Disagree	3%	13
Strongly Disagree	1%	2
Not Applicable	1%	2
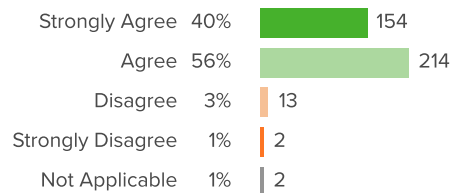
▼ **1** from last survey   Favorable: **96%**

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

Strongly Agree	33%	126
Agree	50%	193
Disagree	13%	51
Strongly Disagree	3%	12
Not Applicable	1%	3

▼ **4** from last survey   Favorable: **84%**

Q.3: promotes academic success for all students.

Strongly Agree	39%	149
Agree	52%	199
Disagree	8%	29
Strongly Disagree	2%	6
Not Applicable	1%	2
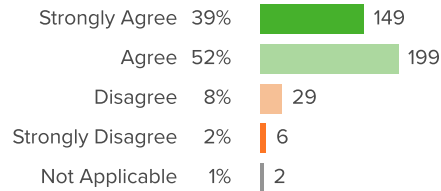
▼ **4** from last survey   Favorable: **91%**

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

Strongly Agree	51%	194
Agree	46%	176
Disagree	2%	9
Strongly Disagree	1%	3
Not Applicable	1%	2
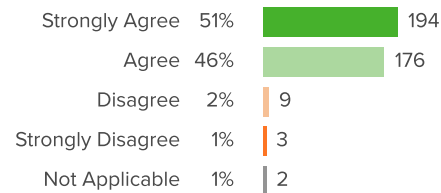
▲ **0** from last survey   Favorable: **97%**

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

Strongly Agree	36%	137
Agree	51%	197
Disagree	9%	36
Strongly Disagree	1%	4
Not Applicable	2%	9
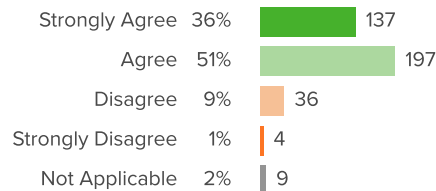
▼ **5** from last survey   Favorable: **89%**

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

Strongly Agree	38%	146
Agree	41%	157
Disagree	8%	32
Strongly Disagree	1%	5
Not Applicable	11%	44

▼ **5** from last survey   Favorable: **89%**

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"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

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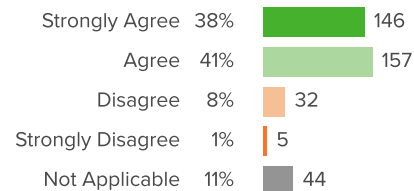
Knowledge and Fairness of Discipline, Rules and Norms

Your average
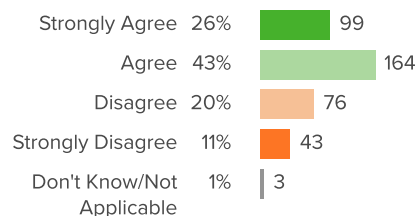
78%

387 responses

Change

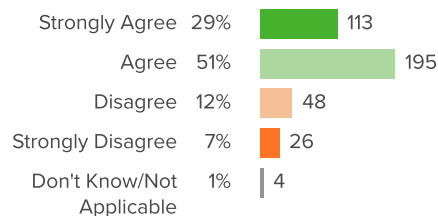▼ **6**

since last survey

How did people respond?

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

Strongly Agree	26%	99
Agree	43%	164
Disagree	20%	76
Strongly Disagree	11%	43
Don't Know/Not Applicable	1%	3

▼ **8** from last survey   Favorable: **69%**

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

Strongly Agree	29%	113
Agree	51%	195
Disagree	12%	48
Strongly Disagree	7%	26
Don't Know/Not Applicable	1%	4

▼ **4** from last survey   Favorable: **81%**

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

Strongly Agree	29%	110
Agree	53%	205
Disagree	11%	44
Strongly Disagree	6%	21
Don't Know/Not Applicable	1%	5
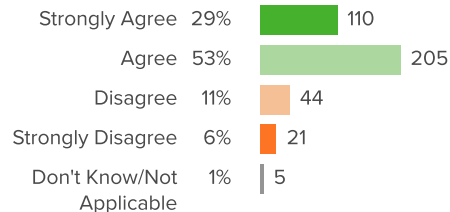
▼ **6** from last survey   Favorable: **83%**

Q.4: Students know what the rules are.

Strongly Agree	27%	103
Agree	58%	223
Disagree	11%	44
Strongly Disagree	3%	12
Don't Know/Not Applicable	1%	4
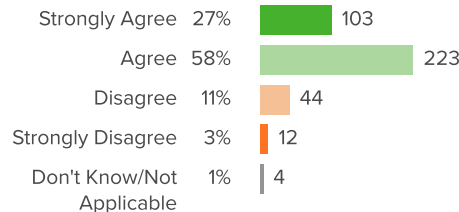
▼ **4** from last survey   Favorable: **85%**

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

Strongly Agree	30%	116
Agree	50%	193
Disagree	14%	55
Strongly Disagree	4%	17
Don't Know/Not Applicable	1%	4
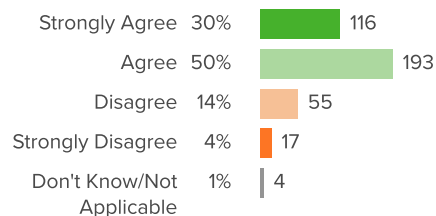
▼ **7** from last survey   Favorable: **81%**

Q.6: This school handles discipline problems fairly.
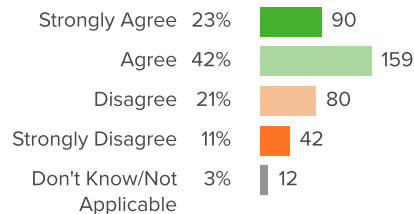
Strongly Agree	23%	90
Agree	42%	159
Disagree	21%	80
Strongly Disagree	11%	42
Don't Know/Not Applicable	3%	12

▼ **9** from last survey   Favorable: **67%**

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"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

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

Strongly Agree	21%		81
Agree	36%		139
Disagree	28%		106
Strongly Disagree	13%		50
Don't Know/Not Applicable	2%		9
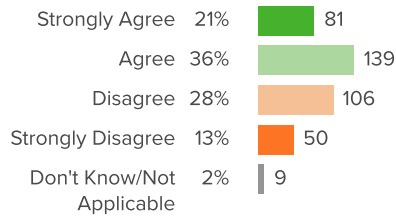
▼ **11** from last survey   Favorable: **59%**

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

Strongly Agree	36%		138
Agree	49%		190
Disagree	13%		49
Strongly Disagree	1%		4
Don't Know/Not Applicable	1%		4
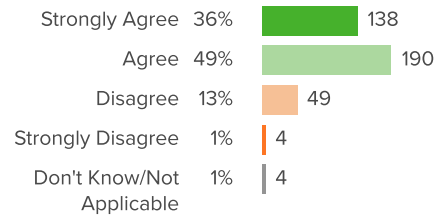
▼ **6** from last survey   Favorable: **86%**

Q.9: The school rules are fair.

Strongly Agree	37%		141
Agree	52%		200
Disagree	7%		27
Strongly Disagree	3%		10
Don't Know/Not Applicable	2%		6

▼ **4** from last survey   Favorable: **90%**

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"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

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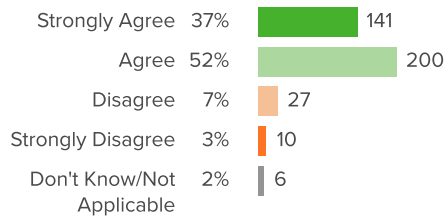
OVERALL SCHOOL EXPERIENCE
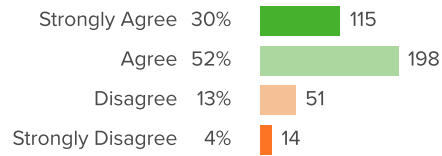
Your average

83%

387 responses

Change

▼ **4**

since last survey

How did people respond?

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

Strongly Agree	30%	115
Agree	52%	198
Disagree	13%	51
Strongly Disagree	4%	14

▼ **4** from last survey   Favorable: **83%**

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MPS
"Ed Partner Survey Spring 2024 Staff Survey, Staff Survey"

PANORAMA
EDUCATION

Safety

Your average

66%

387 responses

Change

▼ **6**

since last survey

How did people respond?

Q.1: harassment or bullying among students?

Insignificant Problem	20%	77
Mild Problem	47%	181
Moderate Problem	26%	100
Severe Problem	7%	28
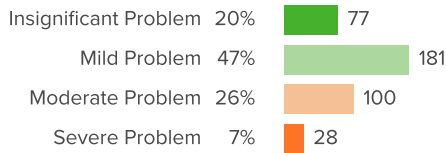
▼ 6 from last survey   Favorable: **67%**

Q.2: physical fighting between students?

Insignificant Problem	49%	188
Mild Problem	30%	116
Moderate Problem	16%	60
Severe Problem	5%	20
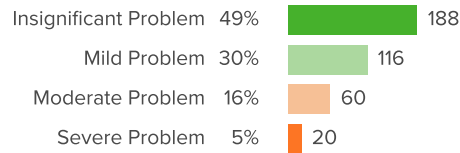
▼ 9 from last survey   Favorable: **79%**

Q.3: disruptive student behavior?

Insignificant Problem	11%	44
Mild Problem	26%	99
Moderate Problem	37%	144
Severe Problem	26%	99
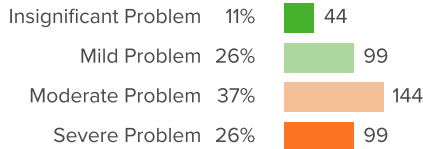
▼ 9 from last survey   Favorable: **37%**

Q.4: racial/ethnic conflict among students?

Insignificant Problem	51%	195
Mild Problem	34%	132
Moderate Problem	11%	42
Severe Problem	4%	17
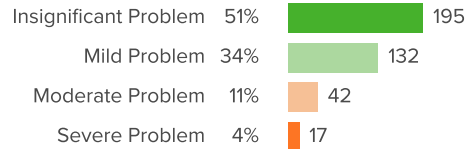
▼ 5 from last survey   Favorable: **85%**

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

Insignificant Problem	24%	92
Mild Problem	38%	145
Moderate Problem	22%	84
Severe Problem	17%	64

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

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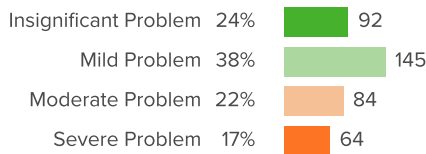
Sense of Belonging (School Connectedness)
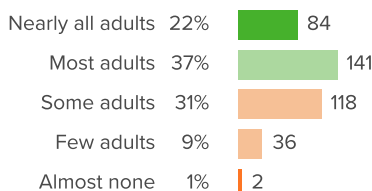
Your average

74%

387 responses

Change
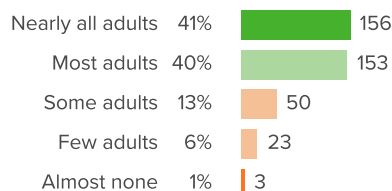
▼ **5**

since last survey

How did people respond?

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

Nearly all adults	22%	84
Most adults	37%	141
Some adults	31%	118
Few adults	9%	36
Almost none	1%	2

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

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

Nearly all adults	41%	156
Most adults	40%	153
Some adults	13%	50
Few adults	6%	23
Almost none	1%	3

▼ 3 from last survey   Favorable: **80%**

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

Nearly all adults	28%	107
Most adults	38%	147
Some adults	25%	97
Few adults	9%	33
Almost none	0%	1
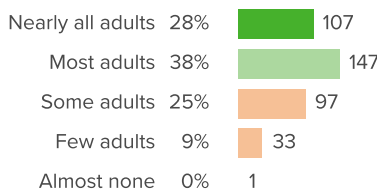
▼ 6 from last survey   Favorable: **66%**

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

Strongly agree	30%	115
Agree	52%	200
Disagree	12%	45
Strongly disagree	5%	18
Not Applicable	1%	5
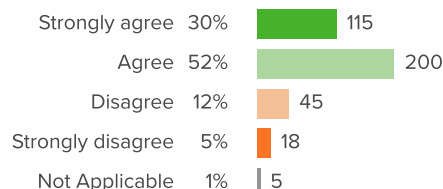
▼ 5 from last survey   Favorable: **83%**

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

Strongly agree	30%	114
Agree	46%	175
Disagree	17%	64
Strongly disagree	5%	17
Not Applicable	3%	10
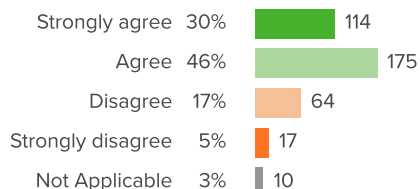
▼ 8 from last survey   Favorable: **78%**

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

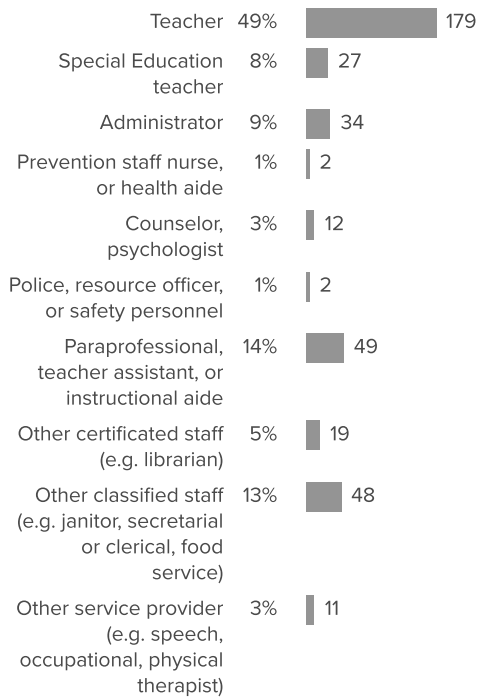|		
Strongly agree	26%	101
Agree	48%	183
Disagree	18%	70
Strongly disagree	5%	19
Not Applicable	3%	10

▼ 6 from last survey   Favorable: **76%**

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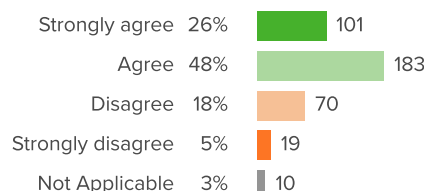
Background Questions

How did people respond?

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

Teacher	49%	179
Special Education teacher	8%	27
Administrator	9%	34
Prevention staff nurse, or health aide	1%	2
Counselor, psychologist	3%	12
Police, resource officer, or safety personnel	1%	2
Paraprofessional, teacher assistant, or instructional aide	14%	49
Other certificated staff (e.g. librarian)	5%	19
Other classified staff (e.g. janitor, secretarial or clerical, food service)	13%	48
Other service provider (e.g. speech, occupational, physical therapist)	3%	11

Q.2: Are you a classroom teacher?

Yes	49%	179
No	51%	188

Q.3: Migrant education students

Yes	55%	210
No	14%	54
Not applicable, not sure, or decline to answer	31%	118

Q.4: Special education students

Yes	83%	318
No	6%	24
Not applicable, not sure, or decline to answer	11%	41

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Q.5: English language learners

Yes	82%	315
No	7%	27
Not applicable, not sure, or decline to answer	10%	40

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

Less than one year	21%	76
1 to 2 years	24%	88
3 to 5 years	19%	71
6 to 10 years	24%	89
Over 10 years	11%	41

Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Less than one year	11%	41
1 to 2 years	20%	72
3 to 5 years	20%	75
6 to 10 years	23%	86
Over 10 years	25%	92

Q.8: What is your race or ethnicity?

African American (Not Hispanic)	9%	31
American Indian or Alaska Native	0%	0
Asian or Pacific Islander	7%	25
White (Not Hispanic)	31%	108
Hispanic or Latino/a	42%	147
Other or Multi-ethnic	11%	39

MPS Educational Partners Survey Highlights – *Free Responses* ~~2023-24~~

Data Portal links on surveys: SUMMARY Page   Participation Rates   Approval Rates by Question

Approval Rates - Students   Approval Rates - Families   Approval Rates - Staff

Discussion Protocol: 2023-24 MPS Educational Partner Survey Protocol

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Agenda: ~~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/Dr. Polat)**

MPS HISTORICAL RATES: (Source: SUMMARY Page)

Historical Survey Participation Rates

MPS Historical Survey Participation Rates - Students				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	95.9%	93.3%	92.4%	98.7%	**98.2%**

MPS Historical Survey Participation Rates - Families				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	83.0%	79.6%	57.1%	80.8%	**86.7%**

MPS Historical Survey Participation Rates - Staff				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	98.1%	100.0%	97.8%	99.7%	**99.5%**

Historical Survey Average Approval Rates
AVERAGE APPROVAL rates are based on our educational partners' responses to *ALL* questions on the survey. *(Titled "Overall Score" in Panorama)*

MPS Historical Survey Average Approval Rates - Students				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	66%	75%	68%	65%	**62%**

MPS Historical Survey Average Approval Rates - Families				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	94%	97%	96%	95%	**94%**

MPS Historical Survey Average Approval Rates - Staff				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	85%	91%	85%	83%	**78%**

Historical Overall Satisfaction Rates
OVERALL SATISFACTION rates are based on our educational partners' response to a *SINGLE* question on the survey: Overall, I am satisfied and would recommend this school to others.

MPS Historical Survey Overall Satisfaction Rates - Students				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	76%	86%	79%	75%	**72%**

MPS Historical Survey Overall Satisfaction Rates - Families				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	93%	98%	96%	95%	**95%**

MPS Historical Survey Overall Satisfaction Rates - Staff				
	2019-20	2020-21	2021-22	2022-23	**2023-24**
MPS	89%	94%	90%	87%	**83%**

HIGHEST/LOWEST RATED QUESTIONS: Review topics and questions with highest/lowest rates and most improved/declined rates.   (Source: 2023-24 Average Approval Rates by Question)

Agenda: 21 min (7 min each)   Review survey highlights and ask the Home Office teams their thoughts (just preliminary thoughts, no next-step discussion yet) **(J. Hernandez/B. Lopez/D. Hajmeirza)**

MPS FREE-RESPONSE HIGHLIGHTS: (Source: 2023-24 Free Responses & Highlights)

What do you like best about your school?	What is one suggestion you would like to offer to improve your school?
STUDENT SURVEY FREE RESPONSES (Highlights)	
Elementary: ▪ **Appreciation for Teachers and Staff:** Students across both elementary schools value the support and kindness of their teachers and staff. This supportive atmosphere is seen as essential for creating a safe and welcoming school environment. ▪ **Engaging Activities and Social Interactions:** Students enjoy a variety of activities, including sports, clubs, and special events. They value the time they spend with friends and the social opportunities provided, contributing to a positive school atmosphere. ▪ **Clean and Safe Environment:** Cleanliness and safety are frequently mentioned as highlights. Students appreciate well-maintained facilities and the efforts of staff to create a safe school environment. ▪ **Positive Learning Experience:** The focus on interactive and fun learning opportunities is highlighted by students. They enjoy when lessons are engaging, allowing them to have a positive and enjoyable learning experience. Secondary ▪ **Teacher-Student Relationships and Supportive Staff:** The bond between students and teachers is a strong theme in secondary schools. Students appreciate the supportive relationships and how staff members contribute to a positive learning environment. ▪ **Community and Inclusivity:** The sense of community in secondary schools is highly valued. A close-knit environment and inclusivity are essential factors that contribute to a welcoming school atmosphere. ▪ **Extracurricular Activities and Sports:** Secondary schools offer a variety of extracurricular activities, sports programs, and events. Students find these activities engaging and appreciate the opportunities for social interaction and personal growth. ▪ **Educational Opportunities and Focus on Academic Success:** Secondary students value the educational opportunities provided, including college preparatory classes, advanced placement courses, and support for academic success. The focus on preparing students for higher education and future success is seen as a major highlight.	Elementary: ▪ **Quality of School Lunches:** Elementary students often express dissatisfaction with the quality and variety of school lunches. They suggest improvements for better-tasting and more appealing food options. ▪ **Increased Recreational Activities and Playtime:** A common suggestion is the need for more playtime, longer recess periods, and additional playground equipment like swings and slides. This would enhance the outdoor experience for elementary students. ▪ **Dress Code Flexibility:** Elementary school students indicate a desire for more relaxed dress codes, advocating for more casual dress options or free dress days to allow for greater comfort and self-expression. ▪ **Enhanced Communication and Fair Treatment:** Some elementary students highlight the need for better communication between students and administration, as well as more consistent and fair treatment by teachers and staff. This includes addressing concerns about fairness in applying school rules and managing student behavior. Secondary: ▪ **School Lunch Quality and Variety:** Secondary students frequently mention dissatisfaction with school meals. They call for improvements in quality, variety, and healthier options, suggesting a significant need for better food offerings. ▪ **Improved School Facilities and Maintenance:** Secondary students emphasize the need for improved facilities, such as cleaner bathrooms, updated sports fields, and better recreational areas. There's also a call for more inviting and functional spaces within the school environment. ▪ **Flexible Dress Codes and Uniform Policies:** A common theme is a desire for more flexibility in the dress code. Secondary students suggest changes to uniform policies, including more free dress days and fewer restrictions on personal expression through clothing. ▪ **Fair and Consistent Enforcement of School Policies:** Secondary students point out the need for more consistent and fair enforcement of school rules. They suggest that some policies are not applied equitably, leading to calls for more uniform treatment and consistent application of disciplinary actions.

FAMILY SURVEY FREE RESPONSES (Highlights)	
▪ **Sense of Belonging**: Welcoming small community feel ▪ **Communication:** Two way communication is appreciated and staff follow up is encouraged ▪ **Voice and Choice**:Families have a space to share thoughts and concerns in various spaces and meetings ▪ **Extra Curricular activities:** Appreciation for extended learning opportunities is valued especially with Music, Art and Physical Activities ▪ **Family educational resources and workshops** are supported and encouraged participation	▪ **Safety**: There has been a noted increase with lack of conflict reslitions skills for students as evidenced by school fights, classroom disruptions and families would like to see more support in this area. ▪ **Discipline**: Inconsistency of practices across a variety of school sites, focus should be on teaching and reinforcing ▪ **Teacher Retention**: Families request stronger retention of teachers as turnover may impact academic and school culture ▪ **Systems and Routines:** Daily operations need to be improved as well as professional development for all staff supported social and emotional support ▪ **Follow up communication with staff**: There are some gaps with communication whether its families reaching out for assignment clarification or events happening at the school. Stronger cadence of communication and timeline to expect communication from staff
STAFF SURVEY FREE RESPONSES (Highlights)	
▪ **School Culture**: staff feel a sense of belonging and commitment to their school because of the shared purpose of creating a safe and strong academic learning environment for the students served. ▪ **Innovation**: teachers appreciate the autonomy to create unique learning environments/lessons to support student growth. ▪ **Collaboration and Support**: Strong sense of support amongst peers, space for collaboration, and camaraderie. ▪ **Community Schools**: The involvement of parents at the school site is what brands us as community schools due to the partnership of teachers, students, and parents.	▪ **Student Discipline**: major challenge across school sites is with student behavior. Problematic student behavior takes time away from teachers' instructional lessons and disrupts peer learning. Reinforcement of student expectation is necessary with clear outlines of student discipline. ▪ **Inclusive Environment**: Create opportunities for team building amongst staff. Invite teachers to contribute to school, student, and department decisions. ▪ **Professional Development**: Training to build capacity within the role, training specific for those new to teaching profession, and exploration of diversity training. ▪ **School Facility**: Improvement for existing schools with possible exploration of adding more green space or additional purpose rooms with the ultimate goal of all school sites being on private facilities. ▪ **Improve Communication**: centralize and improve our communication internally amongst staff and also communication with educational partners regarding school events.

Agenda: <mark>10 min</mark> Prioritize Glows & Grows from the above reviews in the template. **(A. Rubalcava/E. Acar)**
MPS PRIORITIZED FINDINGS: Following are prioritized findings from the above highlights that the Home Office will use in the Board Presentation.

GLOWS (SUCCESSES)

Elementary Student:

- **Appreciation for Teachers and Staff:** Students across both elementary schools value the support and kindness of their teachers and staff. This supportive atmosphere is seen as essential for creating a safe and welcoming school environment.

