



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday August 8, 2024 at 6:00 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.

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=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

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

Student Board Member:

Naim Bayraktar

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. 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 - July 11, 2024	Approve Minutes		1 m
II. Information/Discussion Items			6:21 PM
A. Brown Act & Conflict of Interest Training	Discuss	YM&C	45 m
B. Update on Facilities Projects	Discuss	Patrick Ontiveros	15 m
III. Action Items			7:21 PM
A. Approval of Updated EL Master Plan	Vote	Katie Mann	7 m
B. Approval of Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support	Vote	Derya Hajmeirza	10 m
IV. Closing Items			7:38 PM
A. Adjourn Meeting			1 m

Coversheet

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

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

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday July 11, 2024 at 6:30 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

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

Directors Absent

D. Gonzalez, S. Dikbas

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 Jul 11, 2024 at 8:30 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

U. Yapanel made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

Roll Call

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

E. Public Comments

B. Olivares, Chief Impact Officer, introduced Senior Project Director, Fatima Cristerna Adame. She will be supporting the project work for grants and expansion as well as improving systems and structures for the organization.

F. Approval of Minutes from MPS Regular Board Meeting - June 17, 2024

U. Yapanel made a motion to approve the minutes from Regular Board Meeting on 06-17-24.

M. Muhammedov seconded the motion.

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

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Absent

Roll Call

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

II. 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 conference with legal for initiation of litigation 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. Conference with Legal Counsel – Initiation of Litigation Pursuant to § 54956.9(c): 2 cases

This item was discussed in Closed Session.

D. Report Out of Closed Session

M. Muhammedov announced in Open Session at 9:55pm that the Board discussed both items and no actions were taken.

III. Information/Discussion Items

A. Update on the Non-Programmatic Trip to Costa Rica

E. Acar, Deputy Superintendent, reported on the update to the conclusion of the non-programmatic trip to Costa Rica. Twenty-eight (28) students participated. He recognized the effort from staff to finalize the logistics before the trip to ensure it went smoothly. A. Kaplan, Principal at MSA-5 was one of the chaperones that went on the trip and shared some of the activities in the itinerary that the students did which included community service, museum exploration and immerse in nature. He added that this tied in greatly

with global citizenship. A video was shared that highlighted student testimonials and their activities.

B. Facilities Project Updates

K. Jimenez, Assistant Project Manager, reported on updates from various ongoing facilities projects which included updates for MSA-5, MSA-1, MSA-7, MSA-2, and MSA-Santa Ana. Board Members questions were addressed by staff. It was reported that certain updates will come to the Board at the next facilities projects updates.

C. MPS College Acceptances Data Presentation

E. Acar, Deputy Superintendent, reported that MPS diligently works to ensure students are college ready and students are provided support during the college application submission and acceptances season. F. Ganda, College & Career Readiness Program Coordinator, presented data on acceptances to post secondary education. She provided a breakdown on University of California (UC), California State (CSU), private, and out of state acceptances. She also provided information of acceptances and commitments. She reported that Magnolia students are 20% more likely to enroll in college than students from similar schools in the U.S. She also reported that female Magnolia alumni are 54% more likely to graduate from a STEM field than their non-Magnolia peers. She reported on next steps in the College & Career Program. Board Members questions were addressed by staff.

IV. Consent Items

A. Approval of the MPS 2024-25 Student/Parent Handbook

Since the consent items are yearly standard approvals the Board moved to approve the Consent Items agenda which included IVA, IVB and IVC.

M. Muhammedov made a motion to approve the MPS 2024-25 Student/Parent Handbook.

U. Yapanel seconded the motion.

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

Roll Call

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

B. Approval of MPS Board Committee Calendar

M. Muhammedov made a motion to approve the 2024-25 MPS Board Committee Calendar.

U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of ASES Memorandum of Agreement with YMCA and San Diego County Office of Education

M. Muhammedov made a motion to grant approval to Mr. Alfredo Rubalcava, CEO and Superintendent of Magnolia Public Schools to sign the Memorandum of Agreement for Magnolia Science Academy-San Diego Afterschool ASES Program with YMCA of San Diego County and with San Diego County Office of Education.

U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Action Items

A. Approval of MPS 2024-25 Student Board Member

M. Muhammedov, Board Chair, reported that Naim Bayruktar from MSA-Santa Ana was selected as the Student Board Member for the 2024-25 year. He reported that on June 17th the Board heard four (4) student finalists from MSA-2, MSA-3, MSA-5 and MSA-Santa Ana. He stated that the students were selected by their peers to be the finalists for their school. He also thanked all the students who were nominated for their courage and pursuit of the opportunity. Other Board Members shared their sentiments and thanked all the students.

U. Yapanel made a motion to approve Naim Bayraktar as the Student Board Member for the upcoming school year. The terms of service will begin July 12, 2024 and end of June 30, 2025.

