

Agenda Item:	IV A: Information/Discussion Item
Date:	June 22, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	MPS Progress on Meeting Local Performance Indicators on the CA School Dashboard

1. **Action Proposed:**

N/A

2. **Purpose:**

As part of the Local Control Funding Formula (LCFF), school districts, county offices of education (COES), and charter schools (also referred to as local educational agencies or LEAs) are required to self-reflect on local indicators and report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted.

3. **Background:**

What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress

in local indicators can inform technical assistance provided through the Differentiated Assistance process.

Performance Standards

For each local indicator, the State Board of Education (SBE) adopted performance standards require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable.

Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

Local Indicator Self-Reflection Tools

The following are the prompts in the approved self-reflection tools.

- **Basic Services and Conditions (Priority 1)**

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information is all data elements that are currently required as part of the School Accountability Report Card (SARC).

- **Implementation of State Academic Standards (Priority 2)**

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

- **Parent and Family Engagement (Priority 3)**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

- **School Climate (Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–

5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

- **Access to a Broad Course of Study (Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

For more information on local indicators please refer to:

<https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

4. **Analysis:**

Self-reflection on progress towards meeting local indicators is part of the LCAP development timeline at MPS. MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

As part of the local indicators self-reflection and LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify 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 have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

The MPS Home Office has collaborated with the school leadership teams in ensuring that the self-reflection tools have been used in responding to the prompts for all five local indicators and that the schools have meaningfully engaged their educational partners in the reflection process. Accountability, academics, finance, HR, facilities, operations, outreach, and communications departments have all collaborated with the school leadership teams on measuring our progress towards meeting local indicators and reflecting on areas of strength and areas for growth.

The attached local indicator self-reflections have informed the development of our LCAP and are being presented to the Board for information and feedback purposes.

5. **Impact:**

The local indicators self-reflection and educational partners engagement processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We have shared the local indicators with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team has developed a successful, compliant local indicators self-reflection process to inform the LCAP document that

serves as a comprehensive strategic planning tool for the school.

Annually, as required by the Ed Code, this item will be on the same board agenda as the LCAP adoption in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators. The reports are attached for the review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. The deadline for submission to the CDE is typically around October.

6. Budget Implications:

N/A

7. Committee Recommendations:

N/A

8. Exhibits:

1. MPS Local Indicators – Fall 2023 (one for each Magnolia Science Academy)

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 609-0507

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards		2			
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on implementing standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level, and ELD instruction is aligned with the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs focusing on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and Math curricula. While the primary focus has been on the ELA/Literacy, Math, and ELD, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, festivals, and parent/teacher conferences to promote parental participation in programs. We use ParentSquare to communicate with students and parents, which has supported our improved communication with all educational partners. Staff greet students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Also, our team connects with families through in-person and virtual home visits. Home visits help us learn about students' outside interests, families, and home routines, and then use that information to connect in meaningful, individualized ways that can have considerable rewards in helping to create happier, healthier, and engaged students. The school uses home visits as an essential feature of its education program to improve student and school performance.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA's focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families after school and on Saturdays.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunities will include in-person and virtual home visits and having events for families during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college and feedback given to parents during parent conferences. We have also helped equip parents with the knowledge and tools to advocate for their students and school.

MSA-1's communication system, ParentSquare, keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemails. ParentSquare has also broken language barriers between staff and families through automatic translation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA-1's focus areas for improvement in building partnerships for student outcomes is to continue to build a bridge between the educational partner and school-site to collaboratively support the student's growth through multiple modalities (i.e., trainings, meetings, conferences).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-1 will improve engagement of underrepresented families in relation to building partnerships for student outcomes by providing more opportunities for these families to engage with the school-site. These opportunities will include workshops and meetings and home visits and parent classes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, Coffee with Admin, PAC meetings, and ELAC meetings. During these meetings, parents can review the school's LCAP and SARC reports and provide input for our administration team. The school also conducts an educational partner survey (families, students, staff) with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-1's focus area(s) for improvement in Seeking Input for Decision-Making is to get more educational partner involvement in the mentioned meetings and provide more opportunities for them to be involved.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-1's will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making by providing more opportunities for these families to engage with the school-site.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-1 annually conducts the Educational Partners Survey for grades 6-12. After the survey, the MSA-1 staff analyzes the survey results, such as participation rates and average approval rates for each topic and question on the survey. It documents our findings (e.g., greatest progress and needs, comparisons with the prior year, and CORE district results). Then the findings are shared with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and uses open-ended questions to understand students' perceptions further. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

For the 2022-2023 school year, 99% of the students took the survey. There was an average approval rating of 56% and an overall satisfaction rate of 60%.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school's master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, all students have access to a comprehensive course of study as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests. We provide CCSS-aligned ELA and Math intervention classes to all students who need additional support and designated and integrated ELD instruction to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, Math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

MSA-1 allows students to take Advanced Placement (AP) courses based on student needs and interests. We have offered AP courses AP English Lit, AP English Lang, AP Computer Science Principles, AP Biology, AP Spanish Lit, AP Spanish Lang, AP US Government, AP US History, AP World History, AP Studio Art 2D, AP Calculus A, and B. Additionally, MSA-1 provides students with chances to take Dual Enrollment Courses throughout the academic year. MSA-1 offered Astronomy 001, English 101, and Political Science 001 during the fall, Psychology 001, and Counseling 020 this spring semester.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-1 provides access to a college-preparatory, STEAM-focused broad course of study to all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-1 will continue to provide access to a college-preparatory, STEAM-focused comprehensive course of study for all our students. We will ensure that all our students graduate college and career ready.

To provide a more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, and SEL programs, as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded educational experience to our students.

Criteria: MSA-1 provides students with a broad array of courses, including core subjects and electives outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction which is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in ongoing professional development each year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. In addition to a focus on ELA/Literacy, math, and EL, MSA-2 also provides PD and supports our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

MSA2 also provided collaboration time during our Wednesday early dismissal days which align across the Magnolia Public School organization where Teachers on Special Assignment (TOSAs) are able to share best practices across all 10 schools in the organization. Further, MSA2 utilizes the support of the home office to support the achievement of progress implementing the academic standards by means of attending monthly principal meetings, as well as monthly dean of academic meetings where additional systems and training is provided across the organization which are integrated into the school site to support instruction and learning.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based upon the analysis of educational partner input and local data, MSA2 has experienced a significant amount of strengths and progress in building relationships between school staff and families during the 2022-23 academic year. This school year was particularly unique in that it involved continuing for the second year to reintegrate students, staff and families into the in-person school system following the distance learning and hybrid learning systems which took place during the previous school year due to the Covid-19 pandemic.

MSA2 regularly receives significant feedback from all stakeholder groups, including our Parent Advisory Committee (PAC) / Parents, our students, our staff, Parent Task Force (PTF) parents, our ELAC, and our SELPA. In particular the input from each of these stakeholder groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

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).

Specific data is collected each year from students, parents/families and staff from our annual educational partner survey conducted through Panorama Education. The below information reflects the specific results from the 2022-23 survey from these educational partner groups for MSA2:

Survey Participation Rates:

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

Overall Satisfaction Rates:

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Survey Findings:

Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Successes:

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. The family stakeholder group average for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The high response rate for families may be due to the increased opportunities for families to become involved in the academic outcomes of their children.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's favorable rating for families is 96%, which was down by 1 percent from the previous year. The results for families are higher than the MPS average for the educational partner group and demonstrates that MSA2 continues to experience success in this topic. The decrease across family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. The results for families are higher than the MPS average for this educational partner group and demonstrates that MSA2 continues to experience success in this topic. MSA2 has continued to respond to this area of importance during the 2022-23 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

The topic of Sense of Belonging (School Connectedness) for families during the 2022-23 school year showed a 98% favorable rating, which was down by 1 percent from the previous year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students, staff and families to lead more assemblies, celebrations, and social events which are led by students and staff members, as well as community events which include families.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's favorable rating for families is 96%, which was down by 1 percent from the previous year. Despite this decrease by 1 percent, the results for families are higher than the MPS average for the educational partner group and demonstrates that MSA2 continues to experience success in this topic. The decrease across family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2. MSA2 plans on taking proactive steps to help this area increase over the upcoming school year by creating additional opportunities for families to be included in the process of discussing aspects of school discipline, rules and norms, including through families involvement in the Parent Advisory Committee (PAC), ELAC, and Parent Task Force (PTF) where they are invited to provide input about these specific policies and practices.

The topic of Sense of Belonging (School Connectedness) for families during the 2022-23 school year showed a 98% favorable rating, which was down by 1 percent from the previous year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students, staff and families to lead more assemblies, celebrations, and social events which are led by students and staff members, as well as community events which include families. MSA2 plans on taking additional proactive steps to help this area increase over the upcoming school year by creating additional opportunities for families to be included in the process of being connected to the school community through more events, resource fairs, and other areas of priority for families. Further, MSA2 plans to increase this area during the upcoming school year by including through families involvement in the Parent Advisory Committee (PAC), ELAC, and Parent Task Force (PTF) where they are invited to provide input about these specific events and activities which the school holds each school year that have the ability to make families have an increased sense of belonging and connectedness to the school, including having sports games where families, staff and students can all play together, food celebrations, and more.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to improve upon these priority areas during the 2023-24 school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories in order to create the optimal opportunity for families to be involved and connected to the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2's communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. ParentSquare has also broken language barriers between staff and families through its automatic language translation and thus, facilitates communication across multiple linguistic and cultural backgrounds. Parents also have the ability to check student grades in the school information system, Infinite Campus, as well as stay updated about student attendance in order to remain informed about their child's progress in a variety of areas. Moreover, parents receive daily phone calls from office staff members to verify student absences and gather useful information about areas of support which students may need when they return to school.