- **Engaging Activities and Social Interactions:** Students enjoy a variety of activities, including sports, clubs, and special events. They value the time they spend with friends and the social opportunities provided, contributing to a positive school atmosphere.

- **Positive Learning Experience:** The focus on interactive and fun learning opportunities is highlighted by students. They enjoy when lessons are engaging, allowing them to have a positive and enjoyable learning experience.

Secondary Student:

- **Teacher-Student Relationships and Supportive Staff:** The bond between students and teachers is a strong theme in secondary schools. Students appreciate the supportive relationships and how staff members contribute to a positive learning environment.

- **Community and Inclusivity:** The sense of community in secondary schools is highly valued. A close-knit environment and inclusivity are essential factors that contribute to a welcoming school atmosphere.

- **Educational Opportunities and Focus on Academic Success:** Secondary students value the educational opportunities provided, including college preparatory classes, advanced placement courses, and support for academic success. The focus on preparing students for higher education and future success is seen as a major highlight.

Family:

- **Sense of Belonging**: Welcoming small community feel
- **Communication:** Two way communication is appreciated and staff follow up is encouraged
- **Voice and Choice**:Families have a space to share thoughts and concerns in various spaces and meetings
- **Extra Curricular activities:** Appreciation for extended learning opportunities is valued especially with Music, Art and Physical Activities
- **Family educational resources and workshops** are supported and encouraged participation

Staff:

- **School Culture**: Staff feel a sense of belonging and commitment to their school because of the shared purpose of creating a safe and strong academic learning environment for the students served.
- **Innovation**: Teachers appreciate the autonomy to create unique learning environments/lessons to support student growth.
- **Collaboration and Support**: Strong sense of support amongst peers, space for collaboration, and camaraderie.
- **Community Schools**: The involvement of parents at the school site is what brands us as community schools due to the partnership of teachers, students, and parents.

GROWS (IDENTIFIED NEEDS)

Elementary Student:

- **Quality of School Lunches:** Elementary students often express dissatisfaction with the quality and variety of school lunches. They suggest improvements for better-tasting and more appealing food options.

- **Increased Recreational Activities and Playtime:** A common suggestion is the need for more playtime, longer recess periods, and additional playground equipment like swings and slides. This would enhance the outdoor experience for elementary students.

- **Enhanced Communication and Fair Treatment:** Some elementary students highlight the need for better communication between students and administration, as well as more consistent and fair treatment by teachers and staff. This includes addressing concerns about fairness in applying school rules and managing student behavior.

Secondary Student:

- **School Lunch Quality and Variety:** Secondary students frequently mention dissatisfaction with school meals. They call for improvements in quality, variety, and healthier options, suggesting a significant need for better food offerings.

- **Improved School Facilities and Maintenance:** Secondary students emphasize the need for improved facilities, such as cleaner bathrooms, updated sports fields, and better recreational areas. There's also a call for more inviting and functional spaces within the school environment.

- **Fair and Consistent Enforcement of School Policies:** Secondary students point out the need for more consistent and fair enforcement of school rules. They suggest that some policies are not applied equitably, leading to calls for more uniform treatment and consistent application of disciplinary actions.

Family:

- **Safety**: There has been a noted increase with lack of conflict resolution skills for students as evidenced by school fights, classroom disruptions and families would like to see more support in this area.
- **Discipline**: Inconsistency of practices across a variety of school sites, focus should be on teaching and reinforcing
- **Teacher Retention**: Families request stronger retention of teachers as turnover may impact academic and school culture
- **Systems and Routines:** Daily operations need to be improved as well as professional development for all staff supported social and emotional support
- **Follow up communication with staff**: There are some gaps with communication whether its families reaching out for assignment clarification or events happening at the school. Stronger cadence of communication and timeline to expect communication from staff

Staff:

- **Student Discipline**: Major challenge across school sites is with student behavior. Problematic student behavior takes time away from teachers' instructional lessons and disrupts peer learning. Reinforcement of student expectation is necessary with clear outlines of student discipline.
- **Inclusive Environment**: Create opportunities for team building amongst staff. Invite teachers to contribute to school, student, and department decisions.
- **Professional Development**: Training to build capacity within the role, training specific for those new to teaching profession, and exploration of diversity training.
- **School Facility**: Improvement for existing schools with possible exploration of adding more green space or additional purpose rooms with the ultimate goal of all school sites being on private facilities.
- **Improve Communication**: Centralize and improve our communication internally amongst staff and also communication with educational partners regarding school events.

MAGNOLIA SCIENCE ACADEMY - 1

2023-24 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 2024 Survey Participation Rates:	99.0%	91.0%	100.0%
Spring 2023 Survey Participation Rates:	99.0%	73.7%	100.0%
Change since Spring 2023: *(percentage points)*	0.0	+17.3	0.0
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.			
This year, we successfully maintained engagement with our student and staff groups, while achieving a significant increase of 17.3% in participation within our family group. While it posed a challenging task to encourage families to complete the survey, consistent communication through ParentSquare messages, phone calls, and in-person reminders proved instrumental in achieving success with our participation rates at the school site.			

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 2024 Overall Satisfaction Rates:	62%	95%	77%
Spring 2023 Overall Satisfaction Rates:	60%	90%	79%
Change since Spring 2023: *(percentage points)*	+2	+5	-2
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
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.			
Upon review, we have observed a slight decrease in satisfaction rates among students and staff, with a 2% decline			

for both groups compared to last year. However, there has been a notable increase of 5% in satisfaction rates among families.

Several factors could potentially account for these changes. The decrease in satisfaction rates among students and staff may be influenced by various factors such as consequences for student behavior, facilities, school lunches, and student uniforms.

Conversely, the increase in satisfaction rates among families is encouraging and may be attributed to efforts aimed at enhancing communication and engagement with parents and guardians. Initiatives such as increased outreach through ParentSquare messages, phone calls, and in-person reminders may have played a significant role in fostering stronger connections between the school and families, ultimately leading to higher satisfaction levels.

Moving forward, it will be essential for us to continue monitoring these satisfaction rates closely and identifying areas for improvement to ensure that all stakeholders are satisfied with their experiences at our school.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	62%	0th-19th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	49%	0th-19th percentile	- 4
Safety	61%	0th-19th percentile	+ 0
Sense of Belonging (School Connectedness)	42%	0th-19th percentile	+ 0

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year (percentage pts)
Climate of Support for Academic Learning	98%	80th-99th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	87%	20th-39th percentile	- 5
Safety	88%	20th-39th percentile	+ 10
Sense of Belonging (School Connectedness)	92%	40th-59th percentile	- 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	87%	20th-39th percentile	-3
Knowledge and Fairness of Discipline, Rules and Norms	64%	0th-19th percentile	- 14
Safety	60%	0th-19th percentile	-2
Sense of Belonging (School Connectedness)	69%	20th-39th 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 2024 Average Approval Rates:	55%	92%	70%
Spring 2023 Average Approval Rates:	56%	91%	75%
Change since Spring 2023: *(percentage points)*	-1	+1	-5
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

<u>Survey Findings:</u>

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?
We've noticed some shifts in comparison to last year's data: a 1% decrease among students, a 1% increase among families, and a notable 5% decrease among staff. Several factors may have contributed to these changes. Notably, students experiencing a 4% decline in their perception of Knowledge and Fairness of Discipline, Rules, and Norms could have influenced the overall approval rating. Additionally, the transition of several staff members throughout the year and not starting at the beginning may have posed challenges in establishing and adhering to school-related norms in this area.

On the other hand, the uptick in approval rates among families indicates positive strides in communication and engagement efforts. Increased safety and climate of support for academic learning likely contributed to this improvement.

However, the significant drop in staff approval rates warrants further exploration and discussions. Challenges with facilities for the third year in a row, all staff being on the same page with rules and expectations, and admin support may have impacted staff morale and satisfaction.

Moving ahead, it's crucial to closely monitor these trends and pinpoint areas for improvement. By addressing concerns and implementing strategies to enhance satisfaction and engagement across all stakeholders, we aim to strengthen our school community.

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?)

Student: Overall school Experience went up by 2% as well as students being happy to be at school increased by 3%, and The school is a supportive and inviting place for students to learn increased by 4%.

Families: Safety showed the largest growth in both areas where parents felt the neighborhood around the school and their child being safe at school increased by 13% and 6% respectively. Also, their overall school experience was at 95% favorable which was a 5% increase.

Staff: Seeing a 4% increase in the school promoting personnel participation in decision-making that affects school practices and policies and many adults at this school feel a responsibility to improve the school went up 5%.

We are happy to see that the overall school experience and climate of support for academic learning increased for two out of three of our partner surveys. Especially seeing that family members showed a 10% growth with safety and 5% for overall school experience. The same for overall school experience for students can be said with a 2% increase.

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?)
Based on our findings, it's evident that addressing Knowledge and Fairness regarding Discipline, Rules, and Norms is crucial, as all three demographics have shown a decline compared to last year. Particularly concerning is the decrease among staff, who exhibited drops across all surveyed aspects in this domain. The most notable decline was observed in perceptions of how the school handles discipline problems fairly, dropping by 20%. While the decrease among students in this area was not as pronounced, there were declines across several question areas. The most significant drop among students was in the clarity of school rules, with an 8% decrease. Similarly, families experienced a 5% decline, mirroring the students' decrease in understanding the consequences of rule-breaking, which dropped by 6%. To address these concerns, the school is planning to enhance communication regarding rules and norms with all community partners. For instance, dedicated time will be allocated during staff in-service sessions and regular Wednesday meetings throughout the year. Students will engage with these topics in their classes and receive periodic reviews. Additionally, families will be invited to attend school information sessions covering various topics, including this one, held periodically throughout the year.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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 expressed an appreciation for friendships within the school community and acknowledged a real concern from their teachers. Also, students maintained a positive attitude towards the physical education facilities, field trips, and food truck fundraising initiatives provided by the school. The school will continue to foster strong relationships between the students and their teachers to help build

academic achievement. Additionally, the school will continue to improve the facilities and provide more activities to enhance their school experience.

Families recognize the school's compassionate and supportive staff, acknowledging a sense of responsiveness to their concerns. Additionally, they value the effective communication established with the school.

The school will maintain their communication regarding upcoming events, opportunities, and urgent matters so that families can be assured their student is being taken care of.   The school will also continue to encourage families to be present on campus and build working relationships with them.

Staff members value the conducive learning environment fostered by the small class sizes and appreciate the camaraderie and support extended by their peers.

The school will maintain small class sizes to provide optimal learning for the students and a manageable workload for the staff.

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? 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 consistently advocate for no uniform policy and an improvement in the quality of school meals. Families rightfully expect the school to enforce uniform standards and address student behavior while also maintaining a safe surrounding environment conducive to optimal learning. Staff members seek an environment that enables them to concentrate on course content, thereby maximizing students' learning experiences.

Across all three surveyed partner groups, improved communication is imperative. This entails fostering a clearer understanding of the school's objectives and requirements from each partner and fostering collaborative efforts aimed at achieving student success.

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 school is preparing to implement a comprehensive professional development program throughout the academic year aimed at fostering connections among all three surveyed groups. Additionally, there will be a concerted effort to enhance communication regarding the school's daily expectations and norms, ensuring alignment among the partner groups and facilitating collaborative efforts toward student success.

Concrete steps will include the establishment of a detailed professional development schedule spanning the entire

2024-25 academic year. Furthermore, multiple communication channels will be used to ensure all partner groups are well-informed and synchronized. For students, communication will occur during SSR/Advisory periods, via Google Classroom, Student Square, and announcements. Families will receive information through meetings, ParentSquare messages, and other communication avenues. Staff members will benefit from targeted professional development sessions tailored to address the feedback received from the survey.

MAGNOLIA SCIENCE ACADEMY - 2

2023-24 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 2024 Survey Participation Rates:	100%	100%	100%
Spring 2023 Survey Participation Rates:	98.6%	99.3%	100%
Change since Spring 2023: *(percentage points)*	+1.8	+0.7	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.

Our observations on the participation rates indicate a high level of engagement from stakeholders, with all three groups - students, families, and staff - achieving 100% participation in the Spring 2024 surveys. This represents a positive trend and demonstrates a strong commitment to providing feedback and contributing to our continuous improvement efforts.

Comparing to Spring 2023, we note an increase in participation rates among students (+1.8 percentage points) and families (+0.7 percentage points), while staff participation remained consistent at 100%. This indicates continued enthusiasm and involvement from our educational partners in sharing their perspectives and insights.

Overall, the high participation rates across all groups reflect a culture of collaboration, transparency, and accountability within our school community. It's encouraging to see such active engagement, and we value the feedback and input provided by all stakeholders as we work together to enhance our educational programs and services.

Reaching 100% participation rate was a collaborative effort. Dividing the groups between specific team members, having consistent follow up, and implementing different strategies, such as calling parents at different times of the day, assisting parents on how to complete the survey, giving incentives, and having a team of staff to follow up with parents during drop off and pick up with flyers with QR codes. These strategies helped with providing easier ways to access 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 2024 Overall Satisfaction Rates:	65%	90%	69%
Spring 2023 Overall Satisfaction Rates:	83%	98%	87%
Change since Spring 2023: *(percentage points)*	-18	-8	-18
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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 has been a noticeable decline in overall satisfaction rates across all three groups - students, families, and staff - compared to last year. Specifically, student satisfaction decreased by 18 percentage points, family satisfaction by 8 percentage points, and staff satisfaction by 18 percentage points.

While there can be multiple factors that resulted in the lower satisfaction rates, some of these factors can be the following:

- We experienced five teacher separations during the first semester for various reasons, leading to the presence of substitute teachers in classrooms for a brief period until we could fill the positions permanently. Some of these educators had been integral members of MSA-2 for several years, and their departure initially affected student morale. The separation and vacancies have impacted both the students and the families, as well as the staff. Although most positions are now filled, establishing new relationships with students and families required a period of adjustment.
- At the beginning of this academic year, we diligently implemented specific policies such as uniforms, attendance, and tardies. While these expectations are necessary, our review of free responses reveals that students harbor varied expectations, often preferring less strict regulations.
- Concerns regarding food quality have been raised by students and families throughout the year. We have actively listened to these concerns and initiated communication with both the food vendor and the School Food Authority (SFA) management firm. While we have developed action steps to enhance this aspect, it's important to note that implementing changes will be a gradual process. Factors like vendor preferences and necessary facility improvements require careful consideration and specific approvals, which may take some time.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	62%	0-19th percentile	- 13
Knowledge and Fairness of Discipline, Rules and Norms	52%	0-19th percentile	- 14
Safety	65%	20th-39th percentile	- 9
Sense of Belonging (School Connectedness)	46%	0-19th percentile	- 16

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	88%	0-19th percentile	-10
Knowledge and Fairness of Discipline, Rules and Norms	87%	0-19th percentile	-9
Safety	94%	0-19th percentile	-4
Sense of Belonging (School Connectedness)	89%	0-19th percentile	-9

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	83%	20th-39th percentile	-13
Knowledge and Fairness of Discipline, Rules and Norms	71%	20th-39th percentile	-21
Safety	54%	60th-79th percentile	-24
Sense of Belonging (School Connectedness)	65%	20th-39th percentile	-15

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 2024 Average Approval Rates:	57%	90%	69%
Spring 2023 Average Approval Rates:	70%	98%	87%

Change since Spring 2023: *(percentage points)*	-13	-8	-18
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our observations on the average approval rates reveal notable changes across all educational partners: parents, students, and staff. Comparing Spring 2024 to Spring 2023, we observed a decrease in approval rates by 13 percentage points for students, 8 percentage points for families, and 18 percentage points for staff. These changes can be attributed, in part, to staffing transitions. The loss of five teachers, particularly those teaching middle and high school, introduced inconsistency in staffing, impacting both student classroom culture and staff dynamics. Historically, the student approval rates have been the lowest among the three groups, however we acknowledge that this is one of our priorities to increase the student approval rates and overall satisfaction. Moving forward, we are implementing targeted strategies such as enhancing student support services, fostering a positive classroom and campus environment, and providing engaging and relevant learning experiences. Additionally, we are focusing on strengthening communication channels between students, teachers, and parents to ensure that student voices are heard and valued in decision-making processes. By prioritizing these initiatives, we aim to create a more inclusive, supportive, and fulfilling educational experience for all students, ultimately leading to improved student approval rates and overall satisfaction.
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?)

We've seen significant successes and notable progress in our survey approval rates over the past year, reflecting our commitment to continuous improvement and responsiveness to stakeholder feedback.

In terms of strengths, our family surveys consistently show the highest average approval rates, reaching an impressive 90% in Spring 2024. This indicates strong engagement and satisfaction levels among our families, reflecting their trust and support in our educational programs and initiatives. We are proud of the positive relationships we have built with our families and their confidence in our school community.

While the approval rates for student surveys decreased by 13 percentage points since Spring 2023, we acknowledge this as an area for improvement. We will focus on enhancing student engagement and feedback mechanisms to better address their needs and concerns, ensuring their voices are heard and valued.

Similarly, the approval rates for staff surveys declined by 18 percentage points since Spring 2023, signaling a need for targeted efforts to boost staff morale, address concerns, and foster a positive work environment. We will prioritize staff support, professional development opportunities, and communication channels to strengthen staff engagement and satisfaction.

Moving forward, we plan to implement targeted strategies to address the decline in approval rates for student and staff surveys, such as increased communication and engagement initiatives, tailored support programs, and ongoing professional development opportunities. We remain committed to listening to our stakeholders, addressing their feedback, and striving for excellence in all aspects of our educational community.

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?)

When examining student approval rates, we observe that safety was rated the highest, whereas the sense of belonging received the lowest ranking. Delving deeper into the sense of belonging category, we found that the average approval rate stood at 50%, with the lowest approval rate recorded among 7th and 8th graders. Notably, the question "I am happy to be at this school" saw the most significant decrease in approval. This decline correlates with overall school connectedness.

One contributing factor is our school being a school of choice, where parents often wield greater influence over

enrollment decisions, leaving students feeling less empowered in their school selection. This dynamic can foster negative perceptions among students. However, looking ahead, we are committed to taking proactive measures to foster a stronger sense of inclusion and ownership among students. We will actively seek their feedback to implement initiatives that transform our school into a place they genuinely want to attend and are excited about, rather than feeling compelled to do so.

Among the families, safety was also the highest ranked category. Even though the categories had the highest favorable percentages between the three partner groups (families, students, and staff), we can see a decrease in all four categories. Looking into each question closely, we noticed that the biggest decrease in favored responses were from the following two comments: "school staff takes my concern seriously" and "school staff responds to my needs in a timely manner." Going forward, we will conduct a thorough review and analysis of the feedback provided. Based on this analysis, the school can then develop targeted action plans or initiatives aimed at improving communication, responsiveness, and overall satisfaction among families. This may involve enhancing communication channels, implementing protocols for timely response to concerns, providing additional training or resources to staff members, and actively seeking feedback from families to ensure their needs are met effectively.

While safety emerged as the top priority for families and students, it notably ranked the lowest among staff members, marking the most significant decline. The most substantial decreases in percentage were observed in responses to prompts related to disruptive student behavior and the lack of respect shown to staff by students. These findings are concerning but understandable, given the turnover in staff throughout the school year and the presence of many new teachers in classrooms.

In response, we are committed to supporting our teachers and staff by implementing strategic measures. We will restructure our professional development initiatives to focus on enhancing classroom management techniques and fostering positive relationships with students. Additionally, we will introduce a new instructional coach position dedicated to working directly with teachers. This coach will provide targeted guidance and support to help teachers effectively manage classroom dynamics, establish mutual respect, and create a conducive learning environment for all students. These efforts aim to address the challenges identified and strengthen the overall well-being and effectiveness of our teaching staff.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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 Glows: Our school shines brightly in several key areas that truly define our essence. At the heart of it all is our strong sense of community and inclusivity, nurtured by our small school size, fostering close bonds and easy interactions among students and staff alike. A resounding chorus of praise echoes for our **supportive teachers and staff**, whose understanding and encouragement uplift students in myriad ways. Our vibrant tapestry of **extracurricular activities and sports** captivates students, offering not just engagement but sheer joy. Moreover, our school prides itself on being a **supportive environment for both academic and personal growth**, exemplified by tailored **resources for students with special needs** and an unwavering dedication to facilitating **higher education pursuits**. These highlights epitomize the essence of our school, illuminating our path towards excellence and fulfillment.

Parent Glows: Our school shines bright with highlights that truly make a difference. We **prioritize open communication between staff and parents**, ensuring everyone is involved in student success. Our teachers and staff are not just supportive but **genuinely care about every student's journey**. With a **dedicated Special Education department**, we ensure every learner gets the support they need. Warmth fills our halls, with a **principal who engages with families, fostering a welcoming atmosphere**. We offer **diverse before and after-school programs**, catering to various interests, and provide tutoring for **academic support**. These highlights define us as a community where **every student is valued and supported** to reach their full potential.

Staff Glows: Our school beams with highlights that embody our dedication to **inclusivity, collaboration, and warmth**. The unwavering support of our Special Education **(SPED) department fosters a collaborative approach** to supporting all students. Our vibrant **school culture thrives on openness, encouraging staff to actively contribute and shape our collective identity**. **Administrators and staff stand united**, offering mutual support and fostering an environment where **creativity in the classroom flourishes freely**. Our **students show the staff empathy and kindness**, which creates a nurturing atmosphere where everyone feels valued and understood. At the heart of it all, our **school exudes a familial charm**, extending a warm welcome to families and the wider community, inviting them to be part of our journey towards excellence and togetherness.

Common patterns: There are noticeable patterns across the glows shared by students, parents, and staff about the school. Firstly, all three perspectives emphasize the strong **sense of community and inclusivity** fostered

within the school environment, highlighting the importance of close bonds and easy interactions among students, staff, and families. Secondly, there is **unanimous praise for the supportive nature of the teachers and staff**, with an emphasis on genuine care and understanding for every student's journey. Thirdly, the **diverse array of extracurricular activities**, support programs, and inclusive initiatives, such as the Special Education department, are celebrated across all perspectives, underscoring the commitment to providing a well-rounded and supportive environment for all learners. Lastly, the **welcoming and familial atmosphere** of the school is consistently highlighted, creating a nurturing environment where everyone feels valued and included. These patterns reinforce the holistic approach to education and community building that defines the essence of the school.

Most proud of: What we cherish most is the profound sense of **unity and inclusivity** that defines our school. Our pride stems from the close-knit bonds forged among students, faculty, and families, fostering an environment where every individual feels welcomed and valued. This shared spirit permeates every aspect of our school culture, from the collaborative efforts of our dedicated staff to the genuine warmth extended to all who enter our doors. Our greatest source of pride lies in our unwavering commitment to **nurturing the success of every student**, irrespective of their background or challenges they may face. We take immense pride in the **diverse array of experiences and opportunities we provide**, enriching the educational journey of each member of our school community.

Build/Grow: To continue building upon the strong foundation of community and inclusivity in our school, it's essential to foster ongoing communication and collaboration among all stakeholders. Regularly engaging with students, parents, and staff to solicit feedback and ideas can help us identify areas for improvement and new opportunities for growth. Additionally, creating spaces and initiatives that promote diversity, equity, and inclusion will further strengthen our sense of belonging and understanding within the school community.

We can also explore ways to expand our support systems, such as enhancing resources for students with diverse learning needs and providing professional development opportunities for staff to better meet the needs of all learners. Furthermore, continuing to cultivate a positive and welcoming school culture, where every individual feels valued and respected, will be crucial in sustaining our sense of unity and pride.

Emphasizing the importance of empathy, kindness, and mutual respect in all aspects of school life will reinforce our commitment to fostering an environment where everyone thrives. By continuously striving to improve and evolve, we can ensure that our school remains a beacon of inclusivity, excellence, and fulfillment for all members of our community.

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? 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?