S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gonzalez Absent

Roll Call

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

B. Approval of Preferred Vendor Contracts for the Expansion & Replication of Magnolia Public Schools

B. Olandes, Director of Advancement, presented the recommendation of the following preferred vendors which will assist with the growth and expansion plans into Orange County. He reported that MPS has been in a continued partnership with Charter Charter School Growth Fund and recommended certain vendors that will assist MPS on the operations for the growth work. He stated that they have done the due diligence process for these vendors.

U. Yapanel made a motion to approve the partnership with the listed vendors for the expansion and replication of Magnolia Public Schools. These vendors include: Afton Partners, Attuned Education Partners, (in)field Leadership, Kitamba, and Mariposa Consulting Group.

M. Muhammedov seconded the motion.

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

Roll Call

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

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

F. Del Carpio, Chief People Officer, asked the Board to approve the revised pay raise scale to include the addition of a guidance counselor position with 5 points in light of the federal CSP award that was awarded to MPS and incorporated into the budget. Board Members questions were addressed by staff. She reported that college counselor and guidance counselor are very similar roles and part of their overhaul of the pay structure they will look at all the job titles to see if there is an opportunity to streamline the titles and this will be one to explore further. A public comment was made to which E. Acar, Deputy Superintendent addressed.

M. Muhammedov made a motion to approve the revised 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.

U. Yapanel seconded the motion.

S. Covarrubias, was absent during the roll call vote. Her vote was collected when they returned.

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

Roll Call

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

D. Approval of Creation and Elimination of Positions for Magnolia Science Academy-San Diego for the Improvement of School Operations

F. Del Carpio, Chief People Officer, reported that with the various transitions occurring, one is the introduction of Megan Craig as the new Principal for MSA-San Diego. In light of the transitions, and in collaboration with school leadership and Home Office, staff had identified changes to the organizational structure to better align with the funding and continued focus to enhance support for students and educational partners. She reported that the new structure would include a Principal, Dean of Students, Dean of Academics, Family Success Coordinator, and Guidance Counselor. The previous structure contained an Assistant Principal role. M. Craig reported that with the addition of the Family Success Coordinator and the Guidance Counselor that would relieve the duties she had done in the Assistant Principal role. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve board resolution #20240711-01 for creation and elimination of position(s) for MSA-San Diego to improve the school operations effective 2024-25 school year.

M. Muhammedov seconded the motion.

S. Covarrubias, was absent during the roll call vote. Her vote was collected when they returned.

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

Roll Call

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

E. Approval of Board Resolution for Creation of Position for Magnolia Science Academy-8 for the Improvement of Academic Support

F. Del Carpio, Chief People Officer, reported that through collaborative conversations between school site leaders and Home Office they have identified introducing a Dean of

Academics which would provide greater emphasis on the role with more direct access and support for students and teachers. She stated that in light on the decline of math and english scores, Home Office and the school had conversations on how to provide more support and intervene with a greater focus on academics and improving test scores. Through the strategic oversight of the Dean of Academics, they would help to increase enrollment as families are seeking high performing schools in the community. S. Acar, Interim Principal at MSA-Bell & Chief Operations Officer, explained his oversight at the school and some changes implemented to their school operations to address the needs. Board Members questions were addressed by staff.

U. Yapanel made a motion to approve board resolution #20240711-02 for creation of position(s) for MSA 8 Bell due to improvement of academic support effective 2024-25 school year.

M. Muhammedov seconded the motion.

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

Roll Call

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

F. Approval of College Counselor Position at Magnolia Science Academy-3

Z. Ocel, Principal at MSA-3, reported that there is a demand at their school for college counseling which would require a full time college counselor to adequately support the students with college applications, financial aid, and the area of dual enrollment. He reported that their part time college counselor will be going back to teaching and after seeing the demand from their students, the school would greatly benefit for a full time counselor. He reported that they have seen growth of students applying to college compared to previous years. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve Magnolia Science Academy-3 College Counselor as a full-time position for the 2024-2025 School Year.

U. Yapanel seconded the motion.

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

Roll Call

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

G.

Approval of Charter Renewals Board Resolutions for Magnolia Science Academies: MSA-1, MSA-2, and MSA-3

B. Olivares, Chief Impact Officer, reported that it is standard protocol to receive MPS Board review and approval to charter renewals before bringing it to the authorizers. She stated that renewals are every five (5) years. Board Members questions were addressed by staff.

S. Covarrubias made a motion to approve board resolutions #20240711-03, #20240711-04, and #20240711-05 that authorize the filing of the Charter Renewal Petitions with the Los Angeles County Office of Education for Magnolia Science Academy-1, Magnolia Science Academy-2, and Magnolia Science Academy-3, and give authority to the CEO & Superintendent to serve as the Lead Petitioner.