MPS Board meetings are open to MSA2 parents to attend, as the campus is open to the public during all Board and committee meetings. Additionally, parents are able to serve as MPS Board members where they vote on decisions which impact the budgets, operations, and decisions of all ten schools in the MPS charter management organization. Currently, a former MSA2 parent serves as the only former parent educational partner on the MPS Board.

MSA2 has a Parent and Community Engagement (PACE) coordinator who facilitates parent training, including on topics related to social emotional learning and mental health support. Parents are also invited to attend workshops where English language courses are taught, and college readiness is presented. Parents also serve on the committee to review the School Safety Plan each year in addition to student and staff educational partners prior to submitting the updated plan to the Magnolia Public School (MPS) Board for approval.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

MSA2 will continue to focus on maintaining the current priorities of providing ongoing opportunities to participate, collaborate and reflect amongst all educational partners within the school community, including between students, families, and the school. In particular, the focus areas which will be priorities in the upcoming school year relate to continuing to improve upon the CTE pathways opportunities provided to students in middle school and high school, as well as to provide increase college courses to the high school community through community partnerships at LA Valley College, Pierce College and Mission College.

In addition, MSA2 will provide opportunities to begin taking advanced English pathways in middle school to support students in developing more technical skills for the students which can lead to increased success in college and advanced courses in high school. Further, MSA2 will continue to analyze data gathered from online resources including the NWEA MAP, myON, ALEKS, iXL, and other sources to support student growth in math, reading and writing.

Moreover, MSA2 will continue to utilize the MTSS systems to improve SEL supports for students, including by expanding educational programs provided to students through Zones of Regulation curriculum which continue to produce weekly videos which permit students to develop better SEL skills which can help them better access their academic program. Finally, MSA2 will continue with the PBIS partnership with LACOE and will continue to build the program in hopes of achieving a Gold metal status for the program in the upcoming year.

MSA2 also aims to improve outcomes academically for all student groups and across all demographics of students, including homeless / foster youth, EL students, students with disabilities, socioeconomically disadvantaged youth, and all racial / ethnic demographics of students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to building partnerships for student outcomes through a variety of methods, opportunities, and partnerships.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Council (PAC) meetings, Parent Task Force (PTF) meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide the optimal opportunity for families to be involved in the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA2 has a tremendous amount of strengths related to the school's methods for seeking input for decision-making. In particular, MSA2 has continued to hold Friday Coffee with the Principal weekly meetings with educational partners in which a tremendous amount of input is regularly collected. Further, MSA2 holds monthly Parent Advisory Committee (PAC), Parent Task Force (PTF), ELAC, and Title I meetings in which additional input is provided by committee members, including elected representative feedback across multiple educational partnership groups. Additionally, MSA2 continues to have a Parent and Community Engagement coordinator and a Community Schools Coordinator who both work with the families and community to gather feedback and improve opportunities to seek input for decision-making. MSA2 also continues to hold elections for student government representatives which include grade level representatives from middle school and high school, as well as executive officers for the full school and 12th grade. These student government members provide feedback related to the content which will be taught to students each week during the weekly PBIS videos which are created by the student government members and which integrate the Zones of Regulation curriculum. The staff also continue to vote for PBIS Ambassadors who serve as the leaders of each of the 4 houses in the school and lead activities as well as attend trainings and provide input about PBIS programs which the school will implement. Beyond this, staff continue to fill out surveys related to the additional committees and duties which they would like to be involved in during the upcoming school year which included providing feedback to the school operations. There are numerous strengths related to the opportunities to seek input for decision-making beyond the ones highlighted here, but these are some of the most significant ones currently at MSA2.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-2 holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings and ELAC meetings. During these meetings parents have the opportunity to review school goals, priorities and decisions being made which are included in the LCAP and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As was stated previously, MSA2 will continue to improve engagement of underrepresented families identified during the self-reflection process in relation to seeking input for decision-making through a variety of methods, opportunities, and partnerships. In particular, MSA2 will build upon the below existing systems, structures, programs and services related to this matter.

MSA-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways

that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings and ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all educational partner groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parents also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the 2022-23 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide optimal opportunities for families to be involved in the school community.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partner surveys, and we will make plans to expand upon the existing support and services provided in this area.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA2 annually conducts a Panorama survey for students, parents and staff. We analyze results and share findings with educational partners during LCAP information and feedback meetings and regular board meetings. We disaggregate results by grade and student group and also use open-ended questions to further understand educational partners' perceptions.

To help address previous survey concerns about bullying, MSA-2 launched a PBIS (Positive Behavioral Interventions and Supports) program several years ago in partnership with LACOE where students compete for positive recognition and team points for meeting behavior expectations. At the end of the first year implementing the PBIS house system, the house with the highest points went to Universal Studios as an incentive. For the second year, a parent and MPS Board member were brought on the PBIS team to support program implementation. Expectations are reinforced with weekly videos made by the student government and are shared with students.

This year, we continued to expand upon athletic facilities for our PE program to incorporate more days on co-location facilities. In addition, to support social-emotional needs, we continue with a full-time psychologist and counselor, and a part-time school social worker.

To support school safety, we continued to maintain large banners in front of the school to help block visibility. We continue to utilize the expanded school surveillance cameras inside classrooms which was installed in collaboration with LAUSD LACOE and the MPS Board.

Educational partners' 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 opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 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 students' own strengths and weaknesses.

Annually, we analyze survey results and share the results and findings with our educational partners during LCAP information and feedback meetings and regular board meetings.

In addition to the survey process to gather educational partners' feedback which can be used to improve school climate, MSA2 also receives invaluable feedback from parents during regular Coffee with the Principal meetings, Parent Task Force (PTF), Parent Advisory Committee (PAC), and ELAC meetings. Further, invaluable feedback is shared by students through the ASB Student Government which holds regular meetings to support school improvement across a variety of areas. Moreover, staff members provide insightful feedback through a variety of means, including during weekly staff meetings, as well as during grade level meetings, PBIS trainings, and MTSS meetings.

Specific data is collected each year from students, parents/families and staff from our annual educational partner survey conducted through Panorama Education. The below information reflects the specific results from the 2022-23 survey from these educational partner groups for MSA2:

Survey Participation Rates:

During the 2022-23 academic year, the participation rate of families increased by 13.0 % over the last year (from 86.3% to 99.3%), the staff participation rates maintained 100% over the past year and the participation rate of students increased by 0.8 %. MSA2 has reached their LCAP goals on all participation rates for the 22-23 school year. Along with PACE coordinator, our Community School Coordinator has helped us a lot to reach this goal. This is also the first year we have had both a PACE coordinator and Community Coordinator, so that led to the increased rate of 13% for family participation which was the largest participation rate we have had at MSA2 for families since 2019-20, the year before we started exclusively utilizing digital surveys for families. This year, we used our reward system and got PBIS involved and kids got kick board points which motivated them for the parent surveys. During the pandemic we started to use the digital version of these surveys for the parents and they got used to them and now they feel more comfortable using it.

Overall Satisfaction Rates:

The overall satisfaction rates for families during the 2022-23 academic year was maintained at 97%. This high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Overall satisfaction rates for students and staff decreased by 5% during the same period of time. While there is still room to grow we still maintain a high percentage of maintaining about 83% for students and at 93% for staff. This could be due to new staff and kids getting used to their new teachers while they had subs through most of the school year, related to the increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Survey Findings:

Over the 2022-23 academic year, students showed a decrease in average approval rating by 3% over the past year (from 73% to 70%). This decrease in student satisfaction rates this year may be impacted by the fact that during the last school year, students experienced feelings of approval at school to be around other peers and staff after previously spending the majority of their time at home on Zoom, and and after previously not being able to go to the school site. However, the satisfaction from the “honeymoon period” they experienced last school year has faded away and now they are experiencing a decreased feeling of approval. Also, the longer students have been away from distance learning where they may have been able to do other non-academic related activities at home without supervision during the Covid-19 pandemic’s distance learning program, the more they have experienced a decrease in student satisfaction rates during the current school year. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2022-23 academic year, families approval rates increased by 1% over the past year (rising from 97% last year to 98% this year). We maintained a high percentage of parent meetings and conferences both in-person and via Zoom, in person events, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, PAC meetings, Title I and ELAC meetings. One of the reasons for the increase in parent satisfaction rates during the current year may be related to the addition of the Community Schools Coordinator position during the 2022-23 academic year.

Over the 2022-23 academic year, staff increased in average approval rating by 2% over the past year (from 85% to 87%). Some of the reasons behind this change may be that during the previous school year, staff were negatively impacted by the change from being able to previously work remotely for nearly the entire year with the school day being shorter due to distance learning to needing to work entirely in person last year. Perhaps during the 2022-23 school year, staff have started to readapt to the process of working entirely in person and are simultaneously experiencing satisfaction from being around other people again, including other staff and students. Also, the need to focus on areas including classroom management last year was lower while students were on Zoom, since many negative behavioral issues which typically occurred in-person were not as easy to do for students. That being said, this year required teachers to return to a fully in-person school year as well as to return to a longer school day each day. These changes also require teachers to focus more on behavioral management techniques which last year they may not have needed to place as great of an emphasis on. These may be some of the reasons for the decrease in staff satisfaction rates this year, in addition to the other areas shared by staff members in their survey responses.