Below are the suggestions for improvement that emerged from each survey type (student, family, staff) based on the provided responses:

Student Suggestions:

1. Improved Food Quality
2. Dress Code Flexibility
3. Enhanced Facilities and Resources
4. More Engaging and Effective Teaching

Family Suggestions:

1. More Student Activities/Engagement Opportunities
2. Better Student Supervision
3. Enforce Consequences for Uniform Violations
4. Address Bullying Incidents and Promote Kindness
5. Reduce Reliance on Substitute Teachers
6. Improve Main Office Communication and Cell Phone Usage Policies

Staff Suggestions:

1. Improve Facilities and Resources
2. Enhance School Culture and Cultural Awareness
3. Ensure Equity and Consistency in Rule Adherence
4. Enhance School-Wide Communication
5. Provide Targeted Support for English Learners
6. Reduce Class Sizes
7. Manage Cell Phone Use for Better Learning Environments
8. Revise Behavior Intervention Systems
9. Offer Professional Development and Diversity Training

Patterns and Areas Needing Attention:

- A common theme across all survey types is the desire for a more engaging and supportive learning environment.
- Facilities improvement, cultural awareness, equity, and effective communication are recurring themes across family and staff suggestions.
- Student suggestions primarily focus on food quality, dress code flexibility, facilities, and teaching methods.
- Areas needing close attention include addressing bullying, improving main office communication,

reducing substitute teacher reliance, and enhancing behavior intervention systems.

- Gaps may exist in the areas of student supervision during lunch, enforcement of uniform policies, and technology usage policies.

Overall, addressing these suggestions and areas of improvement would require a comprehensive approach that involves collaboration among students, families, staff, and school leadership to create a positive and effective learning environment for everyone.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

While school culture, facilities, and communication were consistently emphasized across various responses, we will have an action plan to address the mentioned concerns:

1. Develop a designated assembly area for events like PBIS events and grade-level recognitions.
2. Collaborate closely with the student council to organize diverse events during and after school hours.
3. Enhance the PBIS reward system and RAD shop offerings by incorporating items that align with student interests, gathered through direct feedback.
4. Expand uniform options with varying materials and styles to provide students with more choices.
5. Partner with a vendor to offer branded merchandise such as Mustang hats, sweaters, and backpacks for purchase.
6. Enhance shading in the lunch area to create a more inviting and comfortable space for meals and breaks.
7. Introduce programs, workshops, and assemblies focusing on crucial topics like bullying prevention, cultural awareness, and drug prevention.
8. Establish a dedicated space serving as a staff and community hub.
9. Evaluate and refine communication protocols to ensure clear and accessible communication between the school and families.
10. Revise the bell schedule and supervision plans to enhance support and supervision during nutrition and lunch periods.
11. Incorporate more team-building activities to foster a stronger sense of community and collaboration.
12. Restructure professional development opportunities to assist teachers in improving classroom management and creating engaging and culturally relevant lessons.

MAGNOLIA SCIENCE ACADEMY - 3

2023-24 EDUCATIONAL PARTNERS SURVEY REFLECTIONS

Introduction:

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Some sample questions on the survey include:

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- "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 2024 Survey Participation Rates:	98.4%	70.5%	100%
Spring 2023 Survey Participation Rates:	98.1%	78.7%	100%
Change since Spring 2023: *(percentage points)*	+.3%	-8.2	no change (same)
Next Year Survey Participation Targets:	≥ 98.5%	≥ 75.0%	≥ 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 rates slightly went up from 98.1 →98.4% We missed 6 students doing the survey, as they stated that they'd rather not take the survey.

The staff participation rate remained unchanged at 100% for both the Spring 2024 and Spring 2023 surveys. This indicates that the entire staff population participated in the surveys for both years, with no change or fluctuation in their participation rate.

Parent participation remains relatively high at 94%, we have observed a slight decrease from 96%. While this drop isn't significant, we take it seriously and recognize the importance of maintaining strong engagement. To address this, we are committed to enhancing our systems to ensure a continued improvement in participation rates.

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 2024 Overall Satisfaction Rates:	70%	96%	74%
Spring 2023 Overall Satisfaction Rates:	73%	97%	77%
Change since Spring 2023: *(percentage points)*	-3%	-1%	-3%
Next Year Overall Satisfaction Targets:	≥ 73%	≥ 97%	≥ 77%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year?			

Students: We noticed that our overall satisfaction went down by 3%. In our collaboration , this is due to the need for Better Facilities: Students frequently mentioned the need for better and cleaner bathrooms as a critical area for improvement. Vaping takes place at the restrooms on some days and it makes it very uncomfortable for students who are not engaging in that type of behavior.

Some quotes from the Students free responses:
- "I love everything about my school. I wouldn't change a thing about it."
- "to bring back the vending machines and the old system of grading where teachers will still give us 50% of all assignments".

Parents: We noticed our Family Satisfaction rate decreased by 1% (from 97% to 96%). Families have expressed a desire for more diverse class offerings, including subjects like life skills, social-emotional learning (SEL), and increased academic rigor. Additionally, there is a need for greater diversity in extracurricular clubs, along with an interest in expanding offerings during Saturday school. Despite these areas for improvement, overall parental satisfaction with the operation of our campus remains relatively high.

- "This is our first year at the school and what I like so far is how the staff make sure that the parents are involved in the activities, events, and it is aware of all upcoming announcements. I also like how some of the teachers reached out, just to let us know how our children are doing and keep them encourage outside of school"

"Informing parents of child 's grades in progress more. Mandatory tutoring for children"

Staff :

 We noticed that our Staff overall satisfaction rate decreased by 3 percentage points (from 77% to 74%). Comments indicate a need for stronger culture/collaboration among staff, and more support for handling student discipline. There seems to be concerns about workload distribution, lack of resources/facilities, and the need for more

support staff. Desire for improved communication, organization, and structured collaboration time are essential.

Some quotes from the Staff free responses:

- "I feel we need more support staff to help with the school tasks and discipline, for the school to run more smoothly."
- "The biggest issue is our facility. I understand this is difficult to change, but it does create a lot of challenges."
- "Diversity at our school is valued and celebrated. Leadership style of Admin."

Average Approval Rates:

Student Survey: Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	70%	20th-39th percentile	+ -2
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+ 6
Safety	65%	20th-39th percentile	-2
Sense of Belonging (School Connectedness)	50%	0th-19th percentile	+3

Family Survey: Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	97%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	- 2
Safety	95%	60th-79th percentile	+ 1
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	- 1

Staff Survey: Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	88%	20th-39th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	79%	20th-39th percentile	-2
Safety	55%	0th-19th percentile	+4
Sense of Belonging (School Connectedness)	70%	20th-39th percentile	- 8

Average Approval Rates	Student	Family	Staff
Spring 2024 Average Approval Rates:	63%	96%	74%
Spring 2023 Average Approval Rates:	61%	97%	77%
Change since Spring 2023: *(percentage points)*	+2	-1	-3
Next Year Average Approval Targets:	≥ 65%	≥ 96%	≥ 77%

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?
Student Based on the data provided, here are my observations regarding the average approval rates and changes from the previous year: The student average approval rate increased by 2 percentage points, from 61% in Spring 2023 to 63% in Spring 2024 **Family** The family average approval rate decreased slightly by 1 percentage point, from 97% in Spring 2023 to 96% in Spring 2024. While the decrease is relatively small, it may indicate some areas where family approval or satisfaction could be further improved. **Staff** The staff average approval rate experienced a more significant decrease of 3 percentage points, from 77% in Spring 2023 to 74% in Spring 2024. This decline in staff approval could be related to various factors, such as workload concerns, resources, leadership, or other issues highlighted in the previous survey comments.
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?)
Student   2 increases that we noticed is that the students have a clearer understanding of what our school expects of them. We did a better job of increasing visibility of the rules with the use of classroom posters and establishing a schoolwide acronym for everyone to understand what MSA-3

QUESTION		
This school clearly informs students what would happen if they break school rules.	**75**% ⓘ responded favorably	▲ 2 from Spring 2023
QUESTION		
The school rules are fair.	**62**% ⓘ responded favorably	▲ 15 from Spring 2023
act.		favorably
QUESTION		
My teachers work hard to help me with my schoolwork when I need it.	**74**% ⓘ responded favorably	▲ 6 from Spring 2023

represents (Valuable, Intelligent, Prepared, Excellent & Respectful. The largest growth we had was "The school rules are fair" with a 15 point increase overall.

Family

In summary, while there are strengths in staff support and community engagement, there are also opportunities to address concerns related to discipline, educational offerings, and communication barriers for individuals with disabilities.

Positive aspects include:

- Staff and teachers are caring, supportive, and attentive to concerns.
- There's a great sense of community.
- Diversity in clubs and activities, with options available on Saturdays.
- Appreciation for staff efforts to involve parents in activities and keep them informed about events and announcements.

Staff:

Based on the staff survey results, there are several key strengths and successes to highlight:

The school shines in providing a supportive and inviting learning environment for students. A very high 95% of staff feel the school is a welcoming place for students to learn. The school also promotes academic success (85% approval) and sets high standards (75% approval) for all students.

An impressive 95% of staff believe the school emphasizes giving students academic help when needed. This, combined with the 84% who feel lessons are taught in relevant ways, suggests strong instructional practices to support student learning.

Notably, 95% of staff report that the school encourages all students to take rigorous courses regardless of background. This speaks to a commitment to high expectations and access for all.

While not as high as some other areas, a solid majority of staff report that adults at the school support and respect each other (80%) and have close professional relationships (58%).

Most staff feel behavior rules and consequences are clear to students, with approval rates of 82-86% on questions related to students understanding expectations. A strong 97% feel school rules are fair and 90% believe adults treat students with respect.

These positive results should be celebrated and communicated to all stakeholders.

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?)

Student

Areas of need are more supervision to increase the safety on campus. We had less favorable results with students being afraid of being hit or having their property stolen.

QUESTION		
Overall, I am satisfied and would recommend this school to other students.	**70** % ❶ responded favorably	▼ 3 from Spring 2023
Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**68** % ❶ responded favorably	▼ 6 from Spring 2023
Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	**66** % ❶ responded favorably	▼ 3 from Spring 2023

Parent

Despite the school's overall strong performance on the family survey, with all questions receiving over 90% approval, there are a few areas that merit closer attention. Safety and discipline emerged as relative growth areas based on their slightly lower approval ratings compared to other questions. The school should also disaggregate the survey results by student subgroups to identify any disparities in experiences that may be hidden in the overall data. Potential steps to address these issues include reviewing and strengthening safety protocols, ensuring equitable discipline practices, and enhancing responsive communication with families. By proactively analyzing and acting on the survey feedback, the school can build on its positive foundation to continuously improve and meet the needs of all students and families.

Staff

Based on the staff survey approval rates, there are a few areas that emerged as needing significant improvement:

1. Handling Student Discipline and Behavior Problems:

The question "This school effectively handles student discipline and behavioral problems" received a concerningly low approval rate of 51%. Additionally, the question regarding the prevalence of "disruptive student behavior" had an alarmingly low 30% favorable response rate. These results suggest that staff perceive the school as struggling to manage and address disruptive student behavior effectively, which can significantly impact the learning environment and staff morale.

2. Lack of Respect by Students towards Staff:

The question "lack of respect of staff by students" received a low approval rate of 38%, indicating that a significant portion of staff feels disrespected by students. This issue can contribute to a negative school climate and hinder effective teaching and learning.

3. Addressing Bullying and Harassment:

The question about the prevalence of "harassment or bullying among students" received a relatively low approval rate of 53%. While not the lowest, this area still requires attention to ensure a safe and inclusive environment for all students.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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?

Family:
- Communication: This emerges as a prominent theme, with multiple respondents appreciating good communication between staff, teachers, students, and parents.
- Staff: Many respondents express satisfaction with the staff's helpfulness, friendliness, and dedication to students.
- Safety and Security: Some respondents highlight the feeling of safety and security within the school premises.
- Community and Environment: Others mention aspects related to the school's size, location, and the sense of community.
- Academic Processes: Several appreciate the academic processes, such as engaging activities, tutoring programs, and the dedication of teachers to student success.

Staff:
- Sense of Community: Many respondents appreciate the community and family feeling within the school. They value the relationships they have with colleagues, students, and administrators.
- Supportive Environment: Respondents mention that the staff is supportive and helpful, fostering a positive work environment.

- Diversity and Inclusion: Some respondents appreciate the diversity at the school and how it's valued and celebrated. They also highlight the importance of staff and students being polite and respectful.
- Size of the School: Several respondents like that the school is moderate in size, allowing for more personal connections between students, staff, and families.
- Opportunities for Growth: Many appreciate the opportunities for professional development, collaboration, and improvement within the school.

Students:

- Some appreciate specific aspects like the food (especially pizza on Wednesdays), the teachers, the activities, the support from staff, and the opportunities for learning and improvement.
- Overall, it appears that the quality of relationships with teachers and peers, along with the availability of engaging activities, are the most appreciated aspects among those who enjoy their school experience.

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? 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:

- Many students expressed dissatisfaction with the quality of school lunches. They described the food as unappetizing, unhealthy, and in need of significant improvement. This was by far the most common suggestion, indicating that it should be a top priority for the school administration to address.
- Several students mentioned the need for cleaner, better maintained, and more spacious bathrooms. Some specifically requested additional bathrooms to meet student needs.
- Students expressed a desire for a wider variety of sports, clubs, electives and extracurricular activities. Specific suggestions included more girls' sports teams for middle school, a baseball team, and more after-school clubs.
- A number of students suggested relaxing the uniform policy and allowing more "free dress" days. Some felt the dress code was too strict.
- A few students mentioned wanting "real classrooms" and additional school funding for facility improvements.
- Quite a few responses indicated a desire for more frequent field trips and fun school events.
- Some responses suggested a need for stricter discipline for misbehaving students, while a few others felt collective punishment was unfair. This reveals a potential need to review discipline policies.
- A handful of students expressed a desire for kinder, more understanding, and better teachers/staff.
- - Few responses mentioned academics, curriculum or learning support, which are core elements of schooling. More feedback may be needed in those areas.

The survey did not seem to disaggregate feedback by student groups like grade, race, income level, etc. It would be useful to analyze if certain groups of students have different experiences or needs.

More probing may be needed on the root causes behind the food quality, behavior, and staff concerns to effectively address them.

Parent

- Based on the free responses from the family survey, several key themes and suggestions for improvement emerged:
- Many parents expressed a desire for better, more timely communication from teachers and staff, especially regarding student grades, behavior issues, and missing assignments. Some wanted more responsiveness when emailing the school. This suggests a need to strengthen school-home communication channels.
- Several responses mentioned concerns about fights, bullying, drugs, and violence at school. Parents suggested stricter discipline policies, more supervision, and quicker conflict intervention. A few mentioned wanting a "zero tolerance" policy. School safety and student behavior management seem to be key priorities for families.
- Some parents wanted a more rigorous curriculum, better academic resources, and practical life skills classes (e.g. financial literacy). A few mentioned inconsistent teacher attendance impacting learning. Families appear to want a strong academic program preparing students for life.
- Quite a few responses indicated a desire for more sports teams, clubs, arts programs (dance, music, drama), and student activities like dances. Expanding extracurricular offerings seems important to many families.
- As with students, some parents were unsatisfied with the school lunch offerings and wanted healthier, tastier options.
- A few responses noted cleanliness issues, especially with bathrooms and classrooms, that need addressing.
- A couple responses suggested hiring more mental health support staff to assist students.
- One parent expressed concern about staff not adequately understanding and accommodating their disability. This raises the question of how well the school supports families with diverse needs.

Gaps:

- The survey reveals a few potential gaps needing attention:
- - Few responses mentioned specific academic subjects or programs, so more feedback may be needed in those areas.
- - The survey did not seem to disaggregate feedback by student grade level or demographics. Segmenting responses could reveal if certain groups of families have different experiences or needs.
- - More info is needed on the root causes and potential solutions for the communication, safety and discipline concerns many parents raised.

Overall, school leadership should prioritize improving communication systems, strengthening safety and behavior policies, enhancing academic offerings, and expanding extracurricular activities. Digging deeper into the specific concerns raised around equity, mental health, and facilities will also be important. Regularly seeking input from all families and responding to feedback will help build trust and engagement. A comprehensive plan to address these interconnected issues, with clear metrics to track progress, will be essential to driving meaningful improvements for all students and families.

<u>Staff</u>

The staff responses highlighted several prominent areas for improvement, with student discipline and disruptive behavior being a significant concern. Many staff members suggested implementing clear rules and consequences, enforcing disciplinary actions consistently, and setting clear expectations for students. Additionally, staff expressed a need for more support, including additional personnel, opportunities for

collaboration, and dedicated staff spaces. Improving resources and facilities, particularly for science education, was also a common theme, with suggestions for acquiring more equipment and materials, having a dedicated campus, and addressing space constraints.

Other areas that require attention include providing relevant and targeted professional development opportunities, supporting staff in areas such as special education and mental health, fostering open communication and collaboration among departments, and including staff in decision-making processes. Some responses also pointed to the need for setting higher academic standards, especially in lower grades, and mandating academic interventions for struggling students. While the responses did not explicitly mention gaps specific to any student group, addressing these areas of improvement could indirectly benefit various student populations, such as those with special needs or those who are academically struggling

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

Based on the survey findings and identified areas for improvement, the school is planning to implement the following suggestions:

For Students:

1. Improve food quality by reviewing the current meal program, gathering student input, and exploring healthier, more appealing options.

2. Upgrade and maintain cleaner, more spacious bathrooms to address student concerns and meet their needs.

3. Expand extracurricular offerings, including a wider variety of sports, clubs, and electives to cater to diverse student interests.

4. Increase the frequency of field trips and fun school events to enhance student engagement and overall school experience.

For Parents:

1. Strengthen school-home communication by establishing clear protocols for timely updates on student grades, behavior, and assignments.

2. Review and enhance school safety measures and discipline policies to address concerns about bullying, violence, and drug use.

3. Enrich the academic program by incorporating more rigorous curriculum, practical life skills classes, and improved academic resources.

4. Expand extracurricular activities, including sports teams, arts programs, and student clubs, to meet family preferences.

5. Improve the quality and variety of school lunch options to satisfy parents' desires for healthier, tastier meals for their children.

For Staff:

1. Provide targeted professional development and support for staff in areas such as student discipline, special education, and mental health.

2. Increase staff support by hiring additional personnel, creating opportunities for collaboration, and providing dedicated staff spaces.

3. Improve resources and facilities, particularly for science education, by acquiring necessary equipment, materials, and addressing space constraints.

4. Foster open communication and collaboration among departments and include staff in decision-making processes that affect school policies and practices.

5. Set higher academic standards, particularly in lower grades, and implement high dosage academic interventions for struggling students.

To implement these suggestions, the school will take the following steps:

1. Form task forces or committees to develop action plans addressing each area of improvement, with clear goals, timelines, and responsibilities.

2. Allocate necessary resources, including budget, personnel, and materials, to support the implementation of improvement initiatives.

3. Provide training and professional development for staff to enhance their skills and capacity to effectively implement changes.

4. Regularly communicate progress updates and gather ongoing feedback from students, parents, and staff to ensure continuous improvement.

5. Monitor and evaluate the effectiveness of implemented changes using relevant data and metrics, making adjustments as needed to optimize results.

MAGNOLIA SCIENCE ACADEMY - 4

2023-24 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 2024 Survey Participation Rates:	100%	100%	100.0%
Spring 2023 Survey Participation Rates:	100%	100%	100.0%
Change since Spring 2023: *(percentage points)*	0.0	0.0%	0.0
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.			

Over the past year, MSA-4 has maintained exceptional survey participation rates among students, families, and staff members. Both in Spring 2023 and Spring 2024, the participation rates were recorded at 100% across all educational partners, reflecting a strong commitment to engaging educational partners in the school community.

Overall, the consistently high survey participation rates demonstrate the strong sense of involvement and commitment within the MSA-4 community. By setting targets for continued improvement, the school aims to further enhance communication and partnership among all educational partners in the upcoming year.

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 2024 Overall Satisfaction Rates:	75%	95%	100%

Spring 2023 Overall Satisfaction Rates:	71%	94%	88%
Change since Spring 2023: *(percentage points)*	+4	+1	+12
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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.

From Spring 2023 to Spring 2024, MSA-4 saw improvements in overall satisfaction rates across all educational partners. Students, families, and staff members reported higher satisfaction levels than the previous year.

The most significant increase was observed among staff members, with a 12-percentage point rise in overall satisfaction rates. This substantial improvement may be attributed to various factors, such as enhanced communication, professional development opportunities, or school culture and climate improvements.

Additionally, students and families reported slight increases in overall satisfaction rates, with a 4-percentage point increase for students and a 1-percentage point increase for families. These improvements could result from the school's targeted efforts to address specific areas of concern, implement feedback from previous surveys, or introduce new initiatives to enhance the overall educational experience.

MSA-4 has set ambitious targets for overall satisfaction rates in the coming year, aiming to maintain or exceed the current satisfaction levels. By prioritizing the needs and feedback of all educational partners, the school strives to foster a supportive and positive learning environment for everyone involved.

Overall, the improvements in overall satisfaction rates indicate a positive trajectory for MSA-4, reflecting the dedication and collaborative efforts of the entire school community in striving for continuous improvement and excellence.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	76%	60th-79th percentile	+10
Knowledge and Fairness of Discipline, Rules and Norms	71%	60th-79th percentile	+10
Safety	72%	60th-79th percentile	- 6
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	+12

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	96%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	0
Safety	95%	60th-79th percentile	-1
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	100%	80th-99th percentile	+5
Knowledge and Fairness of Discipline, Rules and Norms	93%	60th-79th percentile	+6
Safety	83%	40th-59th percentile	+14
Sense of Belonging (School Connectedness)	98%	80th-99th 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 2024 Average Approval Rates:	70%	96%	94%
Spring 2023 Average Approval Rates:	64%	96%	85%
Change since Spring 2023: *(percentage points)*	+6	0	+9
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

<u>Survey Findings:</u>

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 average approval rates for MSA-4 have shown notable improvements across all educational partners from Spring 2023 to Spring 2024. Students experienced a significant increase of 6 percentage points in average approval rates, indicating a higher level of satisfaction with various aspects of their educational experience. This improvement may be attributed to enhancements in curriculum, extracurricular activities, or school support services aimed at meeting student needs. Family members maintained a consistent average approval rate from the previous year, remaining at a high level of 96%. This suggests that families continue to be satisfied with the overall quality of education and support provided by MSA-4. The stability in family approval rates could be attributed to effective communication

channels, family engagement initiatives, and responsive support from school staff.

Staff members exhibited the most substantial improvement in average approval rates, with a remarkable increase of 9 percentage points compared to Spring 2023. This significant uptick may be the result of efforts to address staff concerns, enhance professional development opportunities, foster a positive work environment, and strengthen collaboration among colleagues and school leadership.

Looking ahead, MSA-4 has set ambitious targets for average approval rates in the coming year, aiming to sustain or surpass the current approval levels. By prioritizing ongoing communication, collaboration, and responsiveness to the needs and feedback of all educational partners, the MSA-4 aims to foster a supportive and enriching learning environment for everyone involved.

Overall, the improvements in average approval rates reflect the dedication and commitment of the entire school community toward continuous improvement and excellence in education at MSA-4.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

The data from the MSA-4 surveys across student, family, and staff groups show significant successes and noteworthy progress in several areas.

Student Survey

Climate of Support for Academic Learning: This topic showed a strong approval rate of 76%, placing it in the 60th to 79th percentile compared to the CORE Districts dataset. An impressive year-over-year improvement of +10 percentage points suggests that initiatives to enhance academic support are resonating well with

students.

Knowledge and Fairness of Discipline, Rules, and Norms: Also ranking in the 60th to 79th percentile, this topic's 71% approval rate and a +10-point improvement highlight effective communication and enforcement of discipline and norms.

Safety: Although there's a decrease of 6 points, the 72% approval rate still places it in the 60th to 79th percentile, indicating that safety is generally perceived well, although with room for further enhancement.

Sense of Belonging (School Connectedness): This is the area with the most significant increase (+12 points), bringing the approval to 58%. Despite being in the lower 40th to 59th percentile, the improvement shows growing student engagement and a strengthening school community.

Family Survey

Climate of Support for Academic Learning and Sense of Belonging: Both these areas show exceptionally high approval ratings of 96%, with Sense of Belonging standing out in the 80th to 99th percentile. The stable high performance (no change from the previous year) in academic support underscores strong family confidence in the school's educational environment.

Knowledge and Fairness of Discipline, Rules, and Norms, and Safety: Nearly matching the approval rates of other topics at 95%, these indicate solid trust in the school's handling of discipline and safety, even though there's a slight dip of 1 point from last year in both areas.

Staff Survey

Climate of Support for Academic Learning: Achieving a perfect approval rating of 100%, which is a +5 points increase, reflects exceptional staff satisfaction and alignment with the school's academic strategies.

Sense of Belonging (School Connectedness): At 98% approval, up 12 points, this suggests that staff feel highly valued and connected within the school community.