M. Muhammedov seconded the motion.

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

Roll Call

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

H. Approval of Memorandum of Understanding Agreement between Magnolia Science Academy-Orange County and the Orange County Department of Education

It was reported that the MOU is between Magnolia Educational & Research Foundation (MERF) and Orange County Department of Education. B. Olivares, Chief Impact Officer, reported that MSA-Orange County was approved by the Orange County Department of Education (OCDE). She stated that the MOU between MERF and OCDE will solidify proceeding with the partnership for Orange County growth and expansion.

M. Muhammedov made a motion to amend the motion and approve the MOU Agreement between Magnolia Educational & Research Foundation (MERF) and the Orange County Department of Education.

U. Yapanel seconded the motion.

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

Roll Call

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

I. Approval of CEO Contract Renewal & 2024-25 CEO Metrics

M. Muhammedov, Board Chair, reported "As to this item regarding approval of the CEO/Superintendent employment agreement, I am required by law to indicate, prior to any vote on the employment agreement, that the agreement provides the following: 1. A three (3) year term of employment; 2. A work schedule of a minimum of 246 days annually; 3. A base annual salary of \$271,500 for the 2024-2025 school year; 4. Paid Time Off to accrue at the rate of 10 days per year; 5. Vacation leave to accrue at the rate of 20 days per year; 6. Two (2) floating holidays per year. 7. \$21,815.40 towards annual health benefit premium; 8. \$ 50,000 towards basic life and basic AD&D life insurance; 9. \$21,716.40 toward long term disability insurance premium; 10. Reimbursement of up to \$1,000 for professional membership and dues; 11. \$49,836.72 towards employer contributions for the State Teachers' Retirement Program, subject to program and eligibility requirements; 12. And entitled to tuition reimbursement up to \$5,000 per year up to a maximum of 3 years pursuant to the Tuition Reimbursement Policy. I would also note that the annual salary is in keeping with the compensation comparability study the Board has received, reviewed, and adopted on June 17, 2024."

M. Muhammedov made a motion to approve the CEO & Superintendent contract effective retroactively to July 1, 2024. In addition, to approve the 2024-25 CEO Metrics.

S. Covarrubias seconded the motion.

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

Roll Call

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

VI. 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 11:20 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Update on Facilities Projects

Section: II. Information/Discussion Items
Item: B. Update on Facilities Projects
Purpose: Discuss
Submitted by:
Related Material: II_B_Update on Facilities Projects.pdf



Agenda Item:	II B: Information/Discussion Item
Date:	August 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors
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 received three minor comments.
- DSA Increment #1 DLR submitted a response back on Tuesday, 8/6.
- Increment #2 scheduled for September submission. Solar PVs now need to be incorporated into increment #2 according to DSA.
- OPSC responded to questions we had:
 - Design build project for solar – OPSC did not opine as to whether we can use design build for a solar project.
 - Demolition - We can proceed with current contract but the costs would not be eligible project cost under the award.
- Utilities timeline and costs were resolved.
- Value Engineering exercise is yielding savings. It’s an ongoing exercise.
- GSE is working to update the schedule and budget, to be expected by the next board meeting.
- MPS Staff completed all requirements to receive advanced site acquisition funds. Escrow is closed. CLI Capital loan was repaid and MERF now holds title.

MSA1:

- GYM Building

- Fire Sprinkler Inspection passed.
- Electrical, HVAC, Fire alarm Inspections are on Wednesday, 8/7. Did not pass electrical inspection because the scoreboard and speaker were not installed. Equipment will be delivered on Thursday, 8/8.
- Fire Life Safety Inspection is on Thursday, 8/8.
- Low Voltage Inspection is on Wednesday, 8/14.
- Final Inspection is on Monday, 8/16.



- Plumbing Inspection was on Tuesday, 8/6, corrections needed. The plumbing inspector wants to see the shower area filled with water. Tile to be removed, dam needs to be created and filled with water. Re-Inspection is scheduled on Friday, 8/9.
- Goal is to receive TCO as soon as possible.

- Bungalows

- All corrections from previous inspection were signed off except for the type of installation.
- Corrections were revised and sent over to the plan checker as an over-the-counter approval on Thursday, 8/8.
- Fire Department inspection, scheduled for Wednesday, 8/7, was cancelled and is being rescheduled.
- LADBS to issue the Temporary Occupancy. Upon receipt of Temporary Occupancy, we will ask for LACOE to inspect.

- Alley Closure

- Application was submitted Feb 02, 2024.
- Updated plan for limited vacation received and sent to Franco Architects for Fire Department required updates.
- Once completed, corrections will be resubmitted to the Fire Department for review.

MSA2 -16600 Vanowen

- Community Outreach to resume September.
- Conditional Use Permit is in process.
 - Berliner work authorization for the ongoing CUP efforts is being reviewed.
 - Project planners are meeting with Sr. Planning Staff on Thursday, 8/8 to discuss outstanding entitlement matters. Ready to make any revisions needed, detailed schedule to be provided by next week.
 - Department of Transportation has provided feedback and traffic engineer is addressing concerns.