Successes:

One of the overall successes found during the 2022-23 academic year related to the overall satisfaction rates for families during the 2022-23 academic year which was maintained at 97%. As was stated previously, this high rate of satisfaction for families has been sustained by a combination of factors, including the addition of the Community Schools Coordinator this school year to lead events to engage families in the school. Also, despite the overall satisfaction rates for students and staff decreasing by 5% during the same period of time and there is still room to grow, we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

For the topic of Climate of Support for Academic Learning, families showed a 98% favorable rating during the 2022-23 academic year, which maintained its high percent from the previous year. Also, during the current academic year, MSA2's staff favorable rating is 96% for the same topic, which is up by 1 percent since the last academic year. MSA2's students favorable rating is 75% during the 2022-23 academic year which was a 5 percent decrease since the last academic year.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

For the topic of Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year, MSA2's staff favorable rating is 92% for the same topic, which is up by 15 percent since the last academic year. MSA2's favorable rating for students on the same topic is 66% during the current academic year. This was a 1 percent decrease since the last academic year. Finally, the same topic for families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year.

The high staff favorable rating of 92% for the Knowledge and Fairness of Discipline, Rules and Norms during the 2022-23 academic year as well as the 15 percent increase since the last academic year may be due to adding another discipline coordinator to support MSA2 as well as the new Kickboard system which helps with managing and tracking areas related to this measure. Despite the slight decrease across the staff and student educational partners stakeholder groups for the topic of Knowledge and Fairness of Discipline, Rules and Norms in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the "honeymoon phase" of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

For the topic of Safety, the rating from families during the 2022-23 school year showed a 98% favorable rating, which was up by 2 percent from the previous year, which is a tremendous area of strength. MSA2's favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2's staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic.

In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2’s students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2’s staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Identified Needs:

Despite the overall satisfaction rates for students and staff decreasing by 5% during the 2022-23 academic year, there is still room to grow, and we still consider maintaining the high percentage of 83% for students and 93% for staff a success despite the numerous challenges facing the school during the current school year including new staff and kids getting used to their new teachers while they had subs through most of the school year, increased physical and mental health issues which impacted our staff following the Covid-19 pandemic. MSA2 continues to offer improved access to high quality instructional programs as well as provide support to staff and families.

Despite the decreases across the student stakeholder group for the topic of Climate of Support for Academic Learning in the 2022-23 academic year, these results increased for staff and maintained a high rate for families. Furthermore, the staff and family stakeholder group averages for MSA2 are actually higher than the MPS average for the respective partner groups as well as equal to the MPS average for students, which demonstrates that MSA2 continues to experience success in this topic. The increase in this response for staff and families may be due to the increased level of professional development opportunities provided to staff related to academic instructional pedagogy, as well as increased opportunities for families to become involved in the academic outcomes of their children. The decrease across the student educational partner group in this topic during the current academic year is attributed to the increased challenges that MSA2 students faced in continuing to return to in-person learning following during the Covid-19 pandemic, including increased teacher absences during the 2022-23 academic year which were not preventable due to exposure to Covid-19, close contacts and symptoms during the Covid-19 pandemic as well as other increased mental and physical health issues facing MSA2 staff at an increased rate.

MSA2’s favorable rating for students for the topic of Knowledge and Fairness of Discipline, Rules and Norms is 66% during the current academic year. This was a 1 percent decrease since the last academic year. The same topic for

families during the current school year showed a 96% favorable rating, which was down by 1 percent from the previous year. Despite the slight decrease across the staff and student educational partners stakeholder groups in the 2022-23 academic year, the results for families are actually higher than the MPS average for the educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across student and family educational partners in this topic during the current academic year is attributed to the increased challenges that MSA2 continued to face in returning to in-person learning following during the Covid-19 pandemic. Also, despite the slight decrease for families in this area, the high rate of 96% for families indicates that this area is still considered a success for MSA2.

Also, this decrease in student rates this year for Knowledge and Fairness of Discipline, Rules and Norms may be impacted by the fact that during the last school year, students were willing to view discipline in a favorable light due to their excitement from being able to spend the majority of their time in school away from home and Zoom, and were more excited to go to the school site to be able to interact with their peers, but this year, students have acclimated to the norm and gotten over the “honeymoon phase” of returning back to in-person learning. During the current school year, MSA2 also continued to offer interventions and support including Saturday School, PBIS weekly house competitions, in-person counseling sessions, in-person support for college applications, after school tutoring and clubs, and support via online and in-person resources.

MSA2’s favorable rating for students for the same topic is 74% during the current academic year. This was a 2 percent decrease since the last academic year, which is considered a success for MSA2 in comparison to the other average rates in MPS. Finally, during the current academic year, MSA2’s staff favorable rating is 76% for the same topic, which remained constant from last academic year.

Despite the slight decreases across the student educational partner group for the topic of Safety in the 2022-23 academic year, the results for students and families are actually higher than the MPS average for these educational partner groups and demonstrates that MSA2 continues to experience success in this topic. The decrease across the student educational partners survey in this topic during the current academic year is also attributed to the increased challenges that students faced in continuing to return to in-person learning following during the Covid-19 pandemic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to school safety when they first returned from distance learning last year during the “honeymoon” period where some students may have been better able to exert self control related to safety due to their excitement to be able to interact with peers last year, and that excitement phase may have decreased back to the levels prior to students’ isolation from each other. In addition, students were not able to interact with other students during the distance learning from the isolation in their homes, so the adjustment which students needed to experience when returning to in-person has led to a second year of increased behavioral issues at school during the transition period. However, MSA2 has continued to respond to this challenge during the 2021-22 academic year by maintaining the new staff which were hired during the prior school year, including 1 additional SPED teacher, 3 additional SPED paraprofessionals, 3 additional administrative assistants in the students services department, 1 additional administrative assistant to support the academic department, and 1 additional full time security guard to provide additional supervision and support.

For the topic of Sense of Belonging (School Connectedness), MSA2’s students favorable rating is 62% during the 2022-23 academic year. This was a 3 percent decrease since the last academic year, which is equal with the average ratings across MPS for this stakeholder group for the same topic. In particular, during distance learning, students last year may not have dealt with the same degree of issues related to feeling a sense of belonging and school connectedness when they first returned from distance learning last year during the “honeymoon” period where some students may have felt an elevated sense of belonging related to their ability to be able to interact with peers last year, and that sense of belonging phase may have decreased back to the levels prior to students’ isolation from each other. The same topic for families during the current school year showed a 98% favorable rating, which was down by 1 percent from the previous year. Finally, during the current academic year, MSA2’s staff favorable rating is 80% for the same topic, which is a decrease by 12 percent since the last academic year. This is a tremendous success for MSA2 despite experiencing increased challenges during the current school year, including increased staff mental and physical health issues which impacted the staff attendance rate and led to decreased sense of belonging. In particular, MSA2 plans to help elevate these areas during the upcoming school year by increasing opportunities for students and staff to lead more assemblies, celebrations, and social events which are led by students and staff members.

Free Response - Strengths:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2022-23 academic year:

- Teachers (kind, care, motivate)
- Friends
- Small School (community, size, safe)
- Pizza (PBIS - House Competition)

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2022-23 academic year:

- Focus on student needs
- Quality education/Academics
- Small school/community
- Teachers/Staff

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2022-23- academic year:

- Small and family like environment
- Supportive staff and admin

Based upon the free responses to this question, the below strengths are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Staff and Admin, are friendly, dedicated, humble, and supportive
- Providing positive and friendly, caring environment for the students and staff
- CIF Sports, Before School Programs, College Classes, school activities
- Family oriented, involvement,
- The Unity and expectations of the school

Free Response - Areas of Growth:

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2022-23 academic year:

- WiFi (slow)
- Dress Code
- Food
- Disrespectful Students (mean, teachers do nothing, bullying)
- Restrooms (old, dirty)
- Teachers and Staff (unfair)

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2022-23 academic year:

- Facilities/Resources (lack of)
- Discipline
- Parking
- Lack of supervision

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2022-23 academic year:

- Facility; small space
- Schools rules are not strongly enforced which leads to violation; dress code not being followed properly

- Students are struggling due to inconsistency of staff attendance

Based upon the free responses to this question, the below areas of growth are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Small space, lack of access to necessary facilities to improve quality of sport
- Staff attendance
- Lack of availability of better food options
- Wi-fi issues
- Follow-up on having clear consequences for disruptive students

Suggestions from Stakeholders:

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2022-23 academic year:

- Teachers (respectful, understanding, nice)
- Food
- Wi-Fi
- Dress Code
- Student Behavior (detention, disrespect, bullying)
- AP Courses
- Sports/Clubs (gym)

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2022-23 academic year:

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2022-23 academic year:

- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects
- Staff members being present to demonstrate good work ethics

Based upon the free responses to this question, the below suggestions are visible as patterns across all educational partner groups, including students, families and staff for MSA2 during the 2022-23 academic year:

- Improvement to facilities/infrastructure
- Additional security/supervision
- More communication (parent involvement)
- Bigger campus; gym, computer labs, more restrooms
- More enforced rules for student discipline; more consequences
- Better communication of events/programs/sport. The school has so many amazing events that don't get the spotlight such as sports, music, classroom projects

Next Steps:

- Increase school-wide fun activities to build better relationships among students and keep them motivated.
- Work on getting better with communication between staff, students and families. (CSC Implementation Grant: Left Brain Institute Certification - LA Institute for Restorative Practices)