Safety: Noteworthy improvement is seen here with an 83% approval rate and a significant +14 point gain, though it still ranks in the lower 40th to 59th percentile.

This indicates a positive trajectory in creating a safer working environment.

Knowledge and Fairness of Discipline, Rules, and Norms: Holding strong at 93% and improving by 6 points, staff perceptions here are very favorable.

Proud Achievements and Future Plans

Most Proud Of: The substantial improvements in "Sense of Belonging" across all surveys, which is pivotal for fostering an inclusive and supportive school culture.

Maintaining Success: Continued engagement through regular feedback mechanisms, community-building activities, and responsive policy adjustments will be key.

Building on Success: Focus will be on areas with lesser approval or decline, such as student safety and staff survey's lower percentile rankings. Implementing targeted interventions, increased security measures, and continuous professional development will address these.

Overall, the average approval rates reflect a strong endorsement of the school's efforts from all educational partners. Maintaining open lines of communication and continuing to build on the evident strengths will be crucial for sustained success and improvement MSA-4.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The MSA-4 survey data for students, families, and staff provides a comprehensive view of the perceptions and satisfaction levels across different aspects of the school environment, indicating notable successes and areas for continuous improvement.

For the student survey, the Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms both show substantial approval rates of

76% and 71% respectively, with each experiencing a significant improvement of 10 percentage points from the previous year. These topics fall within the 60th to 79th percentiles when compared to the CORE Districts, highlighting strengths in the school's academic and disciplinary frameworks. However, the Safety topic saw a decline of 6 points, despite a still respectable 72% approval rate, suggesting a need for targeted safety measures. The Sense of Belonging (School Connectedness) noted the most substantial rise, up 12 points, although it remains at a lower percentile range (40th-59th), indicating ongoing efforts to enhance student engagement and connection are having a positive impact.

The family survey exhibits exceptionally high approval rates, with Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and Safety all scoring 95% or above. The Sense of Belonging stands out with 96% approval, placing it in the 80th to 99th percentile, despite a slight decrease of 1 point from the previous year. These figures reflect a strong endorsement of the school's efforts by the families.

Staff responses are overwhelmingly positive, with 100% approval for the Climate of Support for Academic Learning, which not only shows a 5-point increase but also ranks in the 80th to 99th percentile. Safety and Sense of Belonging also recorded significant gains of 14 and 12 points respectively, with Safety needing further attention despite the improvements, as it still ranks lower compared to other areas.

The overall average approval rates from Spring 2024 show significant improvements in staff approval from 85% to 94% and a noteworthy increase in student approval from 64% to 70%. Family approval remained stable at 96%. Looking forward, the school is set to maintain these high standards and address the identified areas for improvement, aiming to meet or exceed the targets of at least 65% for students, 95% for families, and 80% for staff. This continuous striving for excellence suggests a proactive approach in managing and enhancing the educational environment for all educational partners.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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, staff, and families praise the supportive, inclusive environment with strong communication and caring staff.   ▪ Benefits from the small school setting include personalized education and closer relationships.   ▪ Students enjoy engaging activities and value available college courses, indicating successful enrichment opportunities.   ▪ Parents appreciate the school's commitment to maintaining open and timely communication.   ▪ Many in the school community feel safe and respected.
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? 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?
▪ Responses indicated a need for better maintenance and enhancements in school facilities, particularly bathrooms and the availability of supplies like soap and toilet paper.   ▪ There is a call for updated and additional resources such as more Chromebooks, chargers, and improvements in classroom materials.

- Both students and families frequently criticized the quality of school meals, suggesting a significant area for improvement.
- Students expressed a desire for more sports teams and physical activities, pointing to a demand for broader athletic opportunities.
- There is a need to improve school-wide consistency among teachers in developing positive and supportive teacher-to-student relationships.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

- Initiate an infrastructure enhancement plan focusing on bathroom upgrades and the regular maintenance and stocking of all school facilities with the plant manager.
- Work with food service providers to improve the quality and variety of meals offered at the school.
- Increase the availability of technological resources and consider feedback regarding educational materials to support diverse learning needs.
- Address student demand by expanding the range of team sports and extracurricular activities, potentially including more community events and parent involvement.
- Launch a targeted professional development program to standardize and enhance teacher-student relationship skills across the school.

MAGNOLIA SCIENCE ACADEMY - 5

2023-24 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 2024 Survey Participation Rates:	100%	88.4%	96.3%
Spring 2023 Survey Participation Rates:	100%	87.6%	100%
Change since Spring 2023: *(percentage points)*	0	+0.8	-3.7

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.

Participation rates for students remained consistent at 100% from Spring 2023 to Spring 2024, meeting the target of 95%.
Family participation rates increased slightly by 0.8 percentage points from 87.6% in Spring 2023 to 88.4% in Spring 2024.
Although it didn't quite meet the target of 75%, it still showed a positive trend.
Staff participation rates decreased by 3.7 percentage points from 100% in Spring 2023 to 96.3% in Spring 2024.
While still above the target of 95%, it suggests a decrease in engagement compared to the previous year.

Changes from last year and potential causes:

Student Participation: No change observed, indicating a stable engagement level. Potential factors contributing to this consistency could include effective communication strategies, clear relevance of the survey topics to our students, or perhaps the mandatory nature of the survey for students.

Family Participation: A slight increase in participation rates may be attributed to improved communication methods, incentives for participation, or increased awareness and understanding of the importance of the survey among families. Perhaps efforts were made to make the survey more accessible or convenient for families to complete.

Staff Participation: The decrease in staff participation rates might be due to various factors such as survey fatigue, changes in staff demographics or turnover, decreased perceived relevance of the survey topics. Additionally, there might have been changes in how the survey was communicated to staff, leading to a decrease in engagement.

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 2024 Overall Satisfaction Rates:	78%	96%	93%
Spring 2023 Overall Satisfaction Rates:	81%	96%	75%
Change since Spring 2023: *(percentage points)*	-3	0	-18
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
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.			
Student Satisfaction: There was a slight decrease in student satisfaction rates, dropping by 3 percentage points from 81% in Spring 2023 to 78% in Spring 2024. Despite this decline, the satisfaction level remains above the target of 75%. Family Satisfaction: Family satisfaction rates remained stable at 96% from Spring 2023 to Spring 2024, meeting the target of 95%. Staff Satisfaction: Staff satisfaction rates experienced a significant decrease of 18 percentage points, declining from 75% in Spring 2023 to 93% in Spring 2024. However, it still surpasses the target of 85%.			

Changes from last year and potential causes:

Student Satisfaction: The slight decrease in student satisfaction rates could be attributed to various factors such as changes in educational programs, facilities, or services, which may not have met students' expectations. Additionally, external factors such as the impact of the pandemic on learning experiences or campus life could have influenced student satisfaction levels.

Family Satisfaction: Family satisfaction rates remained unchanged, indicating consistent levels of satisfaction with the educational offerings and services. This stability might suggest that the school has maintained a high standard of communication, support, and engagement with families over the past year.

Staff Satisfaction: The significant decrease in staff satisfaction rates raises concerns. Potential causes could include changes in workplace conditions, workload, or due to unique circumstances. The substantial drop suggests that there may have been issues or concerns among staff members that need to be addressed to improve overall satisfaction levels.

Quotes from free-responses that attest to educational partners' overall satisfaction:

- "I appreciate the effort the school puts into engaging with families and keeping us informed about our children's education. It makes us feel valued and involved in the learning process."
- "The support from the staff has been exceptional. They are always willing to go the extra mile to ensure that students receive the assistance they need to succeed academically and personally."
- "The recent changes in administration have had a positive impact on the overall culture of the workplace. There's a renewed sense of teamwork and collaboration, which has improved morale among staff members."

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	78%	40th-59th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	66%	40th-59th percentile	- 3
Safety	67%	40th-59th percentile	- 2
Sense of Belonging (School Connectedness)	52%	20th-39th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	99%	80th-99th percentile	+2
Safety	87%	20th-39th percentile	-5
Sense of Belonging (School	98%	480th-99th	+1

| Connectedness) | | percentile | |

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	97%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	78%	20th-39th percentile	- 22
Safety	75%	40th-59th percentile	- 14
Sense of Belonging (School Connectedness)	69%	20th-39th percentile	- 14

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 2024 Average Approval Rates:	67%	96%	80%
Spring 2023 Average Approval Rates:	68%	96%	93%
Change since Spring 2023: *(percentage points)*	-1	0	-13
Next Year Average Approval	≥ 67%	≥ 95%	≥ 80%

Targets:			

Survey Findings:

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our observations on the average approval rates from this year's data compared to last year's are as follows: 1. Student Approval Rates: There's a **slight decrease** in average approval rates for students from the prior year. Potential causes could include changes in **school policies, academic experiences, or overall campus climate.** 2. Family Approval Rates: Family approval rates have **remained stable** with no significant changes from the prior year. This suggests that the factors influencing family satisfaction have likely remained consistent, such as perceptions of **academic support, communication with the school, and overall safety.** 3. Staff Approval Rates: The most notable change is seen in staff approval rates, with a significant decrease from the prior year. This decrease suggests potential dissatisfaction among staff members, which could be influenced by various factors such as changes in **leadership, workload, and facility.**

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?)

Several successes and areas of progress are as follows:

1. Student Survey:

   -The topics with the highest approval rates include "**Climate of Support for Academic Learning" and "Knowledge and Fairness of Discipline, Rules and Norms,"** both scoring in the 40th-59th percentile range.

   - Success is visible in the consistency of approval rates across topics, indicating a generally positive perception of **academic support and disciplinary fairness** among students.

   - I am most proud of the improvements seen in the "**Sense of Belonging (School Connectedness)**" topic, with a notable 3-percentage point increase from the prior year.

   - To maintain or build upon this success, efforts can focus on further enhancing initiatives that foster a sense of belonging and connectedness within the school community, such as **mentorship programs, extracurricular activities, and inclusive classroom practices.**

2. Family Survey:

   - The topics with the highest approval rates are "**Climate of Support for Academic Learning" and "Knowledge and Fairness of Discipline, Rules**

and Norms," both scoring in the 80th-99th percentile range.

- Success is evident in the consistently high approval rates across topics, reflecting strong perceptions of **academic support and fairness in disciplinary practices** among families.

- I am particularly proud of the high approval rates in these areas, which indicate a **high level of trust and satisfaction** among families with the educational experience provided by the school.

- To maintain or build upon this success, continued communication and collaboration with families will be essential, ensuring **transparency, responsiveness, and involvement in decision-making processes.**

3. Staff Survey:

- The topic with the highest approval rate is "**Climate of Support for Academic Learning,**" scoring in the 60th-79th percentile range.

- Success is visible in the significant improvements seen in topics such as "**Knowledge and Fairness of Discipline, Rules and Norms" and "Safety,**" with notable increases from the prior year.

- I am most proud of the **dedication and effort demonstrated by staff members** in addressing areas of concern and working towards improvements in various aspects of the educational environment.

- To maintain or build upon this success, **ongoing professional development opportunities, open communication channels, and recognition of staff contributions** can be implemented to support staff well-being and foster a positive work environment.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

 While the average approval rates for Family and Staff remained relatively stable, there was a notable decrease for students. The most significant drop was observed among Staff, with a 13-percentage point decrease since Spring 2023. Among the survey topics/questions, the area with the lowest approval rate in Spring 2024 was among Staff, which dropped by 13 percentage points from the previous year. Despite the decrease, Student approval rates remain above the target threshold of 67%, indicating a generally positive perception among students. Notably, the approval rate for Staff is below the "all students" approval rate, indicating a discrepancy in perception between Staff and Students. While Family and Student approval rates are close to or exceed the target thresholds, Staff approval rates lag behind significantly, warranting closer attention.

Considering the significant decline in Staff approval rates, it's crucial to delve into the root causes and rectify any factors influencing Staff satisfaction and perception. Continuing the practice of regular feedback will be instrumental in monitoring and addressing issues head on. Improving communication channels with staff will not only offer greater support but also foster a sense of contentment among them.

In conclusion, while overall satisfaction levels remain relatively high, there are clear

areas for improvement, particularly among Staff members. By addressing these areas with targeted interventions and proactive measures, the school aims to enhance overall satisfaction and meet or exceed the set approval targets in the upcoming year.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Based on the responses, what we can be most proud of is encouraging a culture of support and effective communication within our school community. This indicates that staff, families, and students feel valued and connected, which is crucial for a positive learning environment. To maintain and build upon this success, we will implement the following strategies,

regularly receiving feedback to continue to gather information from staff, families, and students through surveys, focus groups, or suggestion boxes. This will help us understand any changing needs or areas for improvement. Promote collaboration by encouraging collaboration among different stakeholders by organizing regular meetings, workshops, or events where we can share ideas, resources, and best practices. Offer training and professional developments focusing on effective communication, conflict resolution, and building supportive relationships. Investing in the development of our staff will ultimately benefit the entire school community. Recognizing and celebrating instances of collaboration and support within our school community. This could be through shout-outs in newsletters, awards ceremonies, or social media highlights. Fostering an environment where individuals feel comfortable expressing their needs, concerns, and ideas. This could involve implementing an open-door policy for staff, establishing regular communication channels with families, and providing students with platforms to voice their opinions. Finally, by leading by example, as school leaders, demonstrate a commitment to collaboration and support by actively engaging with staff, families, and students, and modeling effective communication practices.

By consistently prioritizing and reinforcing these strategies, we can further strengthen the sense of support and communication within our school community, creating a positive and thriving environment for all stakeholders.

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? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based on the feedback received from the surveys and the specific suggestions provided after reviewing the results with staff, it's evident that improving the Climate of Support and Sense of Belonging within the school community emerged as a significant focus area. One suggestion that we can offer will be to focus and promote a positive work culture like attitude improvement, fostering stronger connections with students through home visits, and celebrating successes with positive phone calls home along with encouraging more interactions and engagement in activities within the school community.

Patterns that emerge from these suggestions include the overarching theme of enhancing community engagement, fostering positive relationships, and creating inclusive environments across all survey types. Areas that require closer attention include: ensuring alignment between staff and student perceptions of the school culture and sense of belonging. Addressing any disparities between the experiences and needs of different student groups, particularly those from marginalized backgrounds. And, lastly, implementing targeted initiatives to improve communication and collaboration between the school, families, and staff members.

Overall, by addressing these suggestions and focusing on improving the Climate of Support and Sense of Belonging within the school community, the school can create a more positive and inclusive environment conducive to student success and overall well-being.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

MSA-5 is excited about the new facility project, with the relocation tentatively scheduled for August 2025. We would like to update the community on the facility's

progress and seek feedback for the design and utilization of the new site during PAC/ELAC and faculty meetings and Parentsquare messages.

To enhance the Sense of Belonging, the MSA-5 team will emphasize the concept of "respect" among students and towards adults. The Life Skills and Advisory courses will be the platforms to review necessary skills.Increased supervision in both indoor and outdoor spaces will be provided to enhance security and safety measures.

They have highlighted the need for additional support from college counselors, including better information on application deadlines and more assistance in preparing strong applications.There will be a more concerted effort in college and career counseling to improve the quality and availability of college counseling services. Students have expressed a need for more guidance, feeling underprepared for the college application process.

MAGNOLIA SCIENCE ACADEMY - 6

2023-24 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 2024 Survey Participation Rates:	99.1%	94.2%	100%
Spring 2023 Survey Participation Rates:	100%	96.4%	100%
Change since Spring 2023: *(percentage points)*	-0.9%	-2.2%	NA
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.			
We had a slight dip in student and family survey participation rates. We had a rostered student disenroll during the survey window, which accounts for that dip. We also had families that explicitly stated that they did not want to participate in the survey this year, accounting for the dip there.			

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 2024 Overall Satisfaction Rates:	85%	98%	93%
Spring 2023 Overall Satisfaction Rates:	80%	98%	97%
Change since Spring 2023: *(percentage points)*	+5	NA	-4
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
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 an increase in overall satisfaction by 5% for students. Some reasons for this are: the schoolwide PBIS effort having more fidelity among staff, a rise in the quality of the instruction in math and science departments, and a growing connection to the new community of students in the KTown area. The family satisfaction rate stayed the same. The staff satisfaction rate dropped by 4%. Some reasons for this include: difficulty sharing classroom space, and a change in math curriculums requiring increased planning and training, and some difficulties with equitable view sharing, being too small of a school, and plan making in staff meetings.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	84%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	76%	80th-99th percentile	-2
Safety	76%	80th-99th percentile	+5
Sense of Belonging (School Connectedness)	72%	80th-99th percentile	+5

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	99%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	-1
Safety	100%	80th-99th percentile	+4
Sense of Belonging (School Connectedness)	98%	80th-99th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	98%	80th-99th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	95%	80th-99th percentile	-3
Safety	95%	80th-99th percentile	-1
Sense of Belonging (School Connectedness)	83%	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 2024 Average Approval Rates:	77%	98%	93%
Spring 2023 Average Approval Rates:	76%	98%	97%
Change since Spring 2023: *(percentage points)*	+1	0	-4
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

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?
Family approval rates stayed the same. Student approval rates increased by 1%. Staff approval rates dropped by 4%.

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 - The survey shows that we are amongst the 80th to 99th percentile in all categories. Our strongest being the climate of support for academic learning at 84%.

Staff - The survey shows that we are amongst the 80th to 99th percentile in 3 or the 4 categories. Our strongest being the climate of support for academic learning at 98%.

Families - The survey shows that we are amongst the 80th to 99th percentile in all categories. Our strongest being the safety and climate of support for academic learning at 100% and 99% respectively.

We are proud that the culture of instruction is positive and caring.

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 - The survey shows that "sense of belonging" was identified as an area of need at 72%, but an increase of 5 points from last year.

How did students respond to each question?

Sorted by Survey order ▾   First to last ▾

QUESTION		
❯ I feel close to people at this school.	**68** % ⓘ responded favorably	▲ 5 from Spring 2023

QUESTION		
❯ I am happy to be at this school.	**68** % ⓘ responded favorably	▲ 4 from Spring 2023

QUESTION		
❯ I feel like I am part of this school.	**71** % ⓘ responded favorably	▲ 1 from Spring 2023

QUESTION		
❯ The teachers at this school treat students fairly.	**72** % ⓘ responded favorably	▲ 2 from Spring 2023

QUESTION		
❯ I feel safe in my school.	**83** % ⓘ responded favorably	▲ 13 from Spring 2023

Staff - The survey shows that "sense of belonging" was identified as an area of need at 72%, a decrease of 12 points from last year. Looking deeper into this category, the question "How many adults at this school have close professional relationships with one another?" had a significant drop of 43%. Also, the question, "How many adults at this school feel a responsibility to improve this school?" had dropped 22%. We noticed that room sharing became difficult at times, causing teachers of different organizational habits and work style to have to find many compromises. Also, we had two staff leave the site this year midway through, and we believe it caused damage to the staff culture. We can certainly use more team building opportunities to unite staff and develop deeper relationships.

How did teachers & staff respond to each question?

Sorted by Survey order ▾   First to last ▾

QUESTION		
How many adults at this school have close professional relationships with one another?	**50**% ⓘ responded favorably	▼ **43** from Spring 2023
How many adults at this school support and treat each other with respect?	**100**% ⓘ responded favorably	▲ **7** from Spring 2023
How many adults at this school feel a responsibility to improve this school?	**71**% ⓘ responded favorably	▼ **22** from Spring 2023
This school is a supportive and inviting place for staff to work.	**100**% ⓘ responded favorably	**0** from Spring 2023
This school promotes trust and collegiality among staff.	**86**% ⓘ responded favorably	▼ **7** from Spring 2023
This school promotes personnel participation in decision-making that affects school practices and policies.	**93**% ⓘ responded favorably	▼ **7** from Spring 2023

Families - The survey shows that "Knowledge and Fairness of discipline, rules, and norms" was our lowest score at 97%, a decrease of 1 point.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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?
Student - Words that repeated in the free responses were: staff, kids, and friends.   Staff - The ratio of students to teachers, collaboration of the staff, actively creating and building an environment that feels safe for students.   Families - Teachers/staff, small school, and communication
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? 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 - Uniform, food, and lockers seem to be the biggest things that the students want changed.   Staff - Staff have expressed that they wanted to have a celebration of different cultures, the school is too small and contributes to conflict between staff members, as well as students, and the facility itself.   Families - Families have expressed that they wanted lockers for their kids, to make sure students understand the rules of the school, and to have more activities for our 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?

1. We'll go over the uniform policy.
2. We will go over if we can afford and if we can install lockers at our school.
3. We have done diversity training and we will do a Multicultural Food Festival.
4. We are looking into utilizing our ELOP funds in a way that is education and fun.

MAGNOLIA SCIENCE ACADEMY - 7

2023-24 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 2024 Survey Participation Rates:	96.8%%	82.2%	97.2%
Spring 2023 Survey Participation Rates:	97.9%%	89.3%	100%
Change since Spring 2023: *(percentage points)*	-1.1	-7.1	-2.8
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.			

Our participation rate decreased slightly for all educational partner groups from 2023 to 2024. The student participation rate decreased from 97.9% to 96.8%. The teachers did a good job administering the survey in class and supporting students with the process but there were a few students who were absent and/or on Independent Study so it was challenging to get them to complete the survey. The participation rate for staff decreased from 100% to 97.2% this year. This is attributed to one staff member not taking the survey despite multiple reminders and conversations explaining the importance of staff having their voices expressed and heard. Participation in the family surveys decreased from 89.3% to 82.2%. We were able to maintain a rate of almost 100% for staff participation by keeping the practices in place that we started last school year. 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 coffee 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 last year so it was important that we continue the practices this year. For the 7.1% decrease in participation of our families, we believe it is due to a few factors. One being that the parents had just finished completing the Community Schools Assets and Needs Assessment Survey in January and then this Educational Partner Survey was sent out a month later. Several of our families were confused and thought they had already completed it or didn't want to do a second survey. In looking more closely at the 40 families that did not complete the survey, 27.5% of them have students in 5th grade, which could be a factor since their child is leaving MSA-7 next year. It was also observed that all but 3 of the 40 families are a little more challenging to reach due to them using the valet drop-off, their children attending the after school program and them not attending school meetings. Personal messages and phone calls were sent to these families but the survey was still not completed.

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 2024 Overall Satisfaction Rates:	89%	96%	88%
Spring 2023 Overall Satisfaction Rates:	90%	100%	92%
Change since Spring 2023: *(percentage points)*	-1	-4	-4
Next Year Overall Satisfaction Targets:	≥ 80%	≥ 95%	≥ 85%

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 85% for students, 95% for families, and missed it by 3% for staff. Comparing Spring 2023 and Spring 2024, there was a slight decrease (1 to 4 points) for all educational partners satisfaction rates. We're unsure what contributed to the 4% decrease for parents, especially since we had more parent involvement with school activities, programs, meetings, and workshops this year than the last 5 years. One thing that we think may have caused the decrease is the fact that several of our classes had long-term substitutes this year which we understand is not the same as having one permanent teacher in the classroom. Many of our parents expressed concern with this over the course of the year and there were some survey free responses expressing it as well. There was also a 4% decrease for the staff's overall satisfaction rate this school year. Some things that we believe may have contributed to this decrease and were also expressed in the free responses include, staff feeling a change in culture school-wide, not agreeing with the ways in which discipline matters are handled, and poor or disrespectful communication styles between administration and staff.

Students:
- I LOVE my school cause the teachers are really nice and they are really respectful and the reading challenge :)
- I really like when they give me respect or be nice to me. I do like playtime at recess and I really love to hang out with my friends .
- What I like about our school is that the teachers care about you and when you're feeling sad they talk to you.
- I would suggestion Am so sorry am not trying to be rude but I think we need better food to our school to be improved.
- Sometimes the teachers give chances to others, but not to others, so I want the teachers (aides) to be fairer to others.

Parents:

▪ What I like most about this school is how I tell my concerns about something and they always try to find a solution.

▪ Small size . Afterschool clubs . ARC. They are so valuable to us! My kids confidence and happiness at school has improved since moving schools this year to MSA7 :) Thank you!

▪ I love the sense of community and the fact that the teachers and other staff know my kids well and are always looking out for them. They take the time to know who you and your kids are!

▪ The school should have a parent day, where each parent can come to class to observe, help the teacher , and see the school environment that their child experience.

▪ Changes to the school menu.

Staff:

▪ What I like best about the school that I work at is how open and welcoming everyone is! Everyone is very friendly with one another and it's makes the work environment better.