MSA7/ MSA1 – 18120 Sherman Way

- Letter of Intent was signed 5/14.
- Lease Agreement is pending and meeting with all concerned parties is scheduled for Friday, 8/9.
- Due diligence is proceeding per below:
 - ALTA Survey, Asbestos and Lead Inspection, Phase I Reports, were received.
 - Phase I environmental assessment recommends further testing, including indoor vapor and soil testing.
 - Accepting Phase II proposals.
- ROM Budget from EPI is expected by end of this week.
- MPS Staff met with Pacific Charter School Development to accept the proposal to manage the project for \$375,000.

MSA SA - Digital Sign



- Pole sign updated design was approved by DSA.
- Installation will take approximately 2 weeks, starting with surveying the land, making marks, and verifying with Dig Alert on Wednesday, 8/7.

4. **Exhibits:**

MSA 1 GYM Project Photos Attached.



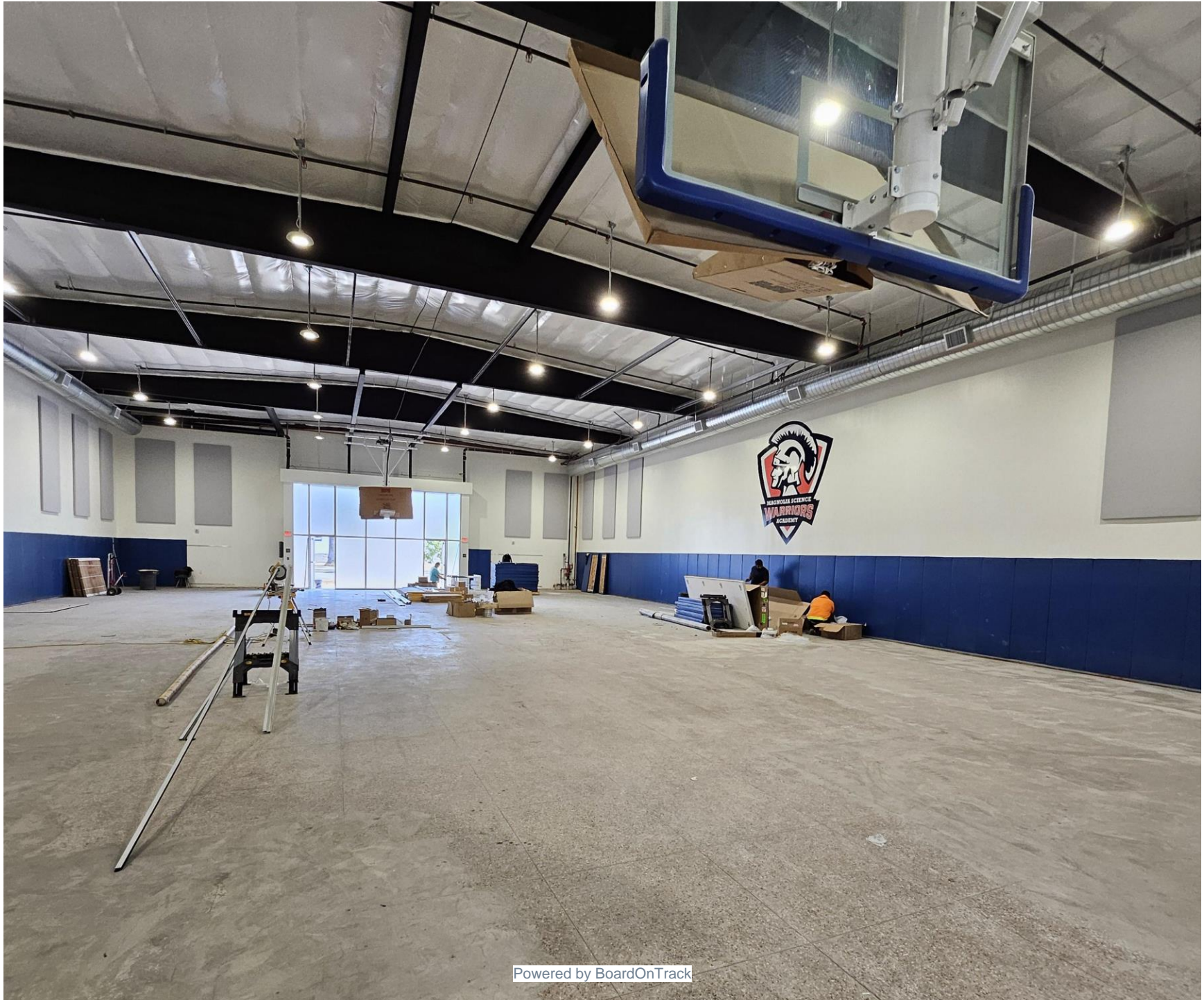
Exhibit A.