- Multiple action plans developed by the team will be shared with the teachers and parents; from the teachers and parents feedback, each of the action plans will be weighed based upon the benefits and drawbacks of each action plan proposal for the 2023-2024 scholastic year, before it begins.
- Work with IT to see if we could put more hotspots into the classrooms since we will be moving out of the campus soon.
- Expand sports programs to include increased number of competitions per season, as well as increased access to sports facilities to practice and compete
- Offer more advanced math/science classes, start implementing better opportunities for GATE students (honors Eng and better electives)
- More enforced rules for student discipline; more consequences, increase incentives for positive behavior
- By July 2024, MSA 2 will acquire a new facility. This will be accomplished through weekly meetings with facility team will continue to take place in order to search for a new location to purchase for MSA2
- Additional school spirit opportunities will be provided to students to continue improving school culture and climate (maybe student taskforce to create a monthly calendar?)
- Monthly stakeholder survey to rate the past month's activities
- Maintain or increase student satisfaction for 80 % of the months
- Continue to increase collaboration between teachers within science and math departments to increased kinesthetic and tactile experiments supporting student learning
- Survey students regarding the number of activities they have done in their math and science classes - experiment based and kinesthetic.
- Improved or at least maintained activity rates - monthly
- School Wellness Committee to provide PD to staff at least once per month to increase kinesthetic activities in the classroom
- Teachers share their kinesthetic activities done in the classroom - report once per month
- Continue to build a nurturing environment with friendly, dedicated approachable and supportive staff by having ongoing professional development related to SEL support of students
- Monthly PD to build capacity of staff - trauma sensitive practices, classroom management strategies, and SEL
- Survey students monthly related to how the students perceive teachers interactive with them in terms of positive affirmations and support, kindness, and patience. Increase or maintain rates (Panorama has check-in feature - check with Jason regarding this feature)
- Increase school-wide fun activities to build better relationships among students and keep them motivated by holding at least 1 school-wide fun activity per month.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA2 utilizes numerous locally selected measures and tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. The below proactive steps are taken by the school to ensure this is taking place:

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, and AP Computers. MSA2 also continues to enroll increased quantities of our students into dual enrollment college courses throughout their high school tenure as a manner of providing further advanced academic enrichment in partnership with Pierce College and Los Angeles Valley College.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test preparation in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 95.1% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using the locally selected measures and tools, MSA-2 takes numerous steps to ensure that all students have access to, and are enrolled in, a broad course of study. This is due to the below proactive steps which are taken by the school, mentioned again below, which also ensure that there is no difference across student groups in access to, and enrollment in, a broad course of study. In particular, this includes all unduplicated student groups, and individuals with exceptional needs.

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-2 does not have any specific barriers which prevent the school from providing access to a broad course of study for all students. This is due to the below proactive steps which are taken by the school, mentioned again below:

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2’s success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

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Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N.A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have a variety of events(Honor Roll Assembly, Back to School night, Orientation, Parent Teacher Conferences, Open Houses) and utilize our website and ParentSquare to ensure to communicate important updates, successes and any plans for improvement and change.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSA-3 has hired a PACE coordinator to better in touch with our families. Our focus areas of improvement is to establish a Parent Task Force. Parents will have more engagement via this task force.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-3 has homeless and foster youth liaison. This position allows our families to receive SEL (Social Emotional Learning) support. MSA-3 has Coffee with admin to get hear from our parents about the concerns they have, and this allows us to check our practices in regards to academics and school operation.

MSA-3 has several engagement opportunities for feedback and growth via social media accounts and school events to ensure our school community is cohesive and collaborative.

Our demographic is African American 36% and Latino populations 62%. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA-3 is 100% invested in making a mark of cohesion at all parts of our school's staff, families and students!

One area of improvement is Climate of Support. MSA-3 admin and staff will increase support of families through;

- 1) various modes like getting feedback surveys.
- 2) informing parents more of volunteer opportunities.
- 3) including data points for Academic and Behavior during parent meetings to better drive the school operations.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-3 is investing more to improve instructional strategies like collaborative learning, along with professional development on classroom management. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances. College Career Indicator turned to "green" with substantial A-G completion as well as SBAC proficiency.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We spend a lot of focus on home visits and getting our staff familiar with the student's families. Building a bond and a connection of trust is the most effective way to improve engagement.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

One area of improvement is Climate of Support for our students. MSA-3 admin and staff will increase support of families through;

- 1) Student Led academic engagement meeting academic challenges using UDL support model.,
- 2) providing continued SEL support by using our MTSS Model.
- 3) acknowledging and celebrating student success each quarter.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We engage with our staff via anonymous survey where we collect data and open ended questions in regards to academics, discipline, school culture.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Monthly, we have a meeting called PAC/Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-3 will continue to focus on well planned PAC and ELAC meetings to involve underrepresented groups. MSA-3 has adjusted Coffee with the Admin on a monthly basis to provide comprehensive data points for academics and behavior.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

There is a 3 % decline with student satisfaction rates and 1 % decline with staff satisfaction rates. We attribute this decline due to students' inability to interact positively after Covid-19 restrictions were removed. In addition, students are facing challenging emotions which causes them to get distracted from learning.

Family satisfaction rate remained same due to PACE (Parent and Community Engagement) coordinator and CSC (Community School Coordinator) getting in touch with families quite often via PAC (Parent Advisory Committee), PTF (Parent Task Force) and Coffee with admin meetings.

Both student and staff approval rate declined 3%

Students' sense of belongings (school connectedness) had a significant impact on this decline. There is a 7 point decline compared to last year. Students have had a little hard time adjusting to uniforms, no cell phone in the classroom policies.

Staff decline is due to safety concerns. There is a 12 points decline compared to last year. Student interactions after Covid-19 restrictions were not as respectful as expected.

Students:

A lot of students mentioned their "Friends" as what they like best about their school. It shows how students are connected to school.

We see that students mentioned the Teachers & Staff connection for caring and supportive school.

Students mentioned Activities (field trips) as a highlight. This year, we have had several STEAM related field trips like California Science Center, Catalina Island Marine Institute, Pali Institute outdoor events.

Some students mentioned Wednesday pizza as what they like about their school. We worked with the vendor to adjust what they offer for lunches as there was a concern about it the prior year. We will continue to work with the vendor to adjust what they provide for our students.

Families:

Our families mentioned Supportive teachers/Staff, Small campus/Class sizes, Communication, and travel opportunities for students. Parents made a big emphasis on staff connectedness with them. We will continue this trend with home visit

program, reach out campaigns after every three weeks for students who are failing.

Staff:

Staff mentioned Small class sizes and Relationship with staff; supportive admin, and the fact that everyone works hard for the students mental health and social emotional learning. Our class sizes vary from 15 to 32. In addition, MSA-3 has advanced Math classes which average around 15 students per class. Our 6th grade classes

Uniform/Dress Code- For this we include and plan more free dress days and tie it into actually wearing the uniform.

Food- The food is tied to our district wide vendor so we can meet and communicate effectively with them about food options and alternate plans within the budget.

Bullying (students rude, disrespectful, racial slurs)- Campus wide bullying campaigns as well as have an SEL curriculum.

Restrooms (dirty, closed during passing period, wait)- Hold the district personnel accountable for cleaning restrooms, campus clean up day, communication with Curtis about restroom issues.

Teachers & Staff (attitude, favoritism, math) - When issues arise address them immediately, staff training overall with language and communication.

Staff

Campus is dirty; the school doesn't have its own cleaning personnel- LAUSD handles the maintenance and cleaning due to Prop-39. MSA-3 hosted a campus cleaning day for campus beautification.

Student behavior disruption; no consequences and follow ups. Students are facing challenging issues after Covid-19 restrictions were removed and the lack of social interaction.

Lack of resources, systems for organization, and communication.

Families

Limited sports programs - MSA-3 opened one more CIF program (Girls basketball). However, MSA-3 admin needs to work on school spirit around sports programs.

Bathrooms/Restroom Policies - We will revisit the restroom policy to give a consistent approach to the restroom.

Campus cleanliness -filthy classrooms, bathroom- This same issue has been mentioned by staff as well. We will work with LAUSD to hold them more accountable.

Not enough security on campus- MSA-3 is closed campus and we secure the doors and gates in the morning. We will install security cameras to monitor properly.

Provide more SEL support by Bringing back Friday Fun, Conflict resolution, healthy relationships, respectful behavior) to decrease the unwanted behavior and channel our students to the positive behavior.

Work on improvement with clubs and organizations that represent students, Sports, Academic Clubs like Science Olympiad, Academic Decathlon)

We will work on the Bathroom policies to maintain cleanliness and accessibility.

Work with Home office and food vendor to offer better food options

Work with the Home office to find a private location to gain autonomy on safety and campus cleanliness.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student needs and interests. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Computer Science, AP English Lit, AP Statistics, AP Spanish, AP Environmental Science.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a graduation rate of 100% last year where 98% of our graduates completed courses that satisfy the UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts

programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level, and ELD instruction is aligned with the CA ELD standards and framework. ELs can access core and supplemental ELD instructional materials; teachers attend PDs focusing on ELD standards. Our teachers participate in at least 40 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common Core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-4 uses an annual survey to measure how we are meeting the needs of our families in this area. We also conduct home visits to reach out to our parents for real-time feedback. We have increased our home visit rate during the 2020-21 school year. Home visits have given us greater insight into how to support our students and what might be shaping their perspectives on learning.

MSA-4 has a Parent College program coordinator. Our Parent College program coordinator has served as an informational resource to parents concerning school programs, services, attendance issues, and other matters. With the implementation of the Parent College program, we provided information concerning related activities and encouraged parent participation in various school and community programs and services.

The Parent College coordinator has organized Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families.

Furthermore, we have improved our communication lines for our parents and families to keep in touch with our school. We effectively utilized ParentSquare and Remind application to inform our parents about our education programs.

Lastly, we have regularly held parent involvement activities such as Coffee with the Admin, Parent Advisory Committee (PAC)/Parent Task Force Meetings (PTF), ELAC meetings, Open Houses, Back to School Night, Parent/Teacher Conferences, and virtual parent information meetings to keep the parents informed about our school programs and receive feedback from them.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The MSA-4's focus areas for improvement in building relationships between school staff and families are having more parent involvement on the campus, more social events (i.e., cultural), and more workshops for the families after school and on Saturdays.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-4 will improve the engagement of underrepresented families to build relationships between staff and families by providing more opportunities for both groups to connect. These opportunities will include in-person and virtual home visits and family events during the instructional day, after school, and on Saturdays.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-4 offers Parent College to our families. This program is designed to support our families as they learn about college and career readiness pathways. This program also addresses advocacy and informs them of their rights.