▪ It's a small community of people that have respect for each other. The staff is professional and they balance rigor with playtime; the students enjoy themselves.

▪ I appreciate the way that the school strives to be supportive and equitable toward the

▪ students.

▪ Need admin help with behavior. There is a lack of students accountability and there are no consequences. The students know they aren't going to face any consequences so behaviors continue.

▪ Respect. Being in education, the profession can be stressful and demanding at times. Nonetheless we need to remember to respectful to each other especially in difficult and stressful moments.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	69%	0th-19th percentile	- 5
Knowledge and Fairness of Discipline, Rules and Norms	68%	0th-19th percentile	- 9
Safety	63%	40th-59th percentile	- 3
Sense of Belonging (School Connectedness)	71%	0th-19th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	99%	80th-99th percentile	+ 0
Knowledge and Fairness of Discipline, Rules and Norms	97%	80th-99th percentile	- 1
Safety	97%	80th-99th percentile	0
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	- 2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	92%	40th-59th percentile	- 4
Knowledge and Fairness of Discipline, Rules and Norms	83%	20th-39th percentile	- 10
Safety	76%	40th-59th percentile	- 10
Sense of Belonging (School Connectedness)	71%	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 2024 Average Approval Rates:	68%	97%	81%
Spring 2023 Average Approval Rates:	73%	99%	90%
Change since Spring 2023: *(percentage points)*	-5	-2	-9
Next Year Average Approval Targets:	≥ 70%	≥ 95%	≥ 80%

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 2023 to Spring 2024 for all educational partner groups was disappointing for us to see since we also had a decline last year for students and staff. The average approval rating was down this year in all categories for all educational partner groups except:

- Families - Climate of Support for Academic Learning - maintained 99%
- Families - Safety - maintained 97%

The biggest changes that occurred from last school year to this year was a decline of 10 points for staff's approval rating in the area of Knowledge and Fairness of Discipline, Rules and Norms from 93% in 2022-23 to 83% in 2023-24. Additionally there was a decline of 10 points for staff's approval rating in the area of Safety from 86% in 2022-23 to 76% in 2023-24 and 12 points in the area of Sense of Belonging (School Connectedness) from 83% in 2022-23 to 71% in 2023-24. For students we saw a 9 point decline in the area of Knowledge and Fairness of Discipline, Rules and Norms from 77% in 2022-23 to 68% in 2023-24.

We also saw a decline in the overall average approval rate for all three educational partner groups. The student average approval rate declined by 5 points from 73% to 68%. The staff average approval rate decreased by 9 points from 90% to 81%. The family's overall average approval rate decreased by 2 points from 99% to 97%.

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:

-Families - Climate of Support for Academic Learning - maintained 99%

-Families - Safety - maintained 97%

-Families - Knowledge and Fairness of Discipline, Rules and Norms - minimal decline (1 point - 97% to 97%)

-Families - Sense of Belonging (School Connectedness) - minimal decline (2 points - 99% to 97%)

-Families - Overall Approval Rating - minimal decline (2 points - 99%-97%)

-Students - Safety - minimal decline (3 points - 66% to 93%)

-Students - Sense of Belonging (School Connectedness) - minimal decline (3 points - 74% to 71%)

Highest Approval Rates:

The topic with the highest approval rate for students was Sense of Belonging (School Connectedness), with 71%. Although this is a slight decline from last year, we are still grateful to see a rate of over 70% since we have continued to work 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, maintaining a rate of 99%. This was exciting to see since we have continued to grow our opportunities to build family relationships and encourage family participation and engagement this year. The topic with the highest approval rate for staff was Climate of Support for Academic Learning with 92%. 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 both the family and staff educational partner groups rated the topic Climate of Support for Academic Learning fairly high (families - 99%, staff - 92%).

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 5 points and staff by 4 points. It is maintained at 99% for families. We are not sure of the contributing factor for the decrease in points since we have more support 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. We were without an Intervention Teacher for the first semester though so that may have contributed to the staff decrease.

-Knowledge and Fairness of Discipline, Rules and Norms:

This was an area of concern for the free responses comments, as well as the approval ratings for the student and staff educational partner groups for this topic. There was a 9 point decrease for students and a 10 point decrease for staff. We did put more systems in place this year to train teachers on what "classroom managed vs. office managed behaviors" are in an effort to decrease the number of behavior referrals coming to the office. We also had four long term substitutes on campus this year which contributed to a higher number of behavior concerns.

-Safety:

There was a decline in approval ratings for this topic for the student and staff educational groups. The student's decline wasn't significant, only 3 points for students, but it was significant for staff with 10 points. It was concerning to see this large of a decline though, because we put additional safety precautions in place the past two years including higher fencing, an upgraded security gate system and hired a campus safety aide. There have also been no safety issues on campus this year, anything that has occurred has been in the surrounding area. This is something we'll need to look further into to gain a better understanding.

-Sense of Belonging (School Connectedness):

We saw a decrease in approval rates in this area for all educational partner groups. Students are down 3 points, families 2 points and staff is down 12 points from last year. The large decrease for staff is aligned to the feedback in the free response section. 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 two open-ended questions so that they can state their thoughts openly: What do you like best 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?

- Extracurricular activities - clubs, sports, playtime (students, families)
- Kind, fair, supportive, teachers; community feeling (students, families, staff)
- Positive peer relationships; emphasis on kindness and tolerance (students, families)
- Collaboration & commitment to student learning and success (staff, families)
- Open communication and collaboration with one another (staff, families)

Patterns:

All educational partners mentioned how the school is a small, tight-knit community and how teachers and staff are helpful and caring. Collaboration and communication were also mentioned multiple times as well as the extracurricular activities that we offer.

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 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? 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?

- How teachers/staff may speak to students whether it is in a negative tone. unkind, and/or unfairly (students. families)
- After school ARC program needs to reflect on overall program and train staff on implementing safety protocols, student behavior, and having respect for staff and school property (families, staff)

▪ Quality of school-provided food (students)

▪ Addressing student behavior on the playground in real time (staff)

▪ More translation available options available for families (families)

Patterns:

It was mentioned multiple times that the arc after school program needs to improve as well as how additional training is needed for how teachers and staff address the students and each other. The largest area for suggestion was how student discipline is handled and addressed.

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 plan on partnering with Los Angeles Institute for Restorative Practice (LAIRP), an on-campus training to promote team culture.

▪ Hired a permanent ARC Site Coordinator to solidify the program and improve overall ARC structure and services and additionally hire a ELOP Coordinator to improve coordination between students, parents, staff, and the ARC program

▪ Reviewing potential food service companies to possibly partner up with another food service vendor

▪ Reinforcing consistent expectations amongst all staff members both inside and outside the classroom and having comprehensive training for all supervising staff

▪ Utilizing our new translation device (Translate Live) in various situations to promote parent/school connection

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

2023-24 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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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 2024 Survey Participation Rates:	99.7%	94.4%	100%
Spring 2023 Survey Participation Rates:	100%	74.9%	100%
Change since Spring 2023: *(percentage points)*	-0.3	+19.5	0.0
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.			
Survey participation rates for all community partners were a success for this year. There was a decline of one student that did not complete the survey due to him being chronically absent.			

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 2024 Overall Satisfaction Rates:	66%	93%	77%
Spring 2023 Overall Satisfaction Rates:	77%	92%	87%
Change since Spring 2023: *(percentage points)*	-11	+1	-10
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%
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.

Observations on the overall satisfaction rates for Spring 2024 compared to Spring 2023 indicate a decline in satisfaction percentages of students and staff but an increase in the family satisfaction percentages. The student satisfaction rate dropped by 11 percentage points, the family satisfaction rate increased by 1 percentage point, and the staff satisfaction rate declined by 10 percentage points.

Staff satisfaction rate decrease is most probably because of high staff turnover rate in this school year. The school also lost its principal in the middle of the year.

Student satisfaction rate decrease is most probably due to the increase in the student incidents and the teacher turnover.

Family satisfaction rate increased within this school year. Our parents have demonstrated an increased level of engagement and vocal support for our school. They have actively participated in our Parent College program, attending ESL classes and financial literacy workshops facilitated by Schools First Credit Union. Moreover, their attendance at our Coffee with Administrators sessions has provided them with invaluable insights into the school's operations, upcoming events, and the students' educational experiences. Engaging in classroom walkthroughs allowed parents to witness firsthand the growth and achievements of our students, fostering a deeper connection to their learning journey. Additionally, their involvement in our Parent Advisory Council (PAC) meetings empowers them to contribute to decision-making processes regarding school funding allocation and the implementation of additional services on campus.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	63%	0-19th percentile	- 11
Knowledge and Fairness of Discipline, Rules and Norms	52%	0-19th percentile	- 3
Safety	59%	0-19th percentile	- 2
Sense of Belonging (School Connectedness)	44%	0-19th percentile	- 6

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	95%	60th-79th percentile	+ 0
Knowledge and Fairness of Discipline, Rules and Norms	90%	20th-39th percentile	- 1
Safety	87%	20th-39th percentile	- 1
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	- 1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	88%	20th-39th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	72%	0-19th percentile	- 3
Safety	34%	0-19th percentile	- 26
Sense of Belonging (School Connectedness)	69%	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 2024 Average Approval Rates:	56%	93%	68%
Spring 2023 Average Approval Rates:	59%	93%	77%
Change since Spring 2023: *(percentage points)*	-3	0	-9
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

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?

Student survey shows 11 points decrease in Climate of Support for Academic Learning. This is due to the increased number of new teachers after so many resigned at the beginning of the year. The positions remained vacant far longer than we had hoped and students experienced the long standing substitutes. Regrettably, the re-hiring took a long time and meanwhile students may have felt they lacked enough support.

The staff survey showed a 26 points decrease this year. This may be due to the increased negative behaviors of the students of MSA Bell and the other two schools' students. There have been numerous alterations among these schools' students this school year. All addressed but the marks are still there.

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 was the most favorable for our parents. On the question "This school provides high quality instruction to my child" the parents responded 96% favorable. We want to continue to communicate with the parents about their child's academic needs and the intervention opportunities that the school provides for them to support their academic growth.

With an impressive 98% approval rate, our teachers and staff have shown a strong preference for emphasizing academic support when students need it. In line with this feedback, the school leadership team is committed to prioritizing student-centered decisions that directly benefit their learning journey.

Based on student feedback, the question that received the highest rating was, "Adults at this school encourage me to work hard so I can be successful in college or at the job I choose." In order to preserve this favorable rating, our school is committed to prioritizing teacher retention. We recognize the invaluable role played by our exceptional teachers in fostering a culture of encouragement and motivation among our students, empowering them to make informed decisions and achieve academic excellence. By focusing on teacher retention, we aim to ensure a consistent and supportive environment that nurtures students' aspirations for success in higher education and

their chosen careers.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

The student survey has captured the attention of need, safety is rated @ 36%, which reflects a decline of 26% from last year. In an effort to support the students we have implemented the SEL component to our daily practice which has been embedded within the Study Skills session of each day. In addition to supporting students daily through the course work, students are provided with access to our Social Worker or School Psychologist for additional support. Partnered with our support from our Mental Health team, we offer CareSolace which provides outside services to our families.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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 at our school have expressed their fondness for various aspects. They particularly appreciate their friends, sports activities, breaks, and the supportive staff. Lunch has also garnered multiple mentions.

Interestingly, this year, I've observed that the students are consuming more food compared to previous years. Based on the responses, it seems that students particularly enjoy the following aspects of the school:

- Being with friends
- Teachers and staff being nice, fair, and respectful
- Lunch and food options
- Participating in sports and physical education (PE)
- After-school activities and ASES program
- Field trips and fun activities
- Cleanliness of the school
- Breaks and free time
- Certain teachers who are mentioned by name
- Leaving early on Wednesdays
- Restorative justice approach for learning from mistakes

It's great to see that students appreciate the social aspects of school, as well as the support and opportunities provided by teachers and staff!

Based on the responses, the staff members appreciate the following aspects of the school:

- The sports program
- Witnessing and contributing to the social, moral, and intellectual development of students
- Staff's commitment to student success and well-being
- Support from colleagues in dealing with student situations
- Small size of the school
- Support staff working tirelessly with students who struggle with learning
- Well-equipped building
- Positive relationships and teamwork among staff members
- Support available to students and nice staff
- Collaboration and support during intense moments
- Strong relationships between staff and students
- Teacher engagement
- Sense of family within the school community
- Opportunities for professional growth and learning
- Strong relationships built with adults and students

It's wonderful to see the dedication and support that staff members provide to students and each other.

Based on the parent free responses, the most liked aspects of the school include:

- Being recommended to parents as a good school
- The "No D policy"
- Teachers providing help and support to students
- The staff's helpfulness, resourcefulness, and respectfulness
- Effective communication with parents
- Consideration of concerns and involvement in activities
- Small population
- Attention given by teachers and staff
- Safety and security
- After-school programs (ASES programs)
- Discipline
- Inclusion of parents in their child's education
- Positive and engaged teachers
- Strong science department and STEAM classes
- Support received during the transition to a new grade
- Orderliness and discipline
- Proximity to home
- Mental health services
- Uniform policy
- Additional services, sports, and after-school programs
- Classrooms and teachers
- Education, attention, and support provided
- Respectful and caring staff
- Efficient communication through platforms like Parent Square and Infinite Campus

It's wonderful to see such positive feedback from parents about various aspects of the school!

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? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based upon the findings of the survey, one suggestion for improving our school would be to make personal connections with all parents. An inquiry was made with an active parent for her recommendation to gain parent

support and participation in our school. Her response was to call them and personally invite them and inform the parents that their voice matters.

In addition to extending personal invitations, the development of relationships is critical for students' safety and sense of belonging. I recommend the continuation of teacher- facilitated clubs and mentorship activities. Providing an ongoing student panel to elevate the voice of student needs as a proactive point of reference instead of responding to issues as they are occurring.

Finally, the greatest area of need for our school is the master of community development , classroom management and facilitation of procedures. I would recommend we invest in a PD to maximize the efforts of empowering our staff to maintain the behaviors and create learning opportunities instead of discipline referrals.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

In an effort to provide an instructional environment which enables students to receive continuous learning and avoid learning gaps, we have decided to dissolve the block schedule of instruction. Replacing the model of three days of instruction to five days of 50 minutes of instruction. By providing the students with more instructional minutes per week we are arming our students with a continuum of learning. The goal is to provide less time for distractions or for students to veer off task and result in disciplinary actions.

I have inquired to provide more curricular support for all discipline areas, as we have had a high teacher turnover ratio and the current staff is not proficient in utilizing the curriculum yielding in less rigorous instruction and use of subpar supplemental resources. .

The school is planning to implement several suggestions to improve overall discipline and behavior management. These include:

1. Conducting PD on student discipline for all staff during the summer to ensure a strong start to the school year.
2. Revisiting and simplifying the current discipline systems to ensure they are clear and understandable for all teachers and staff.
3. Establishing benchmarks to regularly analyze behavior data and review discipline systems throughout the school year.
4. Implementing fair and consistent behavior consequences based on teacher feedback.

5.   Holding consistent MTSS meetings with a clear agenda to address behavior concerns effectively.

To implement these suggestions, the school will schedule and provide the necessary professional development sessions for all staff. The school leadership will work closely with teachers and staff to review and revise the discipline systems, ensuring simplicity and clarity. They will establish a process to regularly collect and analyze behavior data, using it as a basis for revisiting and improving the discipline systems. The school will also create a framework for fair and consistent behavior consequences, taking into account our student/parent handbook. Lastly, they will plan and conduct regular MTSS meetings with a clear agenda to address behavior concerns promptly and effectively.

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2023-24 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 2024 Survey Participation Rates:	94.1%	65.0%	100.0%
Spring 2023 Survey Participation Rates:	95.7%	66.6%	96.9%
Change since Spring 2023: *(percentage points)*	-1.6	-1.6	+3.1
Next Year Survey Participation Targets:	≥ 80.0%	≥ 65.0%	≥ 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.			

Students: Our student participation goal was 80% and we exceeded that with a 94.1% completion rate. Our student participation rate went down 1.6 percentage points for the 2023-2024 school year. Our history department administered the student surveys in all their classes, as planned. Moving forward, clear expectations will be shared with teachers on our participation target, and follow-up with absent students will be done on an individual basis.

Family: Our family participation goal was 65% and we met our target. The participation rate dropped 1.6 percentage points. Weekly reminders were included in our Friday message to parents. Each Thursday, an auto notice was sent out to those parents that had not yet completed the survey with their unique access code attached. The administration of the ANA survey earlier this year could have played a role in the decrease as parents may have felt overwhelmed or misunderstood the difference. Individual follow-ups with families, and incentives for completing the survey will be utilized next year.

Staff: Our staff participation rate remained above our goal of 80% for the 2023-24 school year. We had 100% of our staff complete the survey which is a 3.1% growth from last year. We designated time in our staff meeting to complete the survey, and followed up individually with one staff member to get her access to 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 2024 Overall Satisfaction Rates:	82%	95%	97%
Spring 2023 Overall Satisfaction Rates:	80%	94%	90%
Change since Spring 2023: *(percentage points)*	+2	+1	+7
Next Year Overall Satisfaction Targets:	≥ 70%	≥ 95%	≥ 85%
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, our satisfaction rates from our 3 educational partner groups have gone up. Our student satisfaction rate went up two percentage points, our family satisfaction rate went up one percentage point and staff satisfaction rates went up seven percentage points. When compared to the MPS percentage rate for all 3 educational partner groups, our percentages are higher with the exception of the rate for our families. The rate for our families and MPS are similar at 95%. An exceptional favorability rate that stood out for our students is that nearly 90% of them reported that teachers give our students a chance to take part in classroom discussion or activities. A noticeable data point from our teachers is that 97% would recommend Magnolia Science Academy San Diego to other educators. Lastly, 98% of our families highlighted that their child is safe on school grounds.			

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	78%	60th-79th percentile	+2
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	0
Safety	64%	20th-39th percentile	+2
Sense of Belonging (School Connectedness)	65%	60th-79th percentile	+2

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	96%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+2
Safety	97%	80th-99th percentile	-1
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	96%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	84%	40th-59th percentile	0
Safety	80%	40th-59th percentile	+6
Sense of Belonging (School Connectedness)	89%	60th-79th percentile	+3

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 2024 Average Approval Rates:	68%	96%	88%
Spring 2023 Average Approval Rates:	67%	95%	86%
Change since Spring 2023: *(percentage points)*	+1	+1	+2
Next Year Average Approval Targets:	≥ 80%	≥ 80%	≥ 80%

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?

Student: Our overall approval rate of 82% for our students went up 2 percentage points. With the exception of one area remaining the same, our student favorability rates in all topic areas have gone up. Our highest favorability rate from our students derived from the survey question, "Teachers give students a chance to take part in classroom discussions or activities". This is an exemplification of the dedication of our staff, both certificated and classified, in creating an inclusive school culture where all learner's participation is sought and valued. This was also a high favorability rate last year. This reveals that our school is consistent in valuing our students' feedback, engagement and their responsibility in achieving, contributing and thriving in our classrooms and school events.

Families: The family approval rate for the 2023-2024 school year was 96%. This is a 1% increase from last school year. 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, Wellness Day and College & Career Day. This year, we received the Planning Grant as part of CCSPP. This allowed us to survey our parents additionally on their needs, and asked for feedback on how we could improve our school. We also held focus groups with our parents, and shared feedback at our monthly PAC meetings. After collecting this feedback, we started bringing programs, and resources to our school so the families could see the impact of their voice. We also worked closely with our PTF to plan various events, and grow our parent involvement. These new efforts may have contributed to a rise in the approval rate from our families as a whole. We need to improve our drop-off and pick-up procedures to create a more fluid process as this contributes to a decrease in families feeling their children are safe.

Staff: Our staff approval rate for the 2023-24 school year was 88% compared to 86% last year. Also, our overall school experience rating was 97%, a 7 point increase from the previous year. The staff reported a 3 point increase in Sense of Belonging at 89% approval this year. Our lowest approval rate was in school safety, at 80%, but was a 6 point increase from the previous year. We had a slight drop in Climate of Support for Academic Learning with just a 1 point decrease from the previous year and stayed consistent with no change in Knowledge and Fairness of Discipline, Rules and Norms. The drop in Climate of Support for Academic Learning was evident in the sub questions. While 94% responded favorably to "promotes academic success for all students", it was a decrease of 3 points from the previous year. Another notable sub question was "encourages students to enroll in rigorous courses regardless of their race, ethnicity or nationality" which had a 7 point decrease and 93% favorable response. Our increase in approval ratings for staff are attributed to how we 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. In all of the rating scales, our newer staff is the group that

usually reports lower scores, so our focus for next year will be to build in more support for our new staff/teachers to make them feel part of the team and school culture sooner.

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?)

Student: Once again this school year, our highest favorability rates from our students are from the survey questions "Overall School Experience" and "Climate of Support for Academic Learning". This is an indication that the work that our teachers have devoted in the classroom is an area of strength. In looking at the last three years of data on student approval rates, our school has made continual growth. When looking at the qualitative free response data from our students, the top two things that they liked best about our school are friends and teachers. This is a tribute to the quality of teachers and students that we have at Magnolia Science Academy of San Diego. Furthermore, it is an indication of the site leadership and staff's work in developing a positive school climate that has resulted in our school being recognized as a California Distinguished School twice in the last 5 years back to back, and being awarded the highest level of PBIS recognition from the state as a Platinum School.

Families: Our overall school experience from our families is up one point from 2022-2023. "Safety" is our highest subtopic amongst families at 97% despite a one point decrease since the previous year. 98% of parents report their child is safe on school grounds which is up 2% points from last year. The only decrease comes from the surrounding neighborhood which makes it difficult for us to influence as a school. Both "Sense of Belonging" and "Knowledge and Fairness of Discipline, Rules, and Norms" increased by two points in the 2023-2024 school year. Parents report that they feel welcomed here, and that their concerns are taken seriously. Our school leaders have an open door policy. We will continue to invite parents to share their concerns on surveys, at meetings, or to stop by the office and chat with an administrator.

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 96% and our Sense of Belonging at 89%. 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". Many staff praised strong connections between all educational partners at our campus and the ability to make suggestions and implement changes. Our staff feel empowered to continue the strong culture and excellence at our 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.

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?)

Student: An area of growth based on the approval rates is in the subcategory of "Knowledge and Fairness of Discipline, Rules and Norms". Our students gave a 39% favorability rate when asked, "Students treat teachers with respect". 46% (188) of our students neither disagree nor did they agree. Almost half of our students answered neutrally, having no opinion of the statement. When students who answered of having no opinion are taken out, our favorability rate rises to 71%. Nevertheless, this is an issue that our school will need to address. Steps on improving in as follows: Common weekly SEL lessons in our SSR classes, facilitation and reinforcement via KickBoard of our Character Education Program, assemblies that focus on one or more of CASEL's five areas of competencies, school-wide reminders and engagement via DONUTS in The Morning (daily morning broadcast) and staff professional development.

Families: Our greatest area for growth based on the survey results is in the area of "Safety". In particular, 95% of families reported that their child is safe in the neighborhood surrounding the school which is a 4 point drop from 2022-2023. After reviewing the open ended responses, there is no data that suggests a reason for this decline. The biggest concern for parents was in the area of pick-up and drop-off. Heavy traffic, and not having a crosswalk on Zion and Estrella intersection leave parents requesting additional supervision before and after school. The admin team will meet to discuss how to make this process more efficient, and safe. "Climate of Support for Academic Learning" received no change from the previous year. Particularly, the question "The school has high expectations for all students" had a 94% favorable rate. The free-responses support this comparatively low number as multiple families suggest the rigor, and workload is not to the level they desire.