MSA 1 GYM Project – Photos Attached

(See Following Pages)















Coversheet

Approval of Updated EL Master Plan

Section: III. Action Items
Item: A. Approval of Updated EL Master Plan
Purpose: Vote
Submitted by:
Related Material: III_A_Updated EL Master Plan.pdf



Agenda Item:	III A: Action Item
Date:	August 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Katie Mann, Director of EL and ELA Programs
RE:	Approval of Updated EL Master Plan

Action Proposed:

I move that the Board approve the changes to the MPS English Learner Master Plan.

Purpose:

The MPS English Learner Master Plan is reviewed annually, and when significant changes are made, it is brought before the MPS Board of Directors for approval. The proposed revisions were made based on updated guidance from the California Department of Education, as well as feedback from EL Coordinators and school leaders.

Background:

Proposed revisions to the EL Master Plan include:

- Updated language regarding the administration of the Initial and Summative ELPAC assessment to students in grades Kindergarten through 12 only. Students in Transitional Kindergarten will not be assessed using the Initial or Summative ELPAC assessment, but will continue to receive EL program services and supports based on the results of the Home Language Survey.
- Clarification on the required score of 3 on the Summative Alternate ELPAC assessment to meet reclassification requirements.
- The addition of the Write Brain ELD program as an approved supplementary resource for Designated ELD at the Elementary level.

Impact:

These proposed revisions will ensure continued alignment with EL Program regulations set forth by the California Department of Education.

Budget Implications:

None



Exhibits:

- Proposed 2024-25 EL Master Plan

Magnolia Public Schools English Learner Master Plan

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

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

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

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

	<ul style="list-style-type: none"> ● <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i> ● <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i> ● <i>An LTE program should encourage full integration with other students and with the school.</i>
--	---

MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

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

A. Identification of English Learners

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

The HLS is made up of the following four questions:

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

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

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

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the Initial English Language Proficiency Assessment for California (Initial ELPAC). The Initial ELPAC is only approved for administration to students in grades Kindergarten through Twelve. If a student is enrolled in Transitional Kindergarten (TK), they will not be administered the Initial ELPAC until their Kindergarten year.

Parent rights regarding the HLS are as follows:

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

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

B. Assessment of English Learners

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

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

official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

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

Students enrolled in Transitional Kindergarten (TK) programs are not eligible to be assessed using the Initial ELPAC, and will therefore continue to be classified as "To Be Determined" during the TK school year. EL Services, including both integrated and designated English Language Development will be provided to these students until such a time as they become eligible for the Initial ELPAC assessment to determine a formal ELP classification and placement during their Kindergarten school year.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the Summative English Language Proficiency Assessments for California (Summative ELPAC). This ELP test will be administered during the Spring test administration window. Students who are assigned the Summative ELPAC must earn an overall score of four (4) in order to be considered eligible for Reclassification. Students who earn a score of three (3) or below on the Summative ELPAC will continue to be assessed annually. Students who are assigned the Summative Alternate ELPAC, as determined by the IEP team, must earn an overall score of three (3) in order to be considered eligible for Reclassification. Students who earn as score of two (2) or below on the Summative Alternate ELPAC will continue to be assessed annually.

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

A domain exemption may be used if an English learner has a disability that precludes assessment of the student in one or more domains of the English language proficiency assessment such that there are no appropriate accommodations for the affected domain(s). Prior to determining a domain exemption, all appropriate accommodations should be made and determined to have been insufficient for the student to overcome the processing deficit and make progress in a particular domain. Evidence for the domain exemption must be submitted to and approved by the MPS Director of EL Programs and/or the MPS Director of Special Education Programs. Once approved, the domain exemption(s) must be identified in the student's individualized educational program (IEP) or Section 504 plan. For a student to be assigned an Overall score, the student will need to be assessed in at least one domain for both the Oral and Written Language composites of the ELPAC.

If the student is determined to have the most significant cognitive disabilities (i.e. Intellectual Disabilities) and their primary language is other than English, then they should be assigned:

- the Initial Alternate ELPAC upon enrolling in a California school for the first time, or
- if they are already an English learner, the Summative Alternate ELPAC.

C. Parent Notification

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

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

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

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

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

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

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

D. Placement of English Learners - Structured English Immersion Program

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

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

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

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

Eligible Students	Program Description
All ELD Levels (1-4)	<ul style="list-style-type: none"> ● Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher’s aide. ● Primary curriculum used is the designated component of McGraw

	Hill's <i>Wonders</i> , used in conjunction with supplemental programs such as English 3D, Write Brain Books , DuoLingo and BrainPop ESL.
<i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i>	
All ELD Levels (1-4)	<ul style="list-style-type: none"> Depending on the school site's EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. This supplemental class does not replace the 30 minute minimum required for all levels.