MSA-4's Admin works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources through monthly PAC and PTF meetings. MSA 4's communication system Parent Square keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemail.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to our parents' feedback during the 2022-2023 school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to our parents' feedback.

MSA-4 will continue utilizing the MTSS systems to improve student SEL support. We will provide professional learning opportunities for our teachers and staff to address the social-emotional needs of our students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA-4 will continue to improve the engagement of underrepresented families identified during the self-reflection process with building partnerships for student outcomes through a variety of methods, opportunities, and partnerships.

MSA-4 will also continue improving the academic outcomes for all student groups and across all demographics of students, including homeless/foster youth, EL students, students with disabilities, socioeconomically disadvantaged youth, and all racial/ethnic demographics of students.

MSA-4 will also continue promoting our home visit program to understand our students' home environment better and provide individualized support to all of our students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
 1 - Exploration and Research Phase
 2 - Beginning Development
 3 - Initial Implementation
 4 - Full Implementation
 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-4 provides numerous opportunities for all stakeholders to participate in the decision-making process. Parents have active decision-making roles in the School Site Committee (SSC), the English Learners Advisory Committee (ELAC), and the PAC/Parent Task Force (PTF) meetings.

In addition, we utilize the annual CORE Districts survey. All our stakeholders can provide feedback on our educational practices by completing the survey in the spring. We analyze the survey results and share our findings with our stakeholders during the meeting for further discussion to determine strategies for improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-4's focus area for improvement in Seeking Input for Decision-making is to train our educational partners about the California School Accountability system for receiving more meaningful feedback to improve our educational practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-4 will continue implementing parent academy workshops to provide essential knowledge to the parents for advocating for their children's education.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-4 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our

findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to understand students' perceptions further. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

The Magnolia Science Academy 4 team observed full participation in our students and staff survey response rates from the 2022 and 2023 surveys, indicating maintaining a successful 100% participation rate in student staff categories. We improved family participation by a 4.2 increase to a full 100% percent in the Spring of 2023. These changes were contributed to our incredibly involved tactics to ensure our parents were responsive in this progress. Our team worked cohesively to ensure all parents were contacted and supported through the survey collection.

The Magnolia Science Academy 4 team observed declining student and family satisfaction rates. This decline consisted of a 4 points decrease in students and a 1-point decrease in families. However, the team also noted a point increase in staff satisfaction rate to reach 88 percent. These changes can be attributed to some student responses related to school lunches, bathroom cleanliness, and being a small school. From our family's perspective, they would like to see an increase in the courses offered to our student population. We attribute these factors as key components of these small changes. Our staff survey responses indicated that the MSA-4 team needs to improve student behavior management practices to minimize behavioral incidences and increase the respect teachers receive from the students. Additionally, the following are some of the overlapping responses from all educational partner categories that may lead to these declines in our satisfaction rates:

- Facility (all ed. partners)
- Food (students)
- Lack of respect towards teachers (students and staff)
- Bathrooms (students and staff)

The Magnolia Science Academy 4 team observed that our approval rates align closely with the MPS average. Some of these highlights include responses in which our students had to explain what they would suggest changing in our school, and many of them stated they would change nothing and like the environment as it is. Additional highlights from the free responses in all of our educational partners include:

- Communication (parents)
- Supportive, friendly, and welcoming staff (parents, staff, and students)
- The school environment allows one-on-one attention (parents and students)
- Highly recommended amongst their communities (parents)
- Safe school environment (parents)
- The welcoming office staff (parents and staff)
- Opportunities for students to grow (parents)
- Study Hour (students)
- Sports (students)
- Senior privileges (students)

The Magnolia Science Academy 4 team observed that some areas requiring significant improvement include facilities, pupil relationships with their peers and teachers, sense of belonging amongst all stakeholders, and school lunch. The responses and data gathered from our rating scale questions and free responses allowed us to group these growth areas into these four main categories. These four components highlight gaps that require close attention through a series of intervention strategies. Among these approaches, the MSA-4 team plans to do so by:

1. Check-In/Check-Out (CICO) is a behavioral intervention that provides students with immediate feedback and promotes positive behavior within a PBIS. This is done through verbal or formal check-ins through any of our staff members here at MSA-4
2. 2x10 Relationship Building Support students by spending two minutes per day (for 10 consecutive school days in a row) connecting with a student individually, setting the foundation for a supportive relationship, and offering support. This is done through our MSA-4 one-on-one student conversations, parent meetings, PAC meetings, community events, and more.

3. The Daily Behavior Report Card (DBRC) is a method used to document and give feedback to students on their behavior. DBRC includes clear target behaviors, the periodic judgment of the target behavior, a system of daily monitoring, and a communication component between school and home. This is done through what the MSA-4 team calls the pink/red slip, in which students are able to reflect on their academic and behavioral progress upon teacher comments and feedback.
4. Collaborative Activities strategy in which a student and an adult share the responsibility of completing the steps of an activity that typically gives rise to challenging behavior for the student. This was done through MSA-4's partnership with the +ME Project.
5. Behavior Specific Praise acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they engage in. The MSA-4 team continuously improves this aspect by purchasing and implementing the PBIS Kickboard software program.
6. Restorative Inquiry involves the use of active listening and specific questions to prompt introspective thinking when talking with a student (or a group of students) about a situation. The MSA-4 team uses this strategy to conduct student statements and information collection as well as reflection expectations.
7. Community walk fosters an assets-based understanding of the students in our school community and their unique identities and interests. This learning experience will build a sense of belonging and inform future collaboration between teachers, families, and students.
8. The MSA-4 team plans on improving facilities through constant communication without co-located schools to ensure student/staff are provided with all necessary items. The administration team will also improve on this area through daily facility checks before students are welcomed into the campus.
9. The MSA-4 team plans on improving in-school lunches by exploring the options for different company partnerships and student surveys on what foods they would like to see more of.
10. Lastly, the MSA-4 team will continue to improve the development of student-teacher relationships through school-wide activities and relay races that allow our teachers and students to work together in a setting that is not always academic.

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing and what areas are for improvement so we can continue to provide our students with the best quality education. MSA-4 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 students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators, which include the following four topics for students, families, and staff: 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 a separate survey, students are also asked questions about an 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.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-4 strives to offer a well-rounded education to our students. MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include English Language and Composition, Spanish Language and Culture, Statistics, and World History (Modern).

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-4 will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded educational experience to our students.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Ali Kaplan Principal	akaplan@magnoliapublicschools.org (818) 705-5676

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to English Learners (EL) s by proficiency level and ELD instruction is aligned to the CA ELD standards and MPS framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, Math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health/Sex Education, Physical Education, Visual and Performing Arts, and World Languages.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have observed how students cope with adjusting to a new location, transitioning from online to in-person learning, and adapting to changes in protocols. These observations prompted us to reassess our academic programs and extracurricular activities. As a result, we decided to incorporate Social-emotional learning into our school curriculum, aiming to nurture students' social and emotional skills. We have also introduced new teachers, leading to students adapting to unfamiliar classrooms and staff in a different setting.

The satisfaction of parents and staff was evident in the survey results, with an average rating of over 95% in most categories. This positive feedback has contributed to the growth of student enrollment through positive word-of-mouth. Parents and staff have expressed that the adults at our school treat each other with respect, and they believe that our school promotes inclusivity. We have made significant progress in the area of involving stakeholders in decision-making, as indicated by a substantial increase in this aspect. The entire staff, 100% of them, feel that our school provides a supportive and welcoming environment for them to work. They also believe that staff members are dedicated to assisting students academically whenever needed.

In terms of discipline, incidents of bullying have decreased, and fighting is no longer a significant issue. Furthermore, we have effectively addressed peer-related concerns such as racial disparities. Staff members feel that our school enforces rules fairly, and disciplinary matters are handled appropriately. A unanimous 100% of the staff believe that students are aware of the school rules and expectations. Students appreciate the enjoyable activities we organize during lunchtime, such as games, hot chocolate day, and numerous field trips. This fosters a perception that teachers genuinely care about and support students.

Additionally, our school consistently upholds health and safety guidelines and expectations, and parents acknowledge effective communication in this regard.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Regarding family surveys, the two major areas of concern safety and parking lot issues are MSA-5 has continued to implement new strategies to improve building relationships with its educational partners. Families have often commented on the area not being desirable, the lunch and nutrition areas have recently been moved to a covered tent area east of where they previously were located. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan into action will alleviate a lot of these concerns and create a more open platform for troubleshooting any new challenges. When folks feel safe and are already invested in the MSA community, our enrollment numbers will most likely increase.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In response to feedback from family surveys, MSA-5 has identified two significant areas of concern: safety and parking lot issues. To address these concerns, MSA-5 has been actively implementing new strategies to enhance its relationships with educational partners. Families have frequently expressed dissatisfaction with the current state of the area, noting that it is not desirable. As a step towards improvement, the lunch and nutrition areas have recently been relocated to a covered tent area situated east of their previous location.

The tentative plan for MSA-5 is to secure a new location by August 2024. By putting this plan into action, many of the concerns raised by families can be mitigated, and it will provide a more conducive environment for addressing any new challenges that may arise. When individuals feel safe and already have a sense of investment in the MSA community, it is likely that our enrollment numbers will increase.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The faculty highly regard the administrative team at MSA-5 for their support in both professional and personal matters. As a result, our main objective is to assist teachers in fostering a stronger culture of collaboration among colleagues and students. To achieve this, we have implemented the "train the trainer" model and shared "promising practices" through professional development (PD) series such as the "Adaptive School" and other instructional programs like GIMKIT, myON, NWEA, etc. These initiatives have contributed to establishing a close-knit community within the school.

