Magnolia Public Schools

Regular Academic Committee Meeting

Date and Time
Thursday December 10, 2020 at 5:00 PM PST

Location:
https://zoom.us/j/96483845007?pwd=dnBHeTd5L2hxUXZRL0t5RE1FTW1Wdz09

Meeting ID: 964 8384 5007
Passcode: 728859
One tap mobile +16699009128,,96483845007# US (San Jose)

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

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Any public records relating to an agenda item for an open session which is distributed to all, or a majority of all, of the Board Members, shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings, you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Academic Committee Members:
Ms. Sandra Covarrubias, Chair
Mr. Haim Beliak
Dr. Salih Dikbas
Ms. Diane Gonzalez

CEO and Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:00 PM**
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Public Comments			5 m
D. Approval of the Agenda	Vote		1 m
E. Approval of Minutes	Approve Minutes		1 m

Approve minutes for Regular Academic Committee Meeting on September 10, 2019

	Purpose	Presenter	Time
II. Discussion Items			**5:09 PM**
A. Academic Department Updates	FYI	Erdinc Acar	25 m
B. Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics	FYI	David Yilmaz	10 m
C. Data presentation: 2020-21 MPS Demographics	FYI	David Yilmaz	10 m
D. Update on Infinite Campus SIS transition	FYI	David Yilmaz	5 m
E. Renewal Timeline- Progress and Process for MSA-1, 2, 3	FYI	Erdinc Acar	10 m
III. Closing Items			**6:09 PM**
A. Adjourn Meeting	Vote		

Coversheet

Approval of Minutes

Section: I. Opening Items
Item: E. Approval of Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Academic Committee Meeting on September 10, 2019

Magnolia Public Schools

Minutes

Regular Academic Committee Meeting

Date and Time
Tuesday September 10, 2019 at 6:00 PM

Location
Teleconference Dial: 1.844.572.5683 Code: 1948435

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

Remotely by dialing the following numbers:
Dial: 1.844.572.5683 **Code:** 1948435
• MSA Santa Ana: 2840 W. 1st St., Santa Ana CA 92703 (Mr. Shohrat Geldiyev)
• UCLA- 673 Boyer Hall, 611 Charles Young Dr. East, Los Angeles, CA 90095 (Dr. Saken Sherkhanov)
• 7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)

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Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members, shall be available for public inspection at 250 East 1st Street, Los Angeles, CA 90012 Ste 1500.

Academic Committee Members:
Dr. Saken Sherkhanov, Chair
Dr. Salih Dikbas
Ms. Sandra Covarrubias
Mr. Shohrat Geldiyev

CEO and Superintendent:
Mr. Alfredo Rubalcava

Committee Members Present
S. Covarrubias, S. Geldiyev, S. Sherkhanov

Committee Members Absent
S. Dikbas

I. Opening Items

A. Call the Meeting to Order

S. Sherkhanov called a meeting of the Academic Committee of Magnolia Public Schools to order on Tuesday Sep 10, 2019 at 6:06 PM.

B. Record Attendance and Guests

C. Public Comments

There were no public comments

D. Approval of the Agenda

S. Sherkhanov made a motion to approve the agenda as is.
S. Covarrubias seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call
S. Dikbas   Absent
S. Geldiyev   Aye
S. Sherkhanov Aye
S. Covarrubias Aye

E. Approval of Minute of Regular Academic Committee Meeting- February 11, 2019

S. Covarrubias made a motion to approve minutes from the Regular Academic Committee Meeting on 05-15-19 Regular Academic Committee Meeting on 05-15-19.
S. Geldiyev seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov Aye

S. Covarrubias Aye

S. Geldiyev   Aye

S. Dikbas   Absent

II. Recommendation for Approval

A. Recommend approval of 2019-20 Compliance Monitoring & Cert. of Board Compliance Review MSA-4,6,7, 8

S. Sherkhanov made a motion to Recommend the approval of the 2019-20 Compliance Monitoring and Certification of Board Compliance review for MSA-4, 6, 7, 8.
S. Covarrubias seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call

S. Sherkhanov Aye

S. Dikbas   Absent

S. Covarrubias Aye

S. Geldiyev   Aye

D. Yilmaz, Chief Accountability Officer, presented on the Compliance Monitoring and Certification of Board Compliance for our LAUSD authorized MPS schools. He explained to the Academic Committee that this document certifies that the charter school meets all compliance requirements (23 areas) indicated on the document and will be reviewed during the school's oversight visit. To date, the principals have signed the document certifying that they have reviewed the school's compliance-related policies, systems, and procedures. The first submission to LASUD is to submit the signed document that the principals signed. The second submission is the certification page signed by the Governing Board Chair after board review and approval.