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

<i>Middle School - Grades 6-8</i>	
<i>Eligible Students</i>	<i>Program Description</i>
ELD Levels 1-2 <i>ELs with "minimally" or "somewhat developed" proficiency in English</i>	<ul style="list-style-type: none"> EL students who are ELD Levels 1-2 receive one period of designated ELD. Depending on the school's EL population and resources, this period of designated ELD may be a full class period or it may take place during the school's shorter SSR/Study Skills period. This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. Teacher differentiates language instruction based on ELD levels and proficiency descriptors.

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

High School - Grades 9-12	
Eligible Students	Program Description
<p>ELD Levels 1-2 <i>ELs with “minimally” or “somewhat developed” proficiency in English</i></p>	<ul style="list-style-type: none"> EL students who are ELD Levels 1-2 receive one period of designated ELD during the school’s SSR period or Study Skills class. This ELD class will not interfere with a student’s A-G requirements. EL students will also receive designated ELD in their ELA classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit

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

Integrated English Language Development:

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

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

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

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

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

E. Distance Learning Supports for English Learners

In situations where Distance Learning is required (whether full-time or within a hybrid in-person model), all English Learners will continue to receive both Designated and Integrated ELD, as outlined above, and as explained in the MPS Distance Learning Guides and Protocols. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. EL level 1 and 2 students receive an additional Designated ELD course. These courses continue to be offered virtually during any distance learning. Additionally, all EL students have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours, email, Google Classroom, and virtual live class sessions. Teachers are provided with ongoing professional development to support meeting the needs of ELs during Distance Learning, including but not limited to: English Learner Support Strategies, Designated ELD, and Addressing the Needs of LTELs. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed.

F. Newcomers and Long Term English Learners

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

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

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

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

- (1) is enrolled in any of grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six years or more; and
- (3) has remained at the same English language proficiency level for two or more

consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
 (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year’s administration of the CAASPP-ELA.

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

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

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

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

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

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

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the We

- ek, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

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

G. Monitoring English Learner Progress

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

- Copy of the most recent ELPAC exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Copies of all Parent Notification Letters mailed home
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- Action plans and goals, as applicable

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

Schedule for progress monitoring:

<i>Bi-weekly</i>	<i>Monthly</i>	<i>Semesterly</i>
<ul style="list-style-type: none"> • Core teachers review current class grades and notify parents of ELs if their child is failing. 	<ul style="list-style-type: none"> • School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.), including progress monitoring for RFEP students.. 	<ul style="list-style-type: none"> • Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio.

Dually-Identified Students:

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SPED will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually

Identified student population of EL/SPED scholars will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the scholars' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents will be informed of this progress at least every six weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed. Furthermore, the IEP team will determine any accommodations, modifications, or domain exemptions for the Summative ELPAC assessment, or the use of the Alternative Summative ELPAC assessment. If a dually-identified student is determined to require the Alternative Summative ELPAC assessment, and his/her disability also necessitates an alternative Basic Skills Assessment to determine eligibility for reclassification, that will also be identified in the students' IEP or Section 504 plan.

H. Reclassification of English Learners

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

	Grades K-5	Grades 6-12																																																							
English Language Proficiency Assessment	Summative ELPAC: Overall score of 4 Summative Alternate ELPAC: Overall score of 3																																																								
Basic Skills Assessment	NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:																																																								
	<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>144</td> <td>154</td> <td>159</td> </tr> <tr> <td>Gr. 2</td> <td>160</td> <td>170</td> <td>175</td> </tr> <tr> <td>Gr. 3</td> <td>176</td> <td>184</td> <td>188</td> </tr> <tr> <td>Gr. 4</td> <td>188</td> <td>194</td> <td>197</td> </tr> <tr> <td>Gr. 5</td> <td>194</td> <td>200</td> <td>202</td> </tr> </tbody> </table>		Fall	Winter	Spring	Gr. 1	144	154	159	Gr. 2	160	170	175	Gr. 3	176	184	188	Gr. 4	188	194	197	Gr. 5	194	200	202	<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>197</td> <td>202</td> <td>204</td> </tr> <tr> <td>Gr. 7</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 8</td> <td>204</td> <td>207</td> <td>209</td> </tr> <tr> <td>Gr. 9</td> <td>207</td> <td>209</td> <td>211</td> </tr> <tr> <td>Gr. 10</td> <td>209</td> <td>210</td> <td>212</td> </tr> <tr> <td>Gr. 11</td> <td>211</td> <td>212</td> <td>213</td> </tr> <tr> <td>Gr. 12</td> <td>212</td> <td>213</td> <td>214</td> </tr> </tbody> </table>		Fall	Winter	Spring	Gr. 6	197	202	204	Gr. 7	200	204	206	Gr. 8	204	207	209	Gr. 9	207	209	211	Gr. 10	209	210	212	Gr. 11	211	212	213	Gr. 12	212	213
	Fall	Winter	Spring																																																						
Gr. 1	144	154	159																																																						
Gr. 2	160	170	175																																																						
Gr. 3	176	184	188																																																						
Gr. 4	188	194	197																																																						
Gr. 5	194	200	202																																																						
	Fall	Winter	Spring																																																						
Gr. 6	197	202	204																																																						
Gr. 7	200	204	206																																																						
Gr. 8	204	207	209																																																						
Gr. 9	207	209	211																																																						
Gr. 10	209	210	212																																																						
Gr. 11	211	212	213																																																						
Gr. 12	212	213	214																																																						