Staff: Based on approval rates, an area of review for our school would be in Climate of Support for Academic Learning due to a slight decline from last year by 1 point. In this category, our biggest decrease was in "encourages students to enroll in rigorous courses…" which dropped 7 points from last year. While this is a minor decrease and just 2 staff members reported "disagree", it is an area to look into, especially from the student's perspective.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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: Based on our students' free-response questions, the top likes from our students are friends, teachers and clubs. 107 responses were recorded for liking friends. 105 responses were recorded for liking teachers and staff. Many students appreciate the supportive nature and engagement of their teachers, who are recognized for making learning enjoyable and accessible. Also a strong sense of community and the friendships that students develop are frequently mentioned. This supportive social environment enhances the overall school experience for students, making it a welcoming place to learn and grow.   Students highly value the overall atmosphere of the school, including its small size, which facilitates better interactions and more personalized attention. They appreciate the community feel and the close relationships they can form with both peers and staff. The school's availability of diverse clubs and extracurricular activities, including unique options like robotics and archery, stands out as a significant positive aspect. One of our students stated "I love the opportunities this school provides and the clubs and fun events."   **Families:** Families appreciate the small size of the school, and the responsive/caring staff members. This contributes to a family-like feel which they have not experienced at other schools. Families report there are a wide variety of after school clubs, and they love that tutoring is offered by all teachers in all subjects. Families mention that the principal and administration are approachable, and the regular communication is helpful.   One of our families stated: "I love the constant transparent various communications text, emails and parentsquares. I love the Saturday extra curricular activities and such a well rounded school. Thank you so much for everything you do for my child 's education . The best Charter school so far and wish this school goes to high school."   **Staff:** From the staff free responses, some strengths that were frequently mentioned were the camaraderie and sense of community between staff, small school/class size, and supportive administration. Staff community, teamwork, support and connection was mentioned several times in the comments. Our staff also mention the students as what they enjoy most about our school. 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.

One of our staff members stated ""I love the closeness of the staff. I have never felt so supported by so many people before. It is genuinely so wonderful to be and learn here.""

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? 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: Based on our students' free-response questions, the top suggestions from our students are food/school lunch, school uniform related feedback and water fountains. Students suggested having better school lunches. Students advocated for being more flexible with school uniforms and for getting rid of our school uniform policy. Lastly, shared that they would like to improve and fix the water fountains on campus. This is an area that the school admin team already took action as this was brought to the admin team's attention by the Student Wizard Council.

Families: The biggest concern that was reported was the pick-up and drop-off procedures. Parents say there is a procedure but not everyone follows it. They suggest we increase the amount of staff members in the front of the school to help move cars along, and to assist the students in crossing the street. As the admin team, we will review the supervision duties, and consider adding additional personnel to address this issue. Other parents said they are at times overwhelmed with the amount of communication. They would like streamlined communication to go out once a week as opposed to daily updates. However, other parents mentioned they appreciate the daily communication.

Staff: Many of the staff free responses for "suggestions you would like to offer to improve your school" referred to having more prep time and protected instructional time. Several comments referenced feeling burnt out and not having enough time, while others mentioned distributing the workload more evenly.   Some other suggestions included adding a school counselor, a more streamlined purchasing/reimbursement process, and access to transportation for field trips.   Lastly, a few comments mentioned having clarity on behavioral consequences for 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?

- Audit our Professional Learning Calendar, minimum days, and PD days to make sure prep time is equally distributed throughout the year to avoid teacher burnout. Tasks for staff members can be evenly distributed as well.
- Update the staff supervision plans to reflect the needs during the drop off and pick up times.
- Contact the City of San Diego to explore possible crosswalk solutions on Zion.
- Add shade structure to the water fountain areas and also upgrade the water fountain in the lunch area.

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2023-24 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 2024 Survey Participation Rates:	95.6%	81.4%	100%
Spring 2023 Survey Participation Rates:	100%	76.6%	100%
Change since Spring 2023: *(percentage points)*	-4.4	+5	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.			
This year, we successfully increased family participation by 5 percentage points with numerous engagement events. We had a slight decrease in student participation by 4.4 percentage points. Staff as usual maintained our 100%. This year we had many opportunities for all educational partners to participate and were consistent in communication through ParentSquare messages, phone calls, and in-person reminders proved instrumental in achieving success with our participation rates at the school site. A noticeable difference from last year to this year is our open door policy with all our educational partners.			

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 2024 Overall Satisfaction Rates:	82%	96%	96%

Spring 2023 Overall Satisfaction Rates:	82%	96%	85%
Change since Spring 2023: *(percentage points)*	0	0	+9
Next Year Overall Satisfaction Targets:	≥ 75%	≥ 95%	≥ 85%

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.

MSA SA's satisfaction rates are maintained for students and families. For our staff it was a major increase from 85% to 96%.

Several factors could potentially account for these changes. The increase in satisfaction rates among staff is from close knit community feelamoung staff and students, the positive school culture, and supportive admin. Conversely, the students and families maintaining their scores is due to the increase of sports and other after school activities, streamlining the drop off/pick up procedures and the food. Satisfaction rates among students and families is encouraging and may be attributed to efforts aimed at enhancing communication and engagement with parents and guardians. Initiatives such as increased outreach through ParentSquare messages, phone calls, and in-person reminders may have played a significant role in fostering stronger connections between the school and families, ultimately leading to higher satisfaction levels. Hosting many parenting workshops and the addition of Robotics and Coding for parents was a highlight this year.

Next Year we will continue with our Parent workshops and embrace the OC MIX and expand our coding and robotics for parents. We will continue to monitor the interest of the food and meals served. For staff we will be more diligent with our student consequences at the secondary level and ensure that staff is always informed of the events and things happening on campus.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*

Climate of Support for Academic Learning	84%	60-79%th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	73%	40th-59th percentile	- 3
Safety	68%	40th-59th percentile	- 1
Sense of Belonging (School Connectedness)	69%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	96%	60-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	94%	60-79th percentile	+ 1
Safety	92%	40th-59th percentile	+ 6
Sense of Belonging (School Connectedness)	96%	80-99th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change from prior year *(percentage pts)*
Climate of Support for Academic Learning	97%	60-79th percentile	+ 3
Knowledge and Fairness of Discipline, Rules and Norms	89%	40th-59th percentile	+8
Safety	85%	20th-39th percentile	+ 1
Sense of Belonging (School Connectedness)	82%	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 2024 Average Approval Rates:	70%	95%	88%
Spring 2023 Average Approval Rates:	73%	94%	85%
Change since Spring 2023: *(percentage points)*	-3	+1	+3
Next Year Average Approval Targets:	≥ 65%	≥ 95%	≥ 80%

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?
Interestingly our staff and families had an increase of 3 and 1 percentage points. Our Staff had an increase of 3 percentage points due to our small classes and positive school culture. Our families are appreciative of the communication and all the events/parenting classes that we host. As for our students, this decrease of 3 percentage points was because play space, food, and lack of discipline 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?)
Students: We increased by 2 percentage points to 87% in the climate of support for academic earning. With the addition of our before/after school activities as well as Saturday school students feel supported more than ever with their academics.   Staff: Our greatest increase for the overall school experience at 96%, this is an increase of 11 percentage points. Staff see that we have opportunities for all educational partners in every letter of STEAM education.   Families: Our highest increase was Safety at 92%, which is an increase of 6 percentage points. This is attributed to the addition of safety gates around campus, our digital security check in at the front office, and our overall communication.

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?)

Student:

Our lowest is Safety, with 68%, this has gone down about 6 percentage points. This year we have had to ban pencil sharpeners as several students were using them as self harm. Social media and texting outside of the school day has bleed into the dynamics of the classroom.

Staff:

School connectedness and sense of belonging is the lowest at 82%, which we maintained from the previous year. Students' lack of consequences for student behavior, facilities, and a lot of visitors this year disrupted their flow in the classrooms.

Families:

This year our overall families increased or maintained in every category.

Free-Response Findings:

Along with the questions on the CORE survey instrument, MPS also asks educational partners to respond to the following two open-ended questions so that they can state their thoughts openly: What do you like best 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?

For students: They have an appreciation for teachers and staff. They enjoy the social dynamic and extracurricular activities and value a safe and clean environment.

For families: They love the small school and small class sizes, the clean environment, and the after school clubs and sports. They enjoy the academics, teachers, staff, and robust school communication.

Staff: They enjoy the rigorous curriculum focused on student needs and interest, before/ after school opportunities, and PBIS program and reward system. The staff also admires the close knit community, the support of admin, and opportunities for growth.

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? 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: Want the playground to be updated. Relaxation of the dress code, fairness, and equality in school policy enforcement. Students would like more food options.

Families: They would like drop/pick up procedures more streamlined, more outdoor space, as well as more sports clubs, and activities.

Staff: They need consequences for negative student behaviors, more teacher training, improved communication, and performance bonuses brought back.

NEXT STEPS

Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?

1. We will get together with our food vendor Sapphire and create a menu that is more student selected.
2. Look into more professional development opportunities for teachers and paraprofessionals.
3. Ensure there is more staff presence during drop off/ pick up times.

Coversheet

Student Board Membership Update

Section: III. Information/Discussion Items
Item: C. Student Board Membership Update
Purpose: Discuss
Submitted by:
Related Material: III_C_MPS Student Board Membership Update.pdf

Agenda Item:	III C: Information/Discussion Item
Date:	May 9, 2024
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:	2024-25 Student Board Member Update

Purpose:
To inform the Magnolia Public Schools (MPS) Board about the progress in electing the next student board member.

Background:
According to California state law, schools with high schools must appoint at least one student board member. This requirement ensures that students have representation on the school board, creating a formal mechanism for student voices to be part of the decision-making process. Student board members have preferential voting rights, allowing them to share their opinions on matters before the board's official vote. Although their votes do not influence the final outcomes, they are recorded in the meeting minutes, ensuring that their perspectives are recognized.

A timeline has been established to detail the key events and dates for the MPS Student Board Membership program. This timeline is designed to guide school-site leaders in managing site-based elections and coordinating the MPS Board's process for appointing student board members.
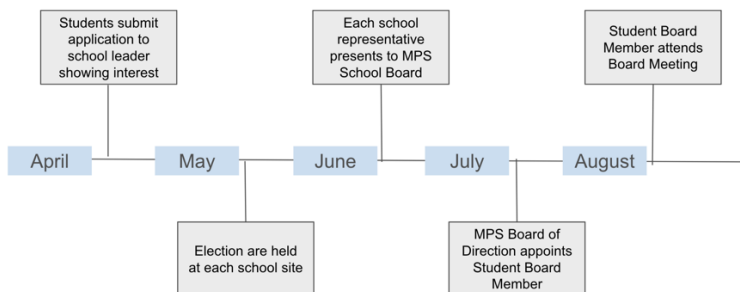
Exhibits:
1. MPS Timeline for Student Board Membership
2. MPS Student Board Member Application for 2024-25
3. MPS Request for Student Board Member

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Timeline - MPS Student Board Membership

The purpose of the job aid is to provide school-site leaders with guidance for communicating information to the educational partners, conducting site-based elections, and identifying key timeline dates to appoint the student to the MPS Board effectively.

TIMELINE
- April 11, 2024: MPS Home Office will send out the first message about the Student Board Membership, along with the application and instructions for submission.

- April 11-12: MPS School-site Principal names the Point of Contact for the process

- April 11-19: MPS participating school sites will send at least 3 messages for the position.

- April 26: Deadline for students to submit applications for the position at the school site.

- April 29 to May 7: MPS participating school sites will provide a platform for students' voices by participating in at least 1 school event to communicate with the student body, such as a debate.

- May 6-10: For 1 week, all participating school sites will hold elections.

- May 22 - Potential Candidates met with Home Office personnel

- June 13: Each school representative will be allotted 5 minutes to present to the MPS Board of Directors. The presentation should include sharing qualifications for the position.

    - June 13-28 Principal feedback on best candidate

- July 11, 2024: The MPS Board of Directors will vote to appoint the Student Board Member.

- August 2024: The Student Board Members will attend their first regular board meeting.

RESOURCES
- 🅦 Student Board Member Application for 2024-25.docx
- 📄 Request for MPS Student Board Member Informational Letter
- 📄 Message on Invitation to Apply for Student School Board Representative - revision needed

Point of Contact for School-sites

- Magnolia Science Academy #1 Jason Mertell
- Magnolia Science Academy #2 vshohmelian@magnoliapublicschools.org ,
- Magnolia Science Academy #3 Keith Wright
- Magnolia Science Academy #4 Elizabeth Rizzuto
- Magnolia Science Academy #5 - Natalie Dady
- Magnolia Science Academy Santa Ana Curtiss Philipsen

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Magnolia Public Schools
Student Board (pupil member) Member Application

Information about the Student Board Member Position

Eligibility: Ninth through Twelfth-grade students enrolled in a high school in Magnolia Public Schools for the 2024-25 school year may apply for the Student Board Member position during the term in which the student is enrolled.

Term of Office: The term begins on July 1 of the enrolled school year and ends on June 30 of the enrolled school year. There is a one-year term limit.

Time Requirement: The Student Board Member is expected to dedicate at <u>least one</u> evening a month to attend Regular Board meetings, usually held on the second Thursday of the month, starting between 6:00 p.m. – 6:30 p.m. Board Meetings may last 3-4 hours. Regular Board Meeting Calendar can be found at the end of the application and on the Magnolia Public Schools website. Student Board Members are encouraged to attend Special Board Meetings and/or off-cycle Regular Board meetings, not on the second Thursday of the month. In addition, sufficient time is needed before the meeting to study the agenda materials and prepare a brief update of school activities to share at the meeting and, as needed, time to attend selected committee meetings, events, or workshops.

Volunteer Position: The Student Board Member position is a volunteer position. Magnolia Public Schools Home Office will pay reasonable travel expenses for board-related travel upon approval of the Board Chair upon request. A laptop computer—subject to the MPS Acceptable Use of Technology Agreement—will be loaned to the Student Board Member for Board-related use during the Student Board Member's term.

Location of Meetings: Refer to the Board Meeting Calendar.

Selection, Criteria, and Appointment of the Student Board Member

Initial Screening: The selection criteria for the screening of applications includes:
- GPA: Minimum Cumulative GPA of 3.0 (weighted) by the end of the semester before application
- Good Behavioral Standing from the time of enrollment - Following the Student Conduct & Discipline as described in the MPS Student-Parent Handbook, which includes attendance policy (95% or higher), disciplinary rules and procedures (No Suspensions or Pending Suspensions; Open Discipline Incidents)
- Parent approval on the application form
- Completed responses to the application
- Recommendation from the administrator, counselor, or teacher <u>using the form here</u>
  - o Insert QR Code

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Completed applications will be returned to your Principal's Office as communicated in the application packet. Each Magnolia Public Schools (High School) conducts an election process and nominates a candidate, whose information will be sent to the MPS Executive Assistant and Board Secretary.

School Elections:

Student voting will take place between May 6-10, 2024. One candidate from each school with the highest votes will represent that high school and move forward to the following process.

Board Presentation: During the MPS Regular Session of the Board of Directors in June 13, 2024, candidates from each school will be allotted five (5) minutes to give a presentation to the board to explain why they would like to serve as the Student Board Member to share their qualifications for this position.

Final Selection: At the July 11, 2024, Regular Board Meeting, the Board will vote to appoint the Student Board Member for a term beginning the upcoming school year.

The first meeting the Student Board Member will attend is the August 2024 Regular Board Meeting.

Vacancy and Replacement

If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member. If appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

The board of directors will select an alternate pupil member among the initial nominees.

Nominations for any vacant student board member position are due within 30 days of a vacancy in the current school year.

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Cover page

<u>Applications must be received by 3:00 p.m. on April 26, 2024.</u> Applications received after the deadline will not be considered.

Starting on April 15, 2024, approved candidates applicants will be listed on a ballot for selection as the potential Student Board Member at the students' school, where their peers will elect the finalist.

At the June 13, 2024, Board Meeting, selected student candidates from each school at each location will be allotted 5 minutes to give a presentation to the Board explaining why they would like to serve as Student Board Members, sharing their reasons for wanting the position, and sharing their qualifications for this position.

Final Selection: At the July 11, 2024, Regular Board Meeting, the Board will vote to select one of the candidates to appoint the Student Board Member for a term beginning the upcoming school year.

Magnolia Public Schools
Student Board Member Application
2024-25

Thank you for your interest in serving as a Student Board Member for the Magnolia Public Schools Board of Directors.

<mark>Please present information concisely and in the form requested.</mark>

Student's Full Name		Student's MPS E-mail Address		Student's Grade Level
Student's Telephone/Cell Number	School Name		Principal's Name	
Parent/Guardian Printed Name		Parent/Guardian Contact Telephone Number (if different than student's number)		

<u>Understanding Clause:</u> I have read the information regarding the Student Board Member position at Magnolia Public Schools Board of Directors and the description of the selection and appointment process, which appear on page 1 of this application. By signing, I understand the information and the time commitment of this role. I also understand this is not a paid position. If selected as the Student Board Member, I will perform the responsibilities to the best of my ability.

Parent/Guardian Signature	Date
Student's Signature	Date

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Magnolia Public Schools
Student Board Member Application
2024-2025

Please provide your responses to each of the following in the space provided.

1. Why are you interested in applying for the Student Board Member Position for Magnolia Public Schools?

2. If selected as the Student Board Member, what do you hope to accomplish and learn?

3. What do you consider to be one of the difficulties affecting students in your school and community?

4. Please list any extra-curricular activities, awards, and recognition, and leadership positions at your school. (sports, student government, school clubs)

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5. Please list any community activities and other involvements/work experiences outside your school.

6. Please list any additional information you would like to include for further consideration. (optional)

Please return the application and any letters of recommendation to your Principal's Office. Applications received after the deadline will not be considered.

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Calling All Student Leaders:
Apply to be the 2024-25 Magnolia Public Schools
Student Board Member!

Want to make a real difference in schools? Magnolia Public Schools (MPS) seeks a passionate and engaged student leader to join the MPS Board of Directors for the 2024-25 school year!

This is your chance to be a student voice at the table, advocating for your peers and helping shape the future of MPS.

Who can apply?
- Any student currently enrolled in an MPS High School and good academic standing for the 2023-24 school year.
- Available to attend monthly evening board meetings, usually held on the second Thursday of the month, starting between 6:00 PM and 6:30 PM.

What's the time commitment? Regular attendance at board meetings (estimated 1 evening per month) is required. They are usually held on the second Thursday of the month between 6:00 pm and 6:30 pm.

Ready to apply? Complete the application package
 W Student Board Member Application for 2024-25.docx

Have questions? Contact us at studentvoice@magnoliapublicschools.org

Important Dates:
- Application Deadline: April 26, 2024, by 3:00 pm
- All application materials (paper application, letters of recommendation, parental permission, and any supplemental items) must be submitted to your school principal.

Looking forward to hearing from you!

Jason Hernandez

Jason Hernandez, M.Ed.
Director of Student Services
Magnolia Public Schools

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Coversheet

Facilities Project Updates

Section: III. Information/Discussion Items
Item: D. Facilities Project Updates
Purpose: Discuss
Submitted by:
Related Material: III_D_Facilities Projects Update.pdf

Agenda Item:	III D: Information/Discussion Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Update on Facilities Projects

1. ***Action Proposed:***

This is an informational item, there is no action.

2. ***Purpose:***

Facilities Department monthly report to give an update on the existing projects at each campus.

3. ***Updates:***

MSA5 - 7111 Winnetka
- CDE site approval:
  - Met with CDE Staff on 4/24 to discuss 320 vs 460 enrollment.
    - Per CDE's request, the team has initiated plans to add an additional 4,700 square feet on the northern end of the academic building's rooftop.
- LADWP to disconnect transformer.
- Start of demolition to be determined.
- MPS Staff are pursuing advanced site acquisition funds.
  - MPS Staff confirmed with OPSC that MSA 5 would like to receive site acquisition fund.

MSA1:
- JAM Building
- Roof Insulation started on 4/26. Painting in the gym is completed. First floor drywall will be completed. Installing finishes in the next 3 weeks.
- Hardwood flooring will start in 3 weeks.
- Storefront upgrade estimates were received.
- Received the permits for facade upgrades.
- Mid-June completion is tracking.
- Bungalows
- Fire Department Inspection on 4/29:
  - Did not pass. ADT and IE Alarm are working to resolve the issue.
  - ADT to install amplifier.
  - EPI to potentially take over IE Alarm/ ADT.
- Fire Department requested one integrated fire alarm system for the entire campus.
  - MPS Staff are preparing RFPs.
- Alley Closure
- Application was submitted Feb 02, 2024.
- Met with City Council and Parks and Rec staff to discuss Alley closure on 4/30.
  - Veronica to arrange a follow up meeting with the city.

<u>MSA2 -16600 Vanowen</u>
- CUP Application was submitted on January 24, 2024.
- Started Community Outreach
  - Attended Neighborhood Council Meeting on 4/16
  - 5/11 - Meet and Greet Event for the community. The event will be held at the St Michael Antiochian Orthodox.

<u>MSA7</u>
- Berliner Architect presented a test fit for the BofA building, discussing the options with the staff.

<u>MSA SA - Digital Sign</u>
- Stanford Sign (vendor) ordered the screen, expected to be received by late May 2024.

4. *<u>Exhibits:</u>*
- JAM Building Photos Attached.

EXIHIBIT A

JAM Building Photos Attached.

Coversheet

Approval of MPS Summer Costa Rica Trip

Section: IV. Action Items
Item: A. Approval of MPS Summer Costa Rica Trip
Purpose: Vote
Submitted by:
Related Material: IV_A_MPS Sponsored Costa Rica Excursion.pdf

Special Non-programmatic Excursion to Costa Rica

Brief overview and executive summary of the proposed sponsored trip to Costa Rica, focusing on educational value, experiential learning, and community service.

June 17/18 - 27, 2024

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Introduction & Purpose
Excursion to Costa Rica: Alignment with MPS Vision and Mission

Core Values
- **Excellence**: Achieving high educational standards and personal growth through hands-on learning experiences.
- **Innovation**: Engaging in new educational methodologies like experiential learning in diverse environmental settings.
- **Connection**: Building interpersonal and intercultural relationships that reflect MPS's commitment to community.

At Magnolia Public Schools, Global Citizenship means understanding global complexities, respecting and embracing diversity through dialogue, cultivating compassion, and actively promoting peace and inclusivity.
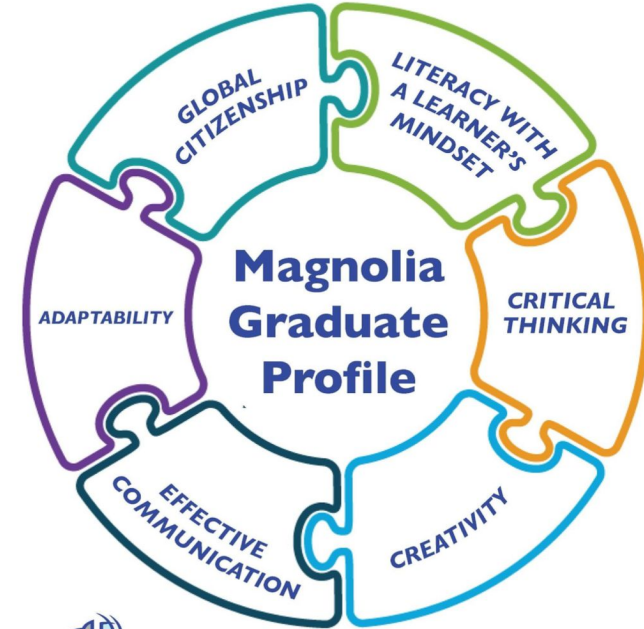
*Important: This excursion is not a field trip, and is not part of the school year. It is a special, non-programmatic excursion similar to student trips provided by third-party organizers.

GLOBAL CITIZENSHIP

LITERACY WITH A LEARNER'S MINDSET

ADAPTABILITY

Magnolia Graduate Profile

CRITICAL THINKING

EFFECTIVE COMMUNICATION

CREATIVITY

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Educational and Experiential Learning Goals

- **Experiential Learning**: Interaction with Costa Rica's natural and socio-economic environments to enhance student's understanding of biodiversity, sustainability, and global interconnectivity

- **Community Service**: Hands-on volunteer work in local community to develop participants'' leadership, empathy, and social responsibility.

- **Cultural Exchange**: Engage with Costa Rican culture through traditional cooking classes, dance workshops, and language immersion, broadening participants'' perspectives.

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Planning
Logistics, Funding, and Operational Support

- **Funding & Support**:
  - $50,000 allocation from MPS Home Office Reserves
  - Vision is for annual funding through philanthropic support

- **Staff & Supervision**:

  - Open to 11th Grade Students (cap 50 students & 10 staff)
  - MPS Staff will support in organization and supervision of trip
  - Cost Overview includes transportation, accommodations, meals, and activities. (approx. $1,800 per participant.

  - Two groups; one leaving on the 17th and the other on the 18th. Both coming back on the 27th.