Furthermore, the staff greatly appreciates the various outing activities organized for them, including a Thanksgiving potluck at Balboa Park, an end-of-year luncheon at a local restaurant, and staff bowling. These activities provide opportunities for staff members to bond and enjoy each other's company.

In addition, MSA-5 has implemented a home visit program, which can be conducted either in person or virtually through Zoom. After school hours, staff members visit students' homes or connect with parents/guardians online to discuss student progress, provide school updates, and listen to any questions or comments from parents. This program serves as a valuable means of engagement and communication between the school and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

There has been a collective desire from students, parents, and staff to secure a permanent location for our school, and efforts are currently underway to make this a reality. The uncertainty associated with sharing a campus has had an impact on the survey results and has posed challenges in building a strong school culture. The limitations of our facilities present obstacles in achieving our mission and fully embodying the essence of a true science academy.

It appears that there is a recurring pattern of student dissatisfaction with the dress code and uniform policy. To address this issue, we can work towards offering a wider variety of uniform options and providing clear explanations about the rationale behind the uniform policy. By doing so, we can improve student satisfaction and help them understand how the uniform policy contributes to a conducive learning environment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We have seen the positive impact of the newly hired Community School Coordinator and PACE coordinator. One area that requires improvement is increasing parent participation and providing workshops that are accessible for educational partners.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational partners have multiple avenues to contribute their input and participate in the decision-making process at MSA-5. Various platforms, such as weekly faculty meetings, Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Restorative Justice Committee, and Student Council, facilitate discussions and reviews on topics including school site changes and updates, school budget, restricted funds like Title and ESSER, student recruitment, the length of the instructional year, and school climate and culture-related events. These platforms ensure that educational partners have a voice in shaping and influencing important matters at MSA-5.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Improving parent attendance at school gatherings and establishing more community events outside the school premises are key areas that require attention and enhancement. Encouraging consistent participation from parents and organizing off-site events will foster stronger connections and engagement with the community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSA-5 employs a dual approach, utilizing both printed notifications and electronic communication methods, to effectively reach out to underrepresented families. Additionally, in order to ensure that important notifications and announcements are relayed to their parents, students from these families are provided with PBIS incentives. The PACE coordinator plays a vital role in assisting parents in setting up their parent portal accounts, enabling them to receive school-related news and notifications in their preferred language.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-5 administers the CORE Districts survey annually to students in grades 6-12. The survey results, including participation rates and average approval rates for each topic and question, are carefully analyzed. These findings, along with comparisons to previous years and CORE district results, are documented and shared with educational partners during LCAP information and feedback meetings, as well as regular board meetings. MSA-5 ensures that the survey results are disaggregated by grade and student group and also incorporates open-ended questions to gain further insight into students' perceptions. The school is committed to improving students' perceptions of school safety and connectedness.

In the 2022-23 academic year, 100% of our students participated in the survey. The average satisfaction rate 81% (no change since last year). Among these topics, the highest approval rating of 74% was for the Climate of Support for Academic Learning, while the lowest rating of 55% was for Sense of Belonging/School Connectedness. There has been a decline in approval rates for each category, with Sense of Belonging experiencing the most significant decrease. The school's relocation to a new campus may have contributed to this decline, as we work to establish our presence in the new location. Knowledge and Fairness of Discipline, Rules, and Norms is another area where improvement is needed, as the average approval rating stands at 69% compared to previous years. The parent satisfaction rate stands at 96%. The approval rates seemed similar to last year's, well-above 90% in each category, having 2% increase in safety due to adding more supervision outside and inside the building. Our co-locating school also hired additional personnel to monitor the traffic and effectively collaborate with MSA-5 to conduct safety and security measures harmoniously. Lastly, our staff overall satisfaction rate slightly decreased though we still met our target of over 80%. Our staff has struggled moving from our previous location to now being co-located with our sister school MSA1. They have also voiced their frustration about the bungalows and room situations. This can be a contribution as to why we may have declined slightly in our overall satisfaction.

Several statements within the survey shifted from "strongly agreeing" to "agreeing," which also impacted our overall score. The change in location from Reseda HS to MSA-1 and the adjustment of grading policies due to the pandemic's impact on closing the achievement gap could be contributing factors. Additionally, staff members are concerned about the school's future location and whether obtaining our own site is a realistic possibility.

Moving forward, MSA-5 will continue to strive for high participation rates in the survey and implement effective strategies that have previously improved survey data among students. The school will collaborate with students, families, and staff to address areas where the survey data was not as strong compared to other topics, to enhance the overall school experience.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-5 designs its master schedule in order to meet the needs of its students ensuring all academic content areas are available to all students, including subgroups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services is dependent on student need and interest. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has access to a computer in class in order to utilize instructional software such as myON, StudySync, Khan Academy, GIMKIT, Gizmos, etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. This year's AP courses include AP Spanish Language and Culture, AP Environmental Science, and AP US Government. Moreover, high school students are assisted to enroll in dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, for example students in High School took a counseling class through LAVC Dual Enrollment program in Fall 2022. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Some of our newcomers are behind expected coursework, MSA-5 admin team designs their schedule accordingly in an effort to keep them on track to culminate or graduate. Due to the facility constraints, offering more elective courses is a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-5 will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and are career-ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, digital citizenships, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded educational experience to our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	.0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, and Physical Education.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Magnolia Science Academy 6 has been focused on building relationships between the school, it's staff, and their families. This year, we were able to conduct many meetings throughout the year in order to make sure that we have opportunities for our parents to be involved with our staff and our school.

On a monthly basis, the principal will host a SSC/Coffee with the Principal meeting with students and with parents in order to keep our families up to date with the latest news about our school. Due to the pandemic, most of our meetings are still mostly online, with the option to come in-person. Through these options, we still have all of our parents zooming rather than being in-person. We believe that this is the convenient option for our parents and it has yielded high participation rates throughout the year. We had one in-person ptf/pac meeting, with no online option, and it was a success, with nearly a third of our parents coming for this meeting.

Lastly, we have had other opportunities for our families to be connected with our school through our ELAC meetings, which is held 4 times per year, and through our Parent College Program, which was held 5 times this year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although there are many ways to communicate with the school; including Coffee with the Principal, PAC meetings, ELAC meetings, and the Parent College Program, we would still like to have other opportunities to Build Relationships with our Families. We are currently brainstorming other ways that we can get families to become a part of our Magnolia family by thinking of ideas like; Bingo night, Family movie night, and any other event that might interest our families to come to our school and to meet the school team. This year we hosted one all in-person meeting with no zoom option and we were able to get about 1/3rd of our families to come in-person. We had a book

that the parents were given in order to give to their students, the 7 Habits of Highly Successful Teens. The parents seemed to have a good time and it was a good time to connect with them.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been having increased positive relationships, particularly since we have had PBIS trainings that were offered by Los Angeles County of Education in the years past.

Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our /Parent Task Force (PTF), English Language Advisory Committee (ELAC), our Parent Advisory Committee (PAC) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like; our fashion boutique, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Magnolia Science Academy 6 will do it's best to help improve all families, including engagement from underrepresented families, by making sure that we do our Home Visit, which is a staple of all Magnolia Science Academy schools. This year, our target was to hit 25% of our students. We were able to hit that target by the middle of the second semester. With that in mind, we want to be strategic about who we do Home Visits for. We would like to make sure that we are targeting students who are in need of a Home Visit or underrepresented families who may benefit from a Home Visit as well.

This year, we will have a Community Schools Coordinator (CSC), who has gathered resources from all of our partners, to share with our parents during our Coffee with the Principal Meetings. We will be continuing with this CSC position in order for us to find and provide more resources for our community. In addition, we will also have another teacher who will be the Family and Outreach coordinator in order to assist and take lead with meeting families in our community and outside our community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: LACOE Admin program, Conditioning and Strengthening for Physical Education, and teaching credentialing degrees. As a result of these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps parents become more familiar with the education sector. The topics that are included in this program are; Common Core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders. Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 23 families. This is where we are able to go over to families' homes, chat with them, and bond with them to help increase the sense of belonging at our school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Magnolia Science Academy 6 looks at its own data and does an analysis of its data to make sure that we are familiar with our overall data and our detailed data as well. Aside from the overall score, we look at the data from an ethnic standpoint, and from a special programs standpoint. One of the areas that we want to improve on will be to increase our scores for the special programs group; English language learners and our Students with Disabilities group. The students in these two groups have not shown significant improvement from last year's MAP results (Measures of Academic Progress) and we would like to make sure we have improvement and a focus on these two groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. I am hoping that with these two positions filled at the beginning of the school year, we will be able to connect with families more than ever before. This will then help strengthen our partnership with the families and which we hope will help with our academics. The PACE coordinator and the Family and Community will help us be able to bring in more families to our afterschool

programs, to our Saturday school programs, and to our online tutoring service, Tutorme. This year, we have also partnered with Think Together, who is an after-school program until 6 pm. We hope that with the added academic support we can see growth from all of our students who are involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Through Magnolia Science Academy 6's meetings; (PTF, Coffee with the Principal, SSC, ELAC...etc.) with our educational partners, any important information that will affect their lives will be presented in a way so that our families can be informed, make comments, and/or ask questions about the decision making process. We encourage all of our parents to make sure that they are in attendance so that we can make a collaborative/joint decision on things that will affect our school. Some of the examples, of decisions that we have made, include our bus transportation pick up locations and times, our Title I fund expenditures, our ESSER 3 funding expenditures, and our 8th-grade fundraiser/graduation decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Magnolia Science Academy 6's is always looking for further improving our decision making process by gathering as much data as possible, analyzing that data, and then making an informed decision with that data. One of the newest ways that we are utilizing, to gather more data is to use surveys/polls from our Zoom meetings that is featured on our zoom call. In addition to the poll function, the private chat, that is also on zoom is another great way to have input from our parents. Google forms has been a helpful tool as well when looking for family suggestions/comments/questions. It gives families the time and place to do the google forms at their own convenience, which increases the participation from our families. Lastly, our parentsquare app, has helped us make

sure that we communicate with all of our families about the important decisions that we are making and to share the news with them. The parentsquare app also has features similar to Zoom and google forms, if needed.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Next year, we will have a PACE coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. We are hoping that with these two positions, we will be able to reach all families, especially underrepresented families, to help us with the decision making process. We are hoping that these two positions will help us with Home Visits, phone calls, zoom calls, emails...etc. to make contact with them to become more engaged and to be a part of our school. Through making these connections, we plan to have these underrepresented families come to important meetings where they can listen, learn, and make informed choices/comments/questions about any decision that the school would like to make.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-6 annually conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2022-23, 100% of our students participated in the survey.