	~OR~	
	SBAC: ELA/Literacy score of 2 (Nearly Met) or above CAA: ELA/Literacy score of 2 (Nearly Met) or above	
	~OR~	
Teacher Evaluation	<p>Student achieves a passing grade (Level 2 or 70%) or above in both Reading and Writing. Applicable grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p> <p>For students in TK, applicable grades considered are Literacy grades indicating adequate grade level progress, along with a written recommendation from the classroom teacher. Applicable grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>	<p>Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.</p>
Parent Consultation	<p>Parent/Guardian will be informed of the student’s eligibility to Reclassify and the ongoing monitoring process that will continue for four (4) years. Notifications may be made via phone call, in-person or virtual/video meeting (i.e., Zoom), and/or parent letter. Parent/Guardian signatures will be collected to confirm that the consultation was held, and a copy will be placed in the students’ cumulative folder and EL Portfolio.</p> <p>The date on which the consultation was held will be the</p>	

	official date of reclassification used for the SELA report and CALPADS reporting.
--	---

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

I. Staff Qualifications and Professional Development Plan

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

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

MPS teachers will:

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

MPS ELD Teachers will do all of the above and:

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

MPS Site-Level EL Coordinators will:

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

The MPS Director of EL Programs will:

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

- Attend EL-related professional development and share resources with teachers and school leaders.

Although the Director of EL Programs primary duty will be to provide the supplemental services outlined above, the Director of EL Programs will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

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

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

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

site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.

- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

J. English Learner Advisory Committee

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

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

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

Purpose of the ELAC:

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

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

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

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

a system of proportional or regional representation.

Sample calendar for ELAC Meetings:

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

K. English Language Development Program Evaluation

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed annually by school leaders and ELD Coordinators. This is in addition to feedback provided by teachers and parents (ELAC). The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. Evaluation documents will be maintained in the ELC's Google Drive.

Proposed to the MPS Board on August 8, 2024

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

Coversheet

Approval of Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support

Section: III. Action Items
Item: B. Approval of Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support
Purpose: Vote
Submitted by:
Related Material:
III_B_Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support.pdf



Agenda Item:	III B: Action Item
Date:	August 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Derya Hajmeirza, Director of People and Performance Elizabeth Rizzuto, Principal of MSA-4
RE:	Approval of Board Resolution for Creation of Position for MSA-4 for the Improvement of Academic Support

Proposed Board Motion

I move that the Board approve the board resolution #20240808-01 for creation of position(s) for Magnolia Science Academy-4 due to improvement of academic support effective 2024-25 school year.

Introduction

After consultation with other Magnolia and home office leaders, we have determined the need for the addition of a middle school multi-subject teacher to our overall number of 8 teachers at MSA 4. Our board-approved projected enrollment for the 2024-2025 school year was 144 students. However, our enrollment trends have been positive, and we currently have 155 completed enrollments, with an additional 31 students in the pipeline working toward completion. This growth significantly impacts our middle school capacity. Due to this substantial growth in our middle school enrollment, our current Science and History teachers are unable to cover all the required courses for grades 6 through 12.

The purpose of adding a multi-subject teacher is to alleviate the strain on our existing staff, ensuring that all students receive quality education across all subjects, and teachers are not burned out with no prep time. A multi-subject teacher will provide the flexibility to cover our middle school history and science classes, enhancing our ability to offer a well-rounded curriculum. This is particularly important for middle school students who are at a critical stage in their educational development, where exposure to a broad range of subjects fosters intellectual curiosity, critical thinking, and academic growth.

Budget Implications:

This position was not initially budgeted for the 2024-2025 school year. However, this position may be supported with additional funds based on anticipated enrollment growth. The School’s 2024-25 Adopted Budget is based on 144 students. However, current estimates indicate the School expects to have 155+ students beginning this Fall 2024. If this enrollment growth materializes then the School should be able to afford the costs for the additional position. If the projected enrollment increase does not materialize, the School would need to utilize its existing reserves to pay for this expense and potentially project deficit spending for the 2024-25 school year.