- **Next Steps**:
  - Continue working with partners (legal & insurance)
  - Consult with school site principals
  - Schedule forum to engage student interest
  - Provide a detailed logistic report to MPS Board

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Budget, Funding, & Next Steps

- **Cost Overview -** expenses includes transportation, accommodations, meals, and activities, with the goal to keep expenses manageable for participating individuals. (approx. $1,800 per participant)

- **Fundraising & Scholarships -** team is working on fundraising initiatives to support trip.

- **Timeline & Preparations -** pre-trip orientation session for students, parents, and staff will cover logistics

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Special Considerations & Recommendations

- **Overview of Special Considerations:**
  - Ensuring compliance with US and Costa Rican laws
  - Parental Consent Forms
  - Establishment of protocols for emergencies abroad
- **Insurance and Liability**
  - Secure comprehensive travel and health insurance
- **Other Recommendations**
  - Collaborate with travel agency
  - Conduct pre-trip orientation for students and parents to cover safety, behavioral expectations, and cultural norms in Costa Rica

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Closing Remarks
Shaping Tomorrow's Leaders

- **Recap**:
  - This excursion to Costa Rica is an unparalleled opportunity for our students to experience experiential learning, community service, and cultural exchange, aligning perfectly with MPS objectives.

- **Impact**:
  - By participating, students will develop critical skills like global citizenship and cultural awareness, preparing them for a successful future in a globalized world.

- **Call to Action**:
  - We invite the board's support to make this transformative experience a reality for our students.

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Coversheet

Approval of Ad Hoc Committee for Facilities Related Projects

Section: IV. Action Items
Item: B. Approval of Ad Hoc Committee for Facilities Related Projects
Purpose: Vote
Submitted by:
Related Material: IV_B_Ad Hoc Committee for Facilities.pdf

Agenda Item:	IV B: Action Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Appointment of Ad Hoc Committee to Review and Approve Facilities Related Projects

Action Proposed:

I move that the Board approve the establishment of an "Ad Hoc Committee" of the Magnolia Public Schools Board of Directors (the "**Board**") to ensure timely approvals of time sensitive matters that could impact the timely delivery of the MSA-5 – 7111 Winnetka Construction Project (the "**Project**"). The Board hereby appoints the following two Board members to be members of the ad hoc committee: _____, _____Staff further recommend and moves that Ad Hoc Committee be established immediately and be operational from its appointment through the earlier of the Board's resolution to terminate the Ad Hoc Committee or the end of the 2024-25 MPS fiscal year.

Purpose:

The main purpose of forming this Ad Hoc Committee is to facilitate expedited decision-making and discussion, which is essential to keep the Project on track within its scheduled timeline and budget constraints. This committee will address urgent project-related issues, thereby enabling more efficient management and oversight of the construction process.

Background:

Acquisition of Winnetka Ave Property

At its December 19, 2021, meeting the MPS Board approved MPS pursuing the purchase of the 7111 Winnetka Ave Property. Escrow for the purchase and sale of the Property was opened on December 22, 2021. At the June 16th meeting, the Board approved a loan from CLI Capital to fund the Property's acquisition.

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 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 2, 2022, to June 3, 2022. CSFP provides funding to charter schools for new school facilities. On October 26, 2022, the State Allocation Board ("**SAB**") approved a preliminary apportionment in the amount of $50,838,000. 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. To date, MPS has received approximately $4 million in advance design funds from the award. MPS is in the process of submitting a request for an additional $10 million in advance site acquisition funds.

Architect of Record Selection & Division of the State Architect Submission

DLR Group ("**DLR**") was selected as the architect of record for the Project at the Board's January 12, 2023, meeting. After working with MPS staff on the program and design intent, DLR prepared plans that it submitted to the Division of the State Architect ("**DSA**").

Modular Design Services

At its March 21, 2024, meeting the Board approved the selection of Silver Creek Modular ("SCM") to convert the existing DLR design into a modularized version that could be constructed using modular/ prefabricated   methods.

Analysis & Impact:

Article VII, Section 1 of MPS's Amended and Restated Bylaws, provides that "[t]he Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board." Article VII, Section 16 of MPS's Amended and Restate Bylaws, further provides that "[t]he Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board.

MPS staff and the Board desire that the Project be ready for occupancy by July 2025. In order to achieve such an aggressive schedule, MPS staff will require some quick decision making that may not align perfectly with the Board's meeting schedule. The appointment of an ad hoc committee will provide the flexibility needed to deliver the Project on schedule.

The MPS Board may appoint an ad hoc committee so long as it is for a specific purpose and a finite duration.

Exhibits:
None

Coversheet

Approval of DLR Group Change Orders for Magnolia Science Academy-5 Project

Section: IV. Action Items
Item: C. Approval of DLR Group Change Orders for Magnolia Science Academy-5 Project
Purpose: Vote
Submitted by:
Related Material: IV_C_DLR Add Service Proposals for MSA 5.pdf

Agenda Item:	IV C: Action Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of DLR Add Service Proposals for MSA 5 – 7111 Winnetka Ave Construction Project

Action Proposed:

I move that the Board approve the add service requests from DLR Group in the total amount of Three Hundred Thirty Nine Thousand Eighty Dollars ($339,080) for the MSA-5 – 7111 Winnetka Modular Construction Project (the "Project") related to the switch from conventional on-site construction to modular in-factory fabrication and on-site installation. Staff further recommends and moves that the Board approve a contingency of Seventy-Five Thousand Dollars ($75,000), for a total of Four Hundred Fourteen Thousand Eighty Dollars ($414,080).

Purpose:

The purpose of this action is to approve add service requests from DLR for additional and revised services required for the Project. This includes approving added service request fees for design coordination, DSA approval, and project management adjustments necessary to meet the extended project requirements.

	Summary of DLR Group Add Service Requests:	
1.	DLR and Silver Creek Modular Classroom Design Coordination (Design Development)	$148,000
2.	DSA Increment 1 - Site Work Revision (Construction Development)	$53,780
3.	DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)	$137,300
4.	Contingency	$75,000
	Total:	$414,080

Background:

Architect of Record Selection & Division of the State Architect Submission

DLR Group ("DLR") was selected as the architect of record for the Project at the Board's January 12, 2023, meeting. After working with MPS staff on the program and design intent, DLR prepared plans that it submitted to the Division of the State Architect ("DSA").

Modular Design Selection

At its March 21, 2024, meeting the Board approved the selection of Silver Creek Modular ("SCM") to convert the existing DLR design into a modularized version that can be constructed using modular/ prefabricated methods for a total cost of Three Hundred and Fifty-Eight Thousand Dollars ($358,000).

Analysis:

Due to the high cost of building the Project using conventional on-site construction, MPS Staff recommended, and the Board approved the conversion of the Project to a modular delivery method. SCM was selected to provide the modular design plans. While the floor plan is expected to remain largely unchanged, changing the construction type will require a re-submission to the Division of the State Architect ("DSA"). As the architect of record ("AOR"), DLR will submit the SCM prepared plans to DSA. DLR will collaborate with SCM on the preparation of the revised plans which will incorporate some of the work which DLR has already done.

Add Services Request	Rationale
1. **DLR and Silver Creek Modular Classroom Design Coordination (Design Development)**	Integration of previously approved designs with modular techniques, optimizing classroom layouts for prefabrication, ensuring compliance with educational and building standards. This also includes the service that they provided for the CDE site approval.
2. **DSA Increment 1 - Site Work Revision (Construction Development)**	This includes preparing and submitting sitework documents to DSA for review and approval. Removal of all sitework from Increment 2 and add to Increment 1.
3. **DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)**	This fee supports preparing and submitting modular classroom building documents to DSA for review and approval

Add Services Request	Rationale
Contingency	To manage unforeseen costs and ensure flexibility in the design phase. This helps maintain project timelines and quality by proactively addressing potential obstacles.

Budget Impact:

The total design fee costs for the Project paid to DLR Group will increase from $1,795,000 to $2,134,080. The Board previously approved Silver Creek Modular to provide modular design services for $358,000. MPS Staff would also like to add $75,000 as a contingency for unforeseen circumstances, total design costs will be $2,209,080.

These additional fees are necessary to accommodate expanded scope and to ensure compliance with DSA requirements, and CDE requirements, facilitating a seamless continuation and completion of the project.

Exhibits:

Exhibit A: **DLR and Silver Creek Modular Classroom Design Coordination (Design Development)**

Exhibit B: **DSA Increment 1 - Site Work Revision (Construction Development)**

Exhibit C: **DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)**

Exhibit A

DLR and Silver Creek Modular Classroom Design Coordination (Design Development)

DLRGROUP

ARCHITECTURE ENGINEERING PLANNING INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

January 26, 2024 **Revised April 8, 2024**

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St. Suite 1500
Los Angeles, CA 90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No. 75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
Classroom Building Re-Design for Silver Creek Modular Construction

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our consultant's drawings and calculations in response to constructing the Classroom Building with modular construction by Silver Creek, rather than standard steel construction. Concept review/discussion for a possible modular Gym is included in this proposal.

Work will include:
- DSA Pre-Application meeting.
- Coordination with Silver Creek for architectural design revisions.
- Revisions to architectural/interiors drawings based on structural revisions
- Coordination with Silver Creek for mechanical, plumbing, electrical, fire alarm, low voltage, security, fire sprinkler drawings based on revisions.
- Coordination with civil engineering drawings based on modular design revisions.
- Meetings with Silver Creek, Gateway Construction, and Magnolia School.
- Design studies for modifications to building corner screen/sign.
- Design studies for open-air paved basketball court at current Gym location.
- Design studies for Classroom Buildings rooftop PV systems.
- DLRG coordination for California Department of Education application modifications in relation to Silver Creek modular construction and no Gym for new DSA package.

Note that fees for revised DLRG Architectural drawings, DLRG Structural eng. drawings for site stairs, Lunch Shelter, and LID planter revisions, Civil eng. revisions, Landscape revisions, Site Electrical eng. revisions, and new drawings for DLRG Fire Alarm eng., Low Voltage eng., Security-Convergence eng., and for P2S Fire Sprinkler eng. documents will be covered in a separate add service proposal to follow.

Los Angeles and locations worldwide

PROJECT DELIVERABLES:
- Coordination sketches
- Design studies drawings
- DSA Pre-Application submittal forms

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of services for the fixed fee of One Hundred Forty Eight Thousand Dollars (**$148,000**).

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,

Accepted by:

DLR Group

Magnolia Public Schools

_____
Andrew Thompson
Client Leader, Principal

_____
Patrick Ontiveros
Project Executive

Cc: file

Exhibit B

DSA Increment 1 - Site Work Revision (Construction Development)

DLRGROUP
ARCHITECTURE ENGINEERING PLANNING INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

April 8, 2024 **Revised April 19, 2024**

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St. Suite 1500
Los Angeles, CA 90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No. 75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
DSA Increment 1 Site Work Revision

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023.The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our engineer's/consultant's DSA approved project #03-123228 on Aug. 1, 2023. These revised and additional drawings will be submitted to DSA as a Revision. Scope will include extension of utilities and grading and paving for the parking lot. This Revision has been discussed with the DSA plan checker for assurance as to the correct way to provide documents for this additional work.

Scope of Revision is as follows:
1. Extend underground utilities (sanitary sewer, storm sewer, water, fire water (no gas)) to within 10 ft. of new modular Classroom Building POCs. (Civil Eng.)
2. Extend underground utilities (electrical, low voltage) to within 10 ft. of new modular Classroom Building POCs. (Site Elec. Eng.)
3. Provide underground conduit for site lighting poles and EV charging stations and EV ready stations. (Site Elec. Eng.)
4. Provide asphalt parking lot and north paved area for construction staging. (Civil Eng.)
5. Install duplex pumps for the LID system beneath the parking lot paving. (Civil Eng.)
6. Provide a gravel pad for the asphalt court (replacing the Gym) and the construction crane. (Civil Eng.)
7. Excavate/grade to the bottom of the crawl space for the new modular Classroom Building (with 10 ft. of overex.) (Civil Eng.)
8. Construct the CMU trash enclosure and transformer enclosure (foundation, cmu walls). (Struc, Eng.)
9. Provide revised Specifications for above. (Spec Writer)

Work will include:
   - Coordination with Gateway Construction for revisions scope.
   - Meetings with Gateway Construction, Magnolia School, and our project engineers, spec writer.

Los Angeles and locations worldwide

- Revisions and additional drawings for architectural, civil, site electrical, structural engineering scope.
- Coordination with VCA Civil Engineering, DLRG Electrical and Structural Engineering, and SpecStudio.
- Design studies & construction documents for scope listed above.
- Revised Specifications
- DSA process for review and approval.
- Additional RFIs and Submittals review for added scope.
- Additional Project Closeout scope for added scope.

PROJECT DELIVERABLES:
- DSA Revision forms
- Construction Documents for DSA Revision submission

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of services for the fixed fee of Sixteen Thousand Five Hundred Dollars (**$16,500**).

- DLR Group Electrical Engineers shall provide the above scope of services for the fixed fee of Six Thousand Dollars (**$6,000**).

- DLR Group Structural Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Dollars (**$7,000**).

- VCA Civil Engineers shall provide the above scope of services for the fixed fee of Twenty Two Thousand Six Hundred Eighty Dollars (**$22,680**). See attached VCA proposal.

- SpecStudio Specification Writers shall provide the above scope of services for the fixed fee of One Thousand Six Hundred Dollars (**$1,600**).

- **Total fee is Fifty Three Thousand Seven Hundred Eighty Dollars ($53,780).**

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023.DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,   Accepted by:

DLR Group   Magnolia Public Schools

_____   _____
Andrew Thompson   Patrick Ontiveros
Client Leader, Principal   Project Executive

Cc: file

Attached:
Exhibit A – VCA Civil Engineering Proposal

Exhibit C

DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)

DLRGROUP

ARCHITECTURE ENGINEERING PLANNING INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

Increment #2

April 22, 2024

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St. Suite 1500
Los Angeles, CA 90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No. 75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
Project Re-Design for Silver Creek Modular Classroom Building

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our consultant's drawings, and new drawings, in response to constructing the Classroom Building with modular construction by Silver Creek. DLRG will oversee the re-design documents for submission to DSA for their review and approval. This scope also includes construction services scope in coordination with Silver Creek. The proposed re-design site work will be under the direction that the Gym is removed from the project and replaced with an asphalt basketball/volleyball court.

Beyond the revision and creation of new architectural drawings, this add service proposal includes fees for revision work by DLRG Structural Eng., DLRG Site Electrical Eng., DLRG Fire Alarm Eng., DLRG Low Voltage Eng., DLRG Security-Convergence Eng., VCA Civil Eng., Capouya Landscape Architects, and P2S Fire Sprinkler Eng.

Work will include:
- Overall coordination of the DSA package.
- Response to DSA comments and backcheck process to achieve DSA approval.
- Meetings with Silver Creek, Gateway Construction, engineers, and Magnolia School.
- Coordination with Silver Creek for revised architectural site drawings.
- Revisions to architectural/interiors drawings not covered in Silver Creek scope.
- Coordination with Silver Creek for mechanical, plumbing, electrical, fire alarm, low voltage, security, fire sprinkler drawings based on revisions.
- Coordination and revised drawings from VCA Civil Engineering and Capouya Landscape Architects based on Silver Creek design revisions and Gym removal.
- Coordination with DLRG Site Electrical Eng., and their coordination with LADWP, based on Silver Creek design revisions.

Los Angeles and locations worldwide

- Coordination with DLRG Electrical Eng. for Classroom Buildings rooftop PV systems.
- Coordination with and revised drawings from DLRG Structural Eng. for site stairs, Lunch Shelter, LID planter revisions, new net poles at asphalt court, and other site structural elements.
- Coordination with and revised drawings from DLRG Fire Alarm Eng., DLRG Low Voltage Eng., DLRG Security-Convergence Eng.
- Coordination with and revised drawings from P2S Fire Sprinkler Eng.

PROJECT DELIVERABLES:
- Construction Documents, in coordination with Silver Creek
- DSA submittal required documents, in coordination with Silver Creek

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of architectural and coordination services for the fixed fee of Thirty Eight Thousand Five Hundred Dollars ($38,500). (Includes 10% of engineering fees below.)

- DLR Group Structural Engineers shall provide the above scope of services for the fixed fee of Forty Thousand Dollars ($40,000).

- DLR Group Electrical Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Dollars ($7,000).

- DLR Group Fire Alarm Engineers shall provide the above scope of services for the fixed fee of Eleven Thousand Five Hundred Dollars ($11,500).

- DLR Group Low Voltage Engineers shall provide the above scope of services for the fixed fee of Four Thousand Four Hundred Forty Dollars ($7,500).

- DLR Group Security-Convergence Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Four Hundred Dollars ($7,500).

- VCA Civil Engineers shall provide the above scope of services for the fixed fee of Sixteen Thousand Dollars ($16,000). See attached VCA proposal, Exhibit A.

- P2S Fire Sprinkler Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Three Hundred Dollars ($7,300). See attached P2S proposal, Exhibit B.

- SpecStudio Specification Writers shall provide the above scope of services for the fixed fee of Two Thousand Dollars ($2,000).

- Total fee is One Hundred Thirty Seven Thousand Three Hundred Dollars (**$137,300**).

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,

                                        Accepted by:

DLR Group   Magnolia Public Schools

_____   _____
Andrew Thompson   Patrick Ontiveros
Client Leader, Principal   Project Executive

Cc: file

Attachments:
VCA Proposal - Exhibit A
P2S Proposal - Exhibit B

V C A ENGINEERS, INC.

QUALITY
SERVICE
COMMITMENT

CIVIL ■ STRUCTURAL
MBE ■ DBE ■ SBE

April 04, 2024

Mark R. Stankard, AIA, LEED AP
Senior Project Manager | Senior Associate
DLR Group
700 South Flower Street, 22nd Floor
Los Angeles, CA
T: (213) 800-9400

Subject: Fee Proposal for Additional Civil Engineering Services for
                Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
                7111 Winnetka Ave., Winnetka, CA 91306
                Revise Civil Drawings (Increment 2)

Dear Mark:

VCA Engineers is very pleased to submit this fee proposal to perform civil engineering services associated with the above project. Based on the email received dated March 28, 2024, we are being requested to revise our civil drawings to accommodate Increment 2 which includes site work coordination with Increment 1 plus the New Silver Creek Classroom Building outline and the paving of the basketball courts which will replace the Gym on the Magnolia Science Academy site in the City of Winnetka.

1) Increment 2 includes site work coordination with Increment 1, plus the New Silver Creek Classroom Building outline, paving of the basketball courts which will replace the Gym.

Accordingly, we have prepared this fee proposal which will cover the following: (I) our proposed scope of work, (II) the project schedule, and (III) our consulting fee. Our scope of services will be all inclusive as required to complete the project in a concise and timely manner as mandated by project schedules and standard requirements of professional practice.

Our understanding of the civil scope of work to be provided is as follows:

I.   Civil Engineering Scope of Services

1. Revise civil drawings to accommodate changes to Increment 2 package which will include revisions to our site plan, site grading, site demo and site utilities.
2. Revise LID plan to accommodate changes to Increment 2 package.
3. Obtain DSA approval of civil drawings.
4. Incorporate DSA comments/corrections, if any.
5. Provide written response to contractor's questions and clarifications during construction.
6. Assist in reviewing contractor's change orders related to civil works.
7. Provide additional coordination.

Los Angeles County
1041 S Garfield Ave, Alhambra CA 91801
Tel: 323-729-6098 ▪ **Fax:** 323-729-6043
e-mail: vca@vcaeng.com

Orange County
2151 Michelson Dr. #240, Irvine, CA 92612
Tel: 949-679-0870(x102) ▪ **Fax:** 949-679-9370
www.vcaeng.com

Fee Proposal for Additional Civil Engineering Services for
Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
7111 Winnetka Ave., Winnetka, CA 91306
April 04, 2024
Page 2 of 3

II.   Project Schedule

Our service will commence upon receiving written Notice-to-Proceed from you and approval of this letter proposal. We are committed to abiding by your project schedule. Each design phase is to be performed following our in-house requisite quality control procedures.

III.   Compensation

Our compensation for providing the above engineering services will be lump sum per the fee breakdown below. The proposed fee will be billed at the monthly percentage completion of each task. Please note that other direct cost items for travel, one original set for submittal at milestones and mailing to you are included in the fees. Reproductions for multiple submittals are not included and are reimbursable at cost plus 10% administrative costs. Please note that our 2024 Schedule of Rates is attached herein for your reference and for any additional time and material work.

Fee Breakdown: Increment 2

Construction Documents	$ 13,920
Permitting, Bid and Award	$ 480
Construction Administration	$ 1,600
TOTAL	**$ 16,000**

Again thank you for the opportunity to be a member of your team and please do not hesitate to call us if you have any question.

Sincerely,
VCA Engineers, Inc.

Virgil C. Aoanan, P.E., S.E., QSD
Principal

ACCEPTED BY:
DLR Group

BY: _____

DATE: _____

Los Angeles County
1041 S Garfield Ave, Alhambra CA 91801
Tel: 323-729-6098 ▪ **Fax:** 323-729-6043
e-mail: vca@vcaeng.com

Orange County
2151 Michelson Dr. #240, Irvine, CA 92612
Tel: 949-679-0870(x102) ▪ **Fax:** 949-679-9370
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Fee Proposal for Additional Civil Engineering Services for
Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
7111 Winnetka Ave., Winnetka, CA 91306
April 04, 2024
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2024 VCA ENGINEERS SCHEDULE OF FEES

PROFESSIONAL STAFF	HOURLY RATE
Principal	$220.00
Project Manager	$200.00
Lead/Senior Project Engineer	$180.00
Project Engineer	$165.00
Engineer	$155.00
BIM Modeler	$130.00
Senior CADD Technician	$110.00
CADD Technician	$100.00
Clerical/Admin	$70.00

MILEAGE AND SUBSISTENCE

Auto Mileage	$ 0.67 per mile plus 10%
Parking	Actual Cost plus 10%
Air Travel and Car Rental	Actual Cost plus 10%
Subsistence (overnight out of LA)	Actual Cost plus 10%

DIRECT SERVICES

Milestone Reproducible Submittal (one set)	**Included in Proposed Fees**
Messenger and Overnight Delivery Services	Actual Cost plus 10%
Long Distance Phone	Actual Cost plus 10%
Outside B&W Plotting	Actual Cost plus 10%
Sepia/Mylar	Actual Cost plus 10%
Reprographic Services (binding, mounting and etc.)	Actual Cost plus 10%

LIABILITY INSURANCE

During the terms of this agreement, VCA shall at all times procure and maintain insurance. VCA carries General, Automobile Liability Insurance and Workers Compensation at $2M each occurrence and Professional Liability Insurance at $2M per claim.

CLAIMS AND DISPUTES

Client and VCA agree to negotiate and resolve all disputes between them in good faith as a first attempt. If the dispute cannot be resolved therein, the parties shall mutually agree to submit the matter to mediation and arbitration in accordance with the American Arbitration Association's Commercial Mediation Rules if the total dispute is less than $49,000. The results of the arbitration, as decided by three (3) arbitrators, each party choosing their own arbitrator and the two arbitrator choosing a third member, shall be final, and judgment may be entered upon it in any court of competent jurisdiction in the City where the work is performed.

P2S ENG

April 2, 2024

DLR Group
Mark Stankard, AIA, LEED
AP, Senior Project
Manager/ Senior Associate
700 South Flower St, 22nd
Flr.
Los Angeles, CA 90015

SUBJECT: Fire Protection Engineering Add Service Proposal for Magnolia Science Academy

Dear Mark,

Thank you for your request for proposal for providing additional engineering services for the referenced project. We are pleased to provide the following proposal that defines our statement of understanding, scope of services, assumptions, schedule, deliverables, and fees based on your email on March 27, 2024, and the revised scope site plan from the same date.

STATEMENT OF UNDERSTANDING

The original scope was adjusted from 46,000 sq. ft to approximately 39,000 sq. ft. since the gym building area will be removed. The original construction type of the building was originally a Type II, noncombustible material; the new classroom building is now proposed to be a modular construction by Silver Creek.

FIRE SPRINKLER – CONSTRUCTION DOCUMENTS ADDITIONAL SCOPE

1.   Update the sprinkler and piping layout to match the new architectural backgrounds.
2.   Update hydraulic calculations.
3.   Coordinate hangers and supports based on the new proposed structure.
4.   Update seismic calculations.
5.   Attend four (4) additional coordination meetings.

*The Permitting, Bid Support, and Construction Administration phases and fees remain unchanged from our February 23, 2023 fee proposal.