Climate of Support for Academic Learning

85

80th - 99th

0

Knowledge and Fairness of Discipline, Rules and Norms

78

80th - 99th

+1

Safety

71

60th-79th

Sense of Belonging (School Connectedness)

67

60th-79th

+2

Analysis:

There was a slight decrease in the survey participation for parents. We had three parents that did not participate. One outright refused to do so, claiming she viewed the survey but did not like the available responses. The other two parents were not able to complete it due to difficulties in communication. All of the various attempts to engage the parent in to take the survey were not successful. Most of the parents responded via paper flyers sent home with individual codes and QR links to the survey. Personal phone calls home to walk parents through the process was also successful but very time consuming.

Next Steps:

SPED - find a SPED teacher who might be able to be more hands on with our students.

Enrollment - continuously working on establishing a presence in the neighborhood and reaching our maximum cup.

Sports programs at our school - reach out to different organizations that might be able to connect us with a league around our area. FIYA, <https://onfiya.org/>

Continue to do PD's like Kagan. (Momentum in teaching)

Fundraising workshop with PTF/PAC

Expanding workshops with the parents regarding parenting

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to EL students by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. EL students have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year in addition to the weekly two hours of staff collaboration and PD time built into the 2022-23 school year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts. Staff members are also trained on Social Emotional Learning (SEL) supports and Positive Behavior Interventions and Supports (PBIS) for students. This year we added Guided Math training and Trauma Informed Instruction training for all staff members.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

One strength that MSA-7 has in the area of building relationships between school staff and families is the fact that we hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator last year and a full time Community Schools Coordinator (CSC) this year. Having these additional people has allowed us to strengthen our community relationships and partnerships as well as our communication with families. Despite the challenges of the past few years and feeling disconnected in many ways, we were able to bridge gaps between families and staff this year due to the efforts of the PACE and CSC Coordinators and the number of meetings and opportunities we created for school to home connections. Another strength in this area and one we hope to continue to progress in is the number and quality of community partnerships and resources we have established over the past few years to help support our families and students.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The past couple of years have presented it's challenges when it comes to building relationships and school culture due to the COVID-19 restrictions and protocols. This year we were able to bring back many of the events and family activities we held in the past as well as add many new opportunities including parent workshop series. Our Home Visit rate dropped significantly last year but was increased from 8% to 25% of our families participating this school year. The 2022-23 school year allowed us to get back to building and sustaining relationships with our school staff and families more consistently. On the 2022-23 Educational Partner Surveys, our families maintained a 99% approval rating in the area of Sense of Belongingness, however, and our staff stayed the same at 83%.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

MSA-7 hired a full-time bilingual Parent and Community Engagement (PACE) Coordinator last year and a full time bilingual Community Schools Coordinator (CSC) this school year to increase our effectiveness in this area even more. These positions allow for our school and families to build relationships within our community as well as assist with parent meetings, school events, newsletters, community partnerships and resources, and the home visit program. MSA-7 has 8 PAC meetings and 8 PTF meetings per year, ELAC meetings (4 times per year) and monthly Coffee with the Admin meetings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. We have social media accounts on Facebook and Instagram, a monthly bilingual school newsletter and Parent Square as a school-wide means of communication to our families which is set up in their preferred language. Our annual gatherings with parents such as Parent Orientation, Back to School Night, Fall/Spring Parent teacher conferences, Open House/STEAM Expo, Fall Festival, Literacy Night and PTF organized Family Social nights help increase the school to home communication. It was great being able to hold these events and meetings in person again this year. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports, free medical and dental clinics, parent workshops, and more.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

To better support our parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings (SSPT), Academic Support Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. During these meetings, the students' individualized needs are discussed and improvement plans are prepared collaboratively. We have also strengthened our community partnerships during the past couple of years in an attempt to provide as many resources to our families as possible during this challenging time. This has included meals, baby supplies, school supplies, grocery and gas gift cards, mental health supports and more. We also prioritized funding this school year for staff PD in the areas of Culturally Responsive Teaching and Implicit Bias to

help further close any existing equity gaps and strengthen relationships. Another prioritized area to strengthen partnerships for student outcomes was prioritizing the addition of more Social Emotional Learning and Mental Health supports by increasing partnerships, adding an SEL music program and hiring a full time school psychologist.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes is a need to bring back the Parent Workshop programs we used to have pre-pandemic and even virtually during the 2020-21 school year. With so many other priorities this year, we did not offer any parent workshops for our families so that is a definite need and priority for the upcoming school year. Although we still held all parent meetings virtually including parent/teacher conferences, it was difficult to connect with families to speak with them about their children's learning, behavior and social emotional progress as effectively as when done so in person. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

One area of improvement for building partnerships for student outcomes with underrepresented families is a need to bring back the Parent Workshop programs focused on topics that are relevant to these groups. Another way is to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE Coordinator to develop these supports for next year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

One strength that MSA-7 has in seeking input for decision-making is the number of opportunities and platforms in which we offer to our educational partners to give us feedback. These include committee meetings, surveys, and more. We also provide follow up to these surveys and meetings to let partners know that we heard them and we acted. It's important that our families, staff and students feel represented so anytime we are able to act on a suggestion of theirs, we like to highlight it. Another strength is that our staff and administrative team is available and accessible to our families. They know we are here for them and their child and welcome the chance to speak with them. That was a comment we received repeatedly on this year's educational partner surveys, that the families appreciated how quickly staff responds to their needs, questions and suggestions and is aware of what is happening in the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

MSA-7 provides many opportunities for all educational partners to be a part of the decision making process. Parents have active decision making roles in the Parent Advisory Committee (PAC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. During these meetings, current and future programs are discussed with all partners, school-wide plans are reviewed, and we receive input on what our educational partners would like to see for the school. We value our partners and their feedback to strengthen our programs for the upcoming school year. In addition to the annual Panorama Educational Partner Surveys administered in the Spring, we also administer LCAP planning needs assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the Parent Advisory Committee (PAC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. To increase the efficiency and engagement of being part of these committees we implemented training sessions during the first of these committee meetings this school year. We do still struggle with attendance at many of these meetings and have tried several different day and time options to try and find which works best for our families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

One area of improvement for seeking input for decision-making with underrepresented families is a need to increase the translation supports we have for families who speak languages other than English and Spanish. We have also identified a need to build systems and programs to better connect with and support our Newcomer families. Our ELD Coordinator is working with our PACE and CSC Coordinators to continue to develop these supports. We would also like to build our culturally responsive programs so that all families feel represented in our school and more encouraged to participate in meetings, committees and events.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-7 annually conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and school connectedness.

In 2022-23, 97.9% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 73% on the four topics of the survey, with a rating of 74% on Topic 1 (Climate of Academic support) and a rating of 77% on Topic 2 (Knowledge and Fairness of Discipline), a rating of 66% on Topic 3 (Safety) and a rating of 74% on Topic 4 (Sense of Belonging), whereas 90% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

The changes in average approval rates from Spring 2022 to Spring 2023 were slightly down for two educational partner categories with a decrease of 4 points for students (77% to 73%), 3 points for staff (93% to 90%) but a 1 point increase for families (98% to 99%)

One highlight from the surveys was the parent satisfaction rating of "Overall, I am satisfied and would recommend this school to other students/parents/educators" was 100%. We also increased our percentage of satisfaction rates by 2% for both student (88% to 90%) and staff (90%-92%). Students stated the favorite thing about school is the staff members. Parents stated the school cares about the mental development of their child and they take the time to address the issues and find solutions. Staff stated how much they like the community of the school and the relationships between the staff and students, the hard work mindset of the staff, and the open minded learning, improving as a professional, and support between colleagues.

After analyzing all partner surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. These areas include: the PBIS Team developing plans to continue to improve upon systems and programs and be ready to train staff during summer inservice days; school administration continuing to work with Home Office team members to devise plans and solutions for facility issues; putting together a task force led by the school psychologist to review and select an SEL curriculum to be used school-wide beginning Fall 2023; school administration working with Home Office team members to review guidelines for teacher planning/prep time and schedules as well as systems for selecting additional duties, and school site surveying students and families to see which extracurricular programs and activities they would like to be provided and make plans to either have staff provide them or outsource to vendors.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, after school club forms, class rosters, student schedules and transcripts, 100% of our students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education). We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.) We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-7 will continue to provide access to a college and career week to develop and motivate students to be college and career ready. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness, health and physical education, diverse arts programs, sports programs, character education, and SEL programs, etc. In addition, we will continue to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded educational experience for our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	NA	N/A
Total Teacher Misassignments	NA	N/A
Vacant Teacher Positions	NA	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

1. Common Core ELA/Literacy, math
2. Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
3. ELD Standards and integration of ELD standards into content areas
4. MTSS and PBIS
5. Increase learning loss interventions
6. Social emotional learning and teaching practices
7. Restorative practices

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year, the school has increased parent engagement by returning our signature parent engagement activities such as Parent College (8 sessions), Parent workshops (Schools First, and other Partners), Parent Advisory Committee (PAC) and Parent Task Force. The events were offered both in person and virtually so that we could increase our participation. The participation rate increased by at least three times in comparison to last year. Furthermore, our participation rate for our parent surveys also increased from 40% to almost 70% this school year. Finally, we also received a Community School Grant and increased parent participation at the state level through our Community Engagement Initiative (CEI) work.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Now that the signature events are back, increasing in numbers the new goal is to increase parent participation, ownership and training our families to engage in advocacy work for their students. In motion the goal is to continue to increase the number of events and participants. Furthermore, since we receive the community school's implementation grant, next year will be an important year for our school to increase parent engagement and ownership. For example, we would like to see our families engage in monthly walkthroughs and hold academic conversations with our school personnel.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Upon review of the stakeholder survey, it is clear that the school needs to increase our key feature of home. Currently we have visited 51 students and we want to at least double that number next school year. Furthermore, we want to increase the percent of parent participation in our annual parent survey from 70% to 80%. We strongly believe that if

we increase the feedback we receive from parents and we connect with families via our home visit model, we will strengthen our relationship and families will feel more comfortable engaging with our school, as partners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The following are strengths as identified by each stakeholder group:

Students-

Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.