Exhibits (attachments):

- Board Resolution #20240808-01
- MSA-4 Organizational Char
- Teacher Job Description

Resolution #20240808-01

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTION

**CREATION OF POSITION FOR
MSA-4 FOR THE IMPROVEMENT OF ACADEMIC SUPPORT**

WHEREAS, Magnolia Educational & Research Foundation (“MERF”) is a non-profit organization operating public charter schools in Southern California; and

WHEREAS, MERF is reconfiguring the structure of Magnolia Science Academy-4 (“MSA-4”) educational programs to provide the greatest targeted benefit to students with an emphasis on hands-on learning and support; and

WHEREAS, MERF has determined that adding a new Multi Subject Teacher is in the best interest of the school; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of MERF (the “Board”) that:

1. MSA 4 Venice will be staffed by one (1) principal, one (1) assistant principal and nine (9) teachers.
2. MSA-4 is adding a new Multi Subject Teacher due to the increasing enrollment.
3. These changes will become effective August 1, 2024. The CEO is hereby directed by the Board to take all actions necessary to effectuate this Resolution.

PASSED AND ADOPTED by the Board this 8th day of August, 2024, by the following vote:

AYES:

NOES:

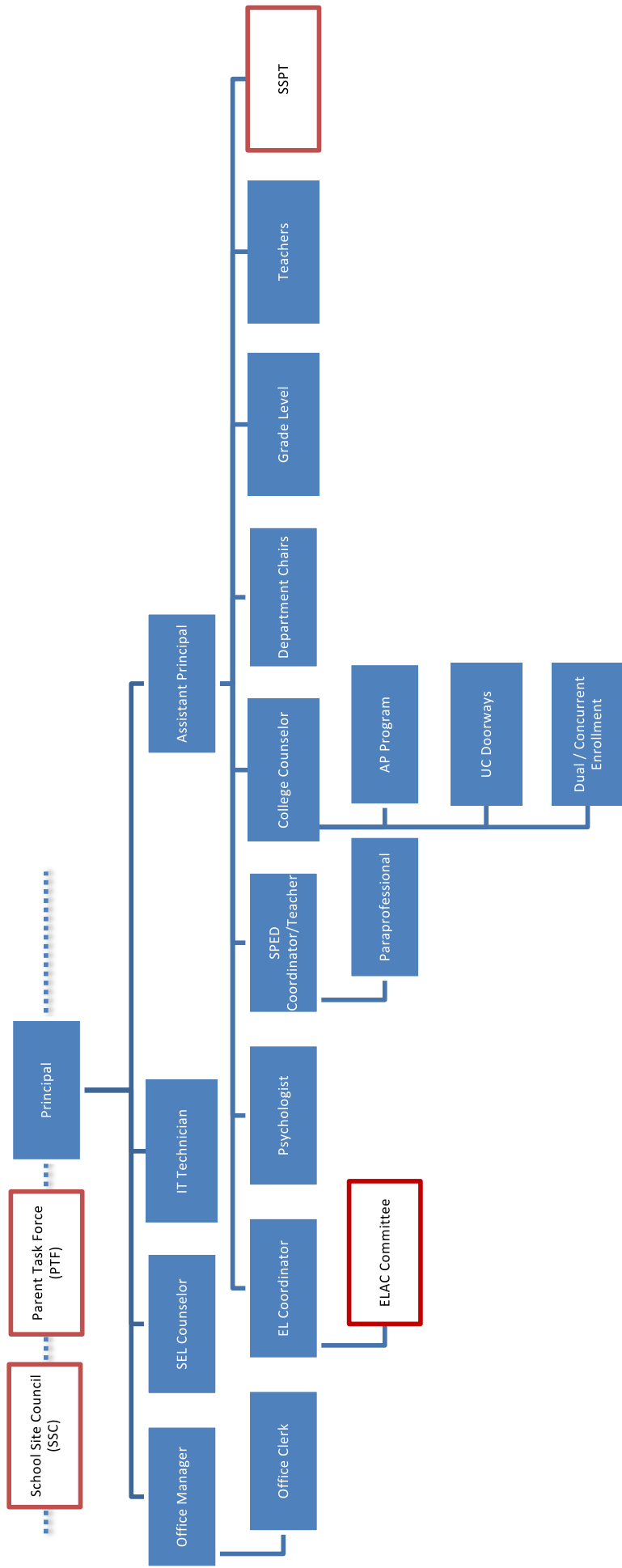
RECUSE:

ABSENT:

The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of the Resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of MERF.

Board Chair

MSA-4 ORGANIZATIONAL CHART UPDATED



TEACHER- JOB DESCRIPTION

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum.
- Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with the Special Education Department on fulfilling requirements of student's Individualized Education Programs (IEP)
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Incorporate the principles and ideas of the Portrait of a Graduate and Magnolia Public Schools Schoolwide Learner Outcomes (SLOs) in lessons to support student growth.
- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the student handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Other job-related duties and schedules will be assigned to the employee by his/her supervisor

Physical Demands and Work Environment

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Qualifications:

- Bachelor's degree
- Valid CA teaching credential
- United States work authorization
- Teaching experience (preferred)