ASSUMPTIONS

1.   The gym building has been removed from the project scope.
       Any future additions to the building's area will be reviewed separately.
2.   It is assumed that the new building construction will be of a noncombustible type, and no additional sprinkler coverage will be needed in the concealed spaces above ceilings.
3.   Cost Estimating will be provided by others and reviewed by P2S.
4.   There is adequate pressure for fire protection water, and a fire pump is not required for the fire water service to the new building.
5.   The fire Protection point of connection will be 5' from the building.
6.   The client will provide a current fire flow test to design the fire sprinkler system no older than six months from the new plan check submission date.

P2S Inc.

9665 Chesapeake Dr. #230
San Diego, CA 92123

📞 619.618.2347   🌐 P2SINC. COM

Engineering Services Proposal to:

Mark Stankard, AIA, LEED AP, Senior Project Manager/ Senior Associate, DLR Group

April 2, 2024

7.   Commissioning services and Title 24 acceptance testing are excluded from our services.

8.   Plan check and permit fees are not included in the engineering scope of services.
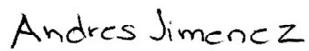
FEE

We propose to undertake the project defined in this proposal for a fixed fee per phase per the breakdown below.

Fire Protection	Fee
Construction Documents – Add Service	$7,300

We look forward to working with you to complete this project successfully. Should you have any questions or need clarifications, please contact us.

Sincerely,

Andres Jimenez

Andres Jimenez, FPE, CPD, CFPS
Fire Protection Studio Lead

Coversheet

Approval of Change to the Zingo Contract

Section: IV. Action Items
Item: D. Approval of Change to the Zingo Contract
Purpose: Vote
Submitted by:
Related Material: IV_D_Change to the Zingo Contract.pdf

Agenda Item:	IV D: Action Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of Change to the Zingo Contract

Action Proposed:

I move that the Board approve the change to the contract of MPS preferred vendor, Zingo Construction, from the previously approved $50,000 to an increased the amount to $90,000, in conjunction with the MPS policy for contracting with vendors for services.

Purpose:

The main purpose of this request is for the Board to approve the increase to $90,000 and make it retroactive to the 23-24 academic year to provide repair and maintenance services to each school. This is essential to keep each school's facility maintenance within real time scenarios, enabling us to address facility-related issues in a timely manner.

Background:

At its February 3, 2022, Audit and Facilities meeting, the MPS Committee approved two vendors for maintenance and improvement projects for all campuses after an RFP was published to provide repair and maintenance services not exceeding $50,000.

Analysis & Impact:

Our procurement policy increases the threshold, allowing us to continue working with Zingo under one contract.

Budget Implications:

There are no budget implications.

Exhibits:

None.

Coversheet

Approval of Amended MPS Volunteer Enrichment Programs Policy

Section: IV. Action Items
Item: E. Approval of Amended MPS Volunteer Enrichment Programs Policy
Purpose: Vote
Submitted by:
Related Material: IV_E_Amended MPS Volunteer Enrichment Programs Policy.pdf

Agenda Item:	IV E: Action Item
Date:	May 9, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of MPS Amended Volunteer Enrichment Programs Policy

1. *Action Proposed:*

I move that the Board approve the amended MPS Volunteer Enrichment Programs Policy.

2. *Purpose:*

MPS appreciates the time of all who serve MPS in various capacities and wishes to encourage these contributions. Because MPS is subject to various laws, regulations, and requirements set forth in charters, and because MPS' obligation, first and foremost, is to ensure that its students are safely supervised, MPS has developed this policy to set forth standards and expectations by which volunteer enrichment programs ("Programs") shall operate.

3. *Background:*

MPS Board of Directors approved the MPS Volunteer Enrichment Programs Policy at the April 11th Regular Board Meeting. Since then, with the guidance of legal counsel, added additional clauses to the policy which elaborate on indemnification and insurance, which can be found on pages 4-5 of the policy.

4. *Analysis:*

The Policy addresses the following topics:

- Program Suitability
- Nature of Volunteering
- Working with Staff
- Background Checks
- TB Tests
- Discrimination, Hazing, Bullying, Intimidation, and Harassment
- Equal Opportunities for Participation
- Avoidance of Conflicts of Interest

- Facilities Usage and Safety Expectations
- Supervision
- Parent Agreement
- Waiver of Liability
- <mark>Indemnification</mark>
- <mark>Insurance</mark>
- Publicity
- Confidentiality
- Status
- Termination

The agreement attached to the Policy asks the Operator to review and affirm compliance with the Policy, that the Program will be without charge or any value due in exchange, and disclosure of any financial benefit if applicable.

5. *Impact:*

This Policy will ensure that volunteer enrichment programs follow certain standards and expectations, comply with applicable laws, regulations, and requirements, and that students benefit from these programs as learners in a safe and secure manner.

6. *Exhibits:*

1. Amended MPS Volunteer Enrichment Programs Policy

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Magnolia Public Schools

Volunteer Enrichment Programs Policy

Magnolia Public Schools ("MPS") was founded on the belief that students benefit significantly in their development as learners and in preparation for college and career when they are exposed to and engaged in first-hand experiences in science and technology. MPS' commitment to providing students with these experiences is possible because of contributions of time and resources from community partners, scientific experts in academia, and industry leaders. MPS is also fortunate that its Board of Directors has, historically, included these individuals as members, who have volunteered their time to contribute to MPS' governance, as well as its mission. MPS appreciates the time of all who serve MPS in various capacities, and wishes to encourage these contributions.   Because MPS is subject to various laws, regulations, and requirements set forth in charters, and because MPS obligation first and foremost it to ensure that its students are safely supervised, MPS sets forth the following standards and expectations by which volunteer enrichment programs ("Programs") shall operate. Prior to the time that any Program serves students, the Program's operator (the "Operator") is required to execute the agreement attached hereto confirming their agreement to comply with the terms of this policy (the "Policy").

Program Suitability

It is within the sole discretion of MPS to determine whether a Program is suitable to be offered to its students, taking into account and balancing the expected benefits, the Operator's capacity and reputation to operate a safe and successful Program, the Program's suitability taking into account applicable laws and regulations and the charters operated by MPS, the reputational impacts of working with an Operator or a particular Program, and the logistical demands upon MPS related to a Program.

Nature of Volunteering

All programs falling under this Policy must be provided to MPS and to its students by the Operator without any renumeration or consideration of any kind due to the Operator from MPS or its students, directly or indirectly. Operator agrees to provide the Program free-of-charge to MPS in order to provide an educational benefit to MPS students.

Working with Staff

Operators may not supervise and direct MPS employees unless the Operator has hired an MPS employee as their own employee. MPS does not prohibit Operators from hiring MPS employees to support the Program so long as the employment does not conflict with MPS employees' duties to MPS. MPS employees, officers, and board members who are also employed by Operators must take care to ensure that they respect the boundaries of their respective roles, and do not allow their respective roles to conflict. For example, a Board member or MPS employee must not give preferential treatment to an MPS employee because they are also employed by Operator, and they likewise must not discipline or adversely treat an MPS employee because of their performance as an employee of Operator.

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Background Checks

Prior to commencing Services, all Operator employees or volunteers who will come into contact with MPS' students and employees shall submit to a criminal background check and furnish MPS with verification that the Operator has received and reviewed the criminal record summary consistent with the terms of Education Code Sections 18975(b), 44237, 45125.1 for all employees and volunteers, and has determined that none of the employees or volunteers have been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. Any Operator employee or volunteer who has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students shall not be allowed provide Services or come on campus. Operator shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with MPS' students and/or staff at MPS' request.

TB Tests

All Operator employees or volunteers who will come into contact with MPS' students and employees shall not commence work/volunteering and working with students unless the person has submitted to a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Operator shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with the MPS' students and/or staff at MPS' request.

Discrimination, Hazing, Bullying, Intimidation and Harassment.

Operator agrees that it shall maintain policies and procedures that prohibit hazing, bullying, intimidation, and harassment and ensure that its employees are trained regarding the same. Each of Operator's employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, hazing, harassment, intimidation or bullying of a student. The Operator is also required to report such actions to MPS as soon as practicable.

Equal Opportunities for Participation.

Operator agrees that it shall provide equal opportunities for participation by all persons without discrimination on the basis of the grounds identified in Education Code Section 220, which prohibit discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is

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contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. Operator shall comply with the Americans with Disabilities Act in its operations.

Avoidance of Conflicts of Interest

MPS Board members, officers, employees, and board members, officers, and employees of Operators must ensure that their involvement in the approval or operation of any Program does not present or create a potential or actual conflict of interest.

The Operator shall not derive any financial benefit from MPS for operating the Program. Accordingly, it is expected that no agreements with Operators could in any circumstance constitute a conflict of interest under Government Code Section 1090 in the absence of any financial interest in a contractual arrangement between MPS and an Operator.

To ensure compliance with the Political Reform Act ("PRA"), to the extent any employee, officer, or board member has an ownership interest in the Operator or is employed by the Operator, the individual must not participate in the approval of the Program. We hereby advise Operators and employees of operators, that the Political Reform Act bars MPS and its directors, officers, and employees from participating in any decision that is anticipated to financially impact a director, officer, or employee financially, even if the financial impact or benefit will be derived from a source other than MPS. For example, if operating the Program is expected to result in a financial benefit to a director, officer, or employee (e.g., a bonus or increased profit from increased business overall), even if the source of the financial gain is not MPS directly, this triggers the PRA's prohibition on the director, officer, or employee's participation in the decision to approve the Program. Any employee, officer, or board member who may be impacted financially by MPS' decision to work with a Program shall disclose the same to MPS, refrain from influencing MPS to approve the Program, and take no part in MPS' approval of the program (including the steps leading up to approval, e.g., negotiation and contracting).

Facilities Usage and Safety Expectations

Operator will be provided with classroom space, as determined in MPS' discretion, so that Operator may operate the Program on the dates and times approved by MPS. Operator must ensure that its operation of the Program does not cause disturbance or damage to MPS facilities and tampering with materials stored in the classroom. At the conclusion of each Program session, Operator must ensure that the spaces it has utilized are neat and clean, in the condition that the spaces were found at the beginning of the Program session.

Operator will ensure that Operator and its employees are familiar with the School Safety Plan and related safety procedures applicable to the campus on which the Operator is providing the Program, and Operator and its employees agree to abide by and implement those policies and procedures as appropriate in the event of an emergency event.

Supervision

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While operating the Program, Operator will be responsible for supervising students and ensuring that they are safe. Following the conclusion of a Program session, Operator may not dismiss students to anyone other than an MPS employee or the student's parents/guardians/authorized person, or to the location designated by MPS administration for dismissal.

If any student's behavior fails to conform with MPS' policies, the Operator shall promptly refer the student to MPS administration and shall not seek to discipline the student themselves. Operator may revoke a student's privilege to participate in the Program in consultation with MPS administration, and provided that doing so is not otherwise inconsistent with the Policy.

Parent Agreement

Students may not participate in the Program unless and until their parent/guardian provides written advance consent. Parents/guardians must be given specific notice regarding who will be supervising their child(ren).

Waiver of Liability

Operator provides the Program to MPS as a volunteer and at Operator's own risk. Operator shall hold MPS and its directors, officers, and employees harmless and free and clear of liability and damages of any kind arising from or related to Operator's operation of the Program.

Indemnification

Operator agrees to indemnify, defend, and hold harmless MPS and its officers, employees, board members, insurers, successors, representatives, affiliates, attorneys, and assigns, from and against any and all claims, expenses, losses, costs, deficiencies, liabilities, judgments, settlements, and damages (including related attorney's fees and expenses) arising out of, relating to, or due to, whether directly or indirectly, (i) any breach of any of the representations, warranties, covenants, or terms contained in this Policy and any related agreement between Operator and MPS, and any misrepresentations or omissions by Operator related to any such agreement, (ii) Operator's operation of the Program, including but not limited to Operator's supervision or alleged inadequate supervision of students, Operator's interactions with parents, Operator's interactions with MPS employees, and claims raised by any chartering authority or regulator concerning Operator or the Program; (iii) without limitation, Operator's wrongful acts, errors, omissions, or negligence; and (iv) third-party claims of any kind asserted against MPS that are incidental to and would not have arisen but-for Operator's provision of the Program, including but not limited to claims related to violation of intellectual property rights. As soon as MPS becomes aware of a matter subject to indemnification under this section, MPS shall provide notice to Operator, and Operator shall promptly, and on an ongoing basis, advance attorney's fees and costs to MPS' legal counsel of choice until the final resolution of the underlying claim.

Insurance

Operator represents and warrants that it maintains that at all times while providing the Program that it shall maintain (i) commercial general liability insurance of not less than $2,000,000 per

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occurrence, covering liabilities arising from bodily injury, personal injury, and property damage, and which names MPS as an additional insured and includes a waiver of subrogation provision for the benefit of MPS; (ii) professional liability insurance of not less than $2,000,000 per occurrence, covering potential professional and operational liabilities associated with operating the Program, to the extent not encompassed in a general liability policy, including as a rider, or separate insurance policy, coverage for sexual misconduct and abuse, subject to the same limits of liability as the general liability policy.; (iii) with respect to an Operator that employs one or more employees, workers' compensation insurance at or greater than the minimum levels required by applicable law; (iv) to the extent the Operator operates vehicles owned or leased by the Operator, which are parked at MPS facilities and/or to the extent Operator transports students in vehicles owned or leased by the Operator (subject to MPS and parent approval on a request-by-request basis), Operator shall procure reasonable automobile insurance coverage. All required insurance must be purchased from companies with an A.M. Best Company financial strength rating of A minus or better and be authorized to transact the respective class of insurance in California. Operator shall provide proof of the foregoing insurance to MPS prior to providing the Program.

Publicity

Any of Operator's materials, webpages, social media posts, press releases, or other communications that use MPS' name or logo or the names or logos of MPS charter schools, or names or depicts MPS' students must be preapproved by MPS.   MPS reserves the right to reject any such proposed communication in its sole discretion.

Confidentiality

Access to personally identifiable information of students shall be only for the purpose of carrying out an agreement subject to this Policy. Operator will not disclose personally identifiable information of any student to any third party. Operator shall comply with all applicable student data privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g.)

Status

For the avoidance of doubt, Operator's relationship with MPS shall be that of a volunteer providing a public service to MPS' students. Operator is not an agent of MPS, nor in a legal partnership with MPS. Operator shall provide the Program according to the Operator's own means and methods of work. The Operator will provide all materials and supplies necessary to operate its Program. The Operator is free to offer similar services to other schools and to otherwise practice their trade or profession for other organizations without limitation.

Termination

    A.   Termination for Default. MPS or Operator (each a "Party") may terminate an agreement made pursuant to this Policy if the other Party materially fails to observe or perform any covenant, obligation, or provision, and the Party's material failure

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continues for a period of thirty (30) days after it receives a written notice of default from the other Party.

B.   Termination for Convenience. Either Party may terminate an agreement made pursuant to this Policy for convenience upon thirty (30) days prior written notice to the other party.

C.   Termination by Necessity. MPS may terminate an agreement made pursuant to the Policy immediately with 24 hours' notice due to a change in law or anticipated or actual adverse administrative or judicial proceeding that it expected to make it impractical, impossible, or undesirable for MPS to continue under such agreement, or in the event of a health and safety exigency or incident by the Operator that adversely impacts MPS' reputation in MPS' sole opinion.

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Agreement Between Magnolia Public Schools ("MPS") and ("Operator") Regarding Program Offerings Pursuant to MPS' Volunteer Enrichment Programs Policy

1. I am an authorized representative of the Operator and am proposing for Operator to provide the following voluntary program to MPS:

   [describe]

   (the "Program").

2. Operator has reviewed the attached Volunteer Enrichment Programs Policy (the "Policy") and agrees to comply with its terms and agrees that the Policy will govern the manner in which Operator provides its Program to MPS students and the contractual terms of the relationship between Operator and MPS with respect to the Program.

3. Operator affirms that it is offering its Program to MPS and its students without charge and that nothing of any value is due from MPS to Program in exchange for Operator operating the Program.

4. Operator affirms that **as a consequence** of offering its Program, none of Operators shareholders, officers, directors, or employees who are also directors, officers, or employees of MPS will receive any financial benefit or be impacted financially, or, Operator affirms that it has fully disclosed such financial benefit below:

   [describe]

5. Except as expressly set forth in the Policy and this agreement, there are no other terms, representations, warranties, or expectations, express or implied, governing the subject matter of this agreement and the Policy.

Executed by Operator this ___ day of ____, 20__ by:

   Signed: _____

   Name (Print):   _____

   Title: _____

Approved and agreed to by Magnolia Public Schools:

   Signed: _____

   Name (Print):   _____

   Title: _____

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Coversheet

Approval of MPS Homeless Policy

Section: IV. Action Items
Item: F. Approval of MPS Homeless Policy
Purpose: Vote
Submitted by:
Related Material: IV_F_MPS Students Experiencing Homelessness Education Policy.pdf

Agenda Item:	IV F: Action Item
Date:	May 9, 2024
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:	MPS Students Experiencing Homelessness Education Policy

Action Proposed:

I move that the Board approve the MPS Students Experiencing Homelessness Education Policy to be effective immediately.

Purpose:

The purpose of the policy is to ensure children, youth, and unaccompanied minors experiencing homelessness within Magnolia Public Schools (MPS) have equitable access to educational opportunities. The policy strives to remove barriers to their education by providing the necessary resources and support systems. These efforts are designed to help students achieve academic success, stability, and well-being, despite the challenges posed by their housing situations.

Additionally, the policy ensures MPS's compliance with federal mandates, such as the McKinney-Vento Homeless Assistance Act. This act requires educational agencies, such as MPS to meet the needs of students experiencing homelessness. It guarantees students' rights to immediate school enrollment, participation in school programs, and access to academic and support services. Collectively, these measures help decrease the opportunity gap, reduce educational disruptions, and promote stability.

Background:

This policy was initially established on August 8, 2013, and has since been revised on June 6, 2016, July 13, 2017, and July 23, 2020. Each update has strived to enhance the support and resources available to children and youth experiencing homelessness. The revisions ensure ongoing commitment to closing the equity gap and maintaining full compliance with federal and state guidelines. The proposed changes are designed to further reinforce this framework, providing support systems to better serve our students under the McKinney-Vento Homeless Assistance Act.

Analysis and Impact:

The revised policy continues to support MPS's commitment to meeting the educational needs of children and youth experiencing homelessness. Key enhancements include:

1. Immediate Enrollment and Equal Access: Immediate enrollment processes are emphasized, ensuring that students experiencing homelessness face no delays in accessing education and support services.

2. Support Services Expansion: Expanded support services now encompass health, mental health,

and housing assistance, coordinated by appointed Homeless Liaisons at each school, ensuring students receive holistic support.

3. Professional Development: The policy mandates professional learning opportunities for all staff, improving their ability to support children and youth experiencing homelessness through understanding student rights, sensitivity training, and practical strategies.

4. Enrollment Disputes: Updates to the policy streamline the process for resolving enrollment disputes, ensuring compliance with legal requirements and reducing potential conflicts or misunderstandings.

5. Graduation Requirements Flexibility: The policy provides clear guidelines for accommodating the unique challenges faced by homeless students in meeting graduation requirements, ensuring students are not unfairly penalized and have a clear path to graduation.

6. Budget Implications: The expanded services and professional development initiatives will require additional budget considerations. These investments are crucial for the enhanced support structure and are expected to positively impact student academic performance and well-being.

Budget Implications:

Budget implications will differ across MPS sites, reflecting the unique needs and circumstances at each location. However, it is essential for all schools to allocate resources strategically to enhance support for students experiencing homelessness which can include supplemental educational services and professional development.

In accordance with federal mandates, schools must allocate Title 1 funds specifically for supporting students experiencing homelessness. Funds can be utilized for professional development, purchasing school supplies, and implementation of targeted interventions to address unique challenges or barriers faced by students.

Exhibits:
- Magnolia Public Schools (MPS) Policy on the Education of Students Experiencing Homelessness

Student Policies   Policy on the Education of Students Experiencing Homelessness

MAGNOLIA PUBLIC SCHOOLS (MPS) POLICY ON THE EDUCATION OF STUDENTS EXPERIENCING HOMELESSNESS

I.   Introduction

The MPS Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

II.   Definitions

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youths who (42 USC 11434(a)):

1.   Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2.   Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3.   Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4.   Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered as a child or youth experiencing homelessness if they meet the above definition of "homeless." (clauses (1) through (3).)

Homeless status is collaboratively assessed with the involvement of the parent or guardian. For unaccompanied youth, the Homeless Liaison works closely with the youth to understand and assess their situation, ensuring that their needs and perspectives are considered.

III.   MPS Liaison

The **Principal** or designee of each MPS school site shall serve as the Liaison for unaccompanied youth and youth experiencing homelessness (42 USC 11432(g)(1)(J).)

The Homeless Liaison shall ensure that the following requirements are fulfilled by MPS (42 U.S.C. 11432(g)(6)):

1.   Homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2.   Homeless children and youth enroll in and have a full and equal opportunity to succeed at MPS.

3.   Homeless families and homeless children and youth receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs)

Student Policies – Policy on the Education of Students Experiencing Homelessness   Page 1 of 10
Adopted: 8/8/13   Amended: 6/6/16, 7/13/17, 7/23/20, 5/9/24

Student Policies   Policy on the Education of Students Experiencing Homelessness

under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by MPS, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Homeless families and homeless children and youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

5. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

6. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youth.

7. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

8. Parents/guardians of a homeless child and youth, and any unaccompanied youth are fully informed of all transportation services, as applicable.

9. MPS personnel providing services receive professional development and other support.

10. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

11. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the MPS Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

IV.   <u>Enrollment</u>

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Student Policies – Policy on the Education of Students Experiencing Homelessness   Page 2 of 10
Adopted: 8/8/13   Amended: 6/6/16, 7/13/17, 7/23/20, 5/9/24

Student Policies   Policy on the Education of Students Experiencing Homelessness

MPS shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

MPS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the MPS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1.   For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2.   For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[1] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to,

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[1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

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summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

V. Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

VI. Housing Questionnaire

MPS shall administer a housing questionnaire for the purpose of identifying homeless children and youth. MPS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. MPS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at MPS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at MPS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. MPS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

VII.   Comparable Services

Each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in MPS such as (42 U.S.C. § 11432(g)(4)):
- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

VIII.   Transportation

In the event that MPS provides transportation services to all MPS students, MPS shall provide comparable transportation services to each homeless child or youth attending MPS, as noted above. (42 U.S.C. § 11432(g)(4).)

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If MPS does not otherwise provide transportation services to all MPS students, MPS shall ensure that transportation is provided for students experiencing homelessness to and from MPS at the request of the parent/guardian (or Charter School Liaison), if MPS is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by MPS will be adequate and appropriate for the student's situation, but MPS does not commit to any one method of transportation for all youth.

MPS may work with other agencies to provide transportation services.

IX.   Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

X.   Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

XI.   Professional Development

All MPS administrators, teachers, and staff will undergo comprehensive professional development to enhance their understanding and skills in identifying, supporting, and advocating for students experiencing homelessness, as mandated by 42 U.S.C. § 11433(d)(3). The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

Training will include:

1. **Legal Framework**: Detailed education on the rights of homeless students under federal and state laws, focusing on the McKinney-Vento Act requirements.

2. **Identification and Support**: Strategies for identifying students experiencing homelessness and effectively connecting them to available services.

3. **Sensitivity Training**: Approaches to interact sensitively with homeless students, recognizing the unique challenges they face.

All personnel will be trained to refer any identified or suspected homeless students to the Charter School Liaison promptly to ensure immediate support and resource allocation.

XII.   High School Graduation Requirements

Children or youth experiencing homelessness who transfer to MPS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless MPS makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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To determine whether a student experiencing homelessness is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's ERH, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a student experiencing homelessness who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student

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for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5. Consult with the student and the student's ERH regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

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2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

   i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
   ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

XIII.   Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation

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requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

XIV.   Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a student experiencing homelessness.

The Charter School will provide a student experiencing homelessness credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

XV.   Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School in alignment with the law.

XVI.   Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of children and youths experiencing homelessness or the enrollment of children and youths experiencing homelessness at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records, other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. MPS' review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

XVII.   School Website Posting

MPS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for children and youths experiencing homelessness.

- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.

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- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

XVIII. <u>Complaints of Noncompliance</u>

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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