Families-

Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.

Staff-

Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Overall-

The most notable positive aspect of the survey results came within the free responses about what our educational partners like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this

foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The following are needs as identified by each stakeholder group:

1Students-

Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

Family-

Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

Staff-

Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall-

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Next Steps:

Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners. At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately. The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community. To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year. Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans. Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs. Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC meetings, English Language Advisory Committee (ELAC) meetings, and family workshops/conferences with a focus on the whole child development. Furthermore, the administration and support staff are visible and approachable. This ensures safety is a priority and concerns are addressed in a timely manner.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Although various opportunities are provided to engage in the learning community, the pandemic has made it a challenge for families to take on additional responsibilities/availability. Leadership is working to build student and family capacity to fully comprehend and utilize the resources that are available to enhance learning. Such resources include ParentSquare, Smart Tutors, Surveys, etc. An additional area of focus is to build technology partnerships with the community to provide families with resources such as technology education, low-cost internet, and computers to assist with the changing educational landscape.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA wants to increase home visits and give parents an opportunity to provide feedback more frequently.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Traditionally, MSA Bell conducts a school climate survey every year during the early spring through Panorama. 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. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement. Throughout the document, many references have been made to the various components of the survey. This portion will be dedicated to the free responses from our stakeholders.

The following are strengths as identified by each educational partner group:

- Students: Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.
- Families: Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.
- Staff: Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to a hybrid.

MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training for all stakeholders to fully utilize the resources available.

The following are needs as identified by each educational partner group:

- Students: Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.
- Family: Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.
- Staff: Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

- Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners.
- At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately.
- The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community.
- To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year.
- Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans.
- Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs.
- Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.
- Hire a restorative Justice Coordinator to support our Dean of Students and PBIS vision.
- Hire an intervention teacher to maximize our intervention programs and effectiveness.

Findings have been shared with various educational partners through various meetings/informational sessions.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Bell strives to offer a well-rounded education to our students. Furthermore, MSA Bell support staff responsibilities shifted due to the pandemic to ensure connectivity to school. This included phone outreach to determine student needs such as Hot Spots for Internet, Chromebook, or providing technical support to ensure connectivity to classes and the available platforms. All technology is managed and monitored to ensure appropriate usage and inventory.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services being dependent on student need and interest. For example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.) All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. The Learning Management System provides teachers with resources to monitor academic progress and tips to connect with students. Mentorship is monitored through the LMS to ensure every child has an adult connection on campus. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA Bell has executed extensive plans to ensure and provide ongoing connectivity. The major hindrance impacting student connection is the inability to form a personal connection in the virtual environment versus in-person. The pandemic has led to the monitoring of various data points that identifies our neediest students and extensive plans have been generated to connect or reconnect students and families. These plans include, but not limited to, home visits, conferences and follow-ups, creation of personalized scheduled, support to connect to the various platforms, etc.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following is a list of strategies and actions that are being reviewed for implementation/execution. Some of these plans are currently in action and will be adjusted to continually enhance positive student outcomes.

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about reopening, to be part of the decision-making process.
- As students return, opportunities to increase student-to-student interactions will be explored further through professional development.
- As students return to campus, the instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal	skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 25 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with Common Core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on MTSS and SEL learning and integration.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This year we we have a bilingual Parent and Community Engagement Coordinator. This position allows for our school and families to build relationships within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter, Instagram), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

MSASA will be ensuring that all Educational Partners have a voice. By doing this, we aim to allow for an open door policy during our weekly Coffee with Principals and Educational Partner surveys. In addition to ensuring there is voice, we will continue to strengthen our community partnerships by continuing free breakfast and lunch to all students regardless of income status, school supply drives, and a referral network that provides mental health supports for all educational partners.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on our surveys given to our families, staff, and students, we have added additional meetings with parents such as Coffee with the Principal, Parent Check-ins, and Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software, which allows us to communicate with our families without language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent-teacher conferences, Open House, Home visits, and grade-level informational meetings. Fall/ Winter, Cinco de Mayo festivals, and volunteer appreciation day.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Strengths are PAC/Coffee with Principal meetings. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and third party partnerships like parenting classes through Santa Ana College and AltaMed, PBS SoCal, CHOC, StartWell, and OCDE. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for a University-going culture. For example, 8th grade high school transition meetings, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

At MSASA we will strive to improve our partnerships for student outcomes by making connections with our local city council, congressman, as well as local businesses to strengthen the collaboration among all our educational partners. A focus area will be our mental health/SEL supports as well as the quality of the food that is being served to our students breakfast and lunch.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

At MSASA we will continue to promote our home visits so that all families' voices are heard, ideas are met, and that everybody feels included. We will also offer Parent College classes like EL classes, computer skills, and child development classes. We will continue to offer weekly Coffee with Principal sessions in English and Spanish.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

At MSASA our current strengths include partnerships with the surrounding community to support families in academic, behavioral, and social emotional success for their children, letting the parents bring up all concerns in the weekly Coffee with Principal, and sending multiple surveys home throughout the course of the year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We value our educational partners and are using their feedback to strengthen the upcoming school year. Schoolwide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing. Surveys are designed to support all academics, behavioral, and social-emotional needs of the whole child.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

MSASA will improve engagement of underrepresented families by using Parent Square as an active two way tool of engagement. We will ensure that we have a Community Schools Coordinator and a Community Schools Liaison who is a reflection of our current school community.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

GLOWS

We are very proud of the fact that we went up in educational partner satisfaction. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is that all teachers, admin, and staff members have participated in the MTSS Pathway Certification where we earn badges to increase our academic, behavioral, and social-emotional support of the whole child. We were recently awarded the planning grant for community schools, where we were able to bring in a Community Schools Coordinator who has greatly strengthened our outside partnerships. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students.

GROWS

We were recently awarded a grant to implement Community Schools. With this grant, we are able to add an additional liaison to support our Community Schools Coordinator. We hope to increase our community schools' partnerships and tie in MTSS and SEL supports.

SUGGESTIONS

Based on our annual Educational Partner surveys, our students have really enjoyed our new food vendor and we will continue to use this vendor next year as they are local, and can provide meals that are dairy free, vegetarian, as well as halal. We will also continue to strengthen our sports programs in secondary, and add sports at the elementary level.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.

4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements.

As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

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In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principles

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.

4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student needs and interests. For example; we provide CCSS-aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer Principles

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.

4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	N/A	N/A
Total Teacher Misassignments	N/A	N/A
Vacant Teacher Positions	N/A	N/A

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS, SEL and Personalized PD.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-San Diego builds trusting and respectful relationships with parents through activities/events, including Summer Welcome Back Picnic, Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and student led conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, ELAC Meetings, and parent workshops.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Overall feedback was confirming that we have strong relationship between school staff and families. Based on the survey results and educational partner input school will offer more parent workshops to help them provide meaningful support for their students both academically and social emotionally.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge

rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, ELAC Meetings, and parent workshops.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also student specific feedback and resources given to parents during home visits, student-led conferences and parent meetings.

MSA San Diego’s communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation. Finally our teachers use Kickboard positive behavior point system and Infinite Campus SIS to share student success and progress both academically and socially-emotionally on a daily basis.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school conducts a family and student experience survey with specific questions on Climate of Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. 94 % of the families shared that they are in

favor of the academic learning opportunities and outcomes and 93% of the families shared that they are in favor of the systems in place when it comes to social emotional learning and behavior support systems.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA San Diego's communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation. Teachers offer in person and virtual meetings to accommodate parents so that all the parents are actively involved in their students education.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, MTSS meetings, ELAC Meetings, and Community meetings. During these meetings parents have the opportunity to review the school's draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, Safety plan and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the survey results educational partners confirm that they are part of the decision making process through surveys and various meeting.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All the families are offered translation services and virtual/in person meeting accommodations to ensure that they are part of the decision making process. The school shares all the resources through the student/ parent handbook and weekly communications.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-San Diego annually conducts the CORE Districts survey instruments to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information , feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

In 2022-23, 96 % of our students participated in the survey. The student approval rates appear to remain the same. However, our overall satisfaction rate went up 2 percentage points to 80%. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, daily advisory ZOR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One of our goals for our students is to provide a learning environment where students learn skills to become independent learners. Based on student survey results the highest approval rates are "overall school experience " 80% favorable and "Climate of Support for Academic Learning" 76% favorable. These results attest that we are on the right path focusing the whole child. It is also a reflection of MSA San Diego leadership's guidance, coaching and efforts to adjust to the educational landscape that had many changes.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to all of our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We also offer honors math classes in each grade.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all of our the students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students are equipped with necessary tools to graduate college and become career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, study Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to all of our students.