B. Recommend Approval of Hiring MSA-3 Special Education Teacher

S. Sherkhanov made a motion to Recommend the approval of hiring the MSA-3 Special Education teacher.
S. Geldiyev seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call

S. Geldiyev   Aye

S. Dikbas   Absent

S. Sherkhanov Aye

S. Covarrubias Aye

S. Daniel, Principal at MSA-3, discussed the reasons for adding a full-time Special Education Resources Specialist Program (RSP) teacher at MSA-3. Due to the position shifts, there is a need for one additional position to be added to their Special Education Dept to ensure we are in compliance with state and federal laws.

III. Discussion Items

A. Academic Department Updates

E. Acar, Chief Academic Officer, presented the Academic Department updates that included: school readiness updates, what is new this year from each department to school goals, program updates, past events, and upcoming events. He discussed the new goals for the 2019-20 School year.

B. Presentation on Summit Learning Program

J.Hernandez, Principal at MSA-Bell, discussed the Summit Learning Platform which was brought to MSA-Bell through a grant application for implementation in the 2016-17 school year. He gave the Academic Committee members background on the Summit Learning Platform which is a tool that helps teachers facilitate personalized learning in core courses. The platform has been built out to help students move at their own pace and develop learning skill sets (soft skills) that can be applied to real-world projects. He stated that the ultimate goal is to mold students to become promising leaders of the 21st century with the utilization of the Summit Learning Platform.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:52 PM.

Respectfully Submitted,
S. Sherkhanov

Coversheet

Academic Department Updates

Section:	II. Discussion Items
Item:	A. Academic Department Updates
Purpose:	FYI
Submitted by:	
Related Material:	Agenda Item #2A_Academic Updates .pdf

Board Agenda Item #	Agenda # 2A
Date:	December 10, 2020
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Updates

Proposed Board Motion

None

Introduction
MPS Chief Academic Officer and the Academic Team will inform the Academic Committee Members on updates and activities regarding the academic program and services organization-wide.

Background
None

Analysis (If applicable)
None

Budget Implications
None

Exhibits (attachments):
Academic Updates PowerPoint

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ACADEMIC UPDATES
2020-21 Academic Committee Meeting

Distance Learning Progress

Distance Learning V.2 Improvements
- Added new **instructional programs** and **effective approaches**,
  - High quality Distance Learning Instruction - **PDs**, **observation tool** and ongoing support
  - Zones of Regulation Social Emotional Program
  - Trauma Informed Care and Practices
  - Mental Health and Wellness Awareness for resources
  - School specific programs (IXL, Nearpod, Paper, MyON, Standards Plus)
- Addressing and **mitigating the learning loss** due the Covid-19 closures
  - **MTSS @ MPS**, **Saturday School Guide**, **Small Group Instruction Guide**, Data Analysis Workshops
- Providing **staff with new professional developments on Distance Learning**. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
  - Virtual classroom observations in Math, ELA and ELD classrooms
- Established **set class schedules** and meeting times
- Improving **engagement, attendance and communication** means
  - DL Portal, Studentsquare communication, student emails, Clever Single Sign-on
- **Training parents and students**
  - Policies, protocols, and guides for students and parents

- Improving **assessments and monitoring of student achievement**
  - NWEA MAPs, tracking IABs, MyON Reading
  - Assessment calendars created for ELA and Math
  - IAB Deep Dives and Planning Collaboratives hosted for teachers ahead of each instructional unit
- Supporting students, staff and parents with **social emotional and mental health programs** and services

English Language Learners
- Finished ELPAC (initial and summative) assessments online/in-person
- Increased parent communications
- Prioritized ELs in small group and saturday classes

Special Education/ Support Services
- Compliance with CDE and SELPAs; PIRs, SEPs
- Using Alternative Assessments
- Continuity of the programs and support
- Expanded our Internship program to 10 Interns
- Additional UDL within the IEP Meetings more Parent Friendly Slides

College applications and support

Student Achievement Data

- NWEA MAP Test Results for ELA and Math
  - Student Achievement Projection
  - Growth Data
- IAB Assessment Progress in ELA and Math
- MyOn Reading Program Progress
- Failing Students Data

NWEA MAP
ELA Achievement Projection on 2021SBAC

Reading

	Student Count	Level 3		Level 4		Level 3 & 4	
MSA1	231	60	25.97%	10	4.33%	70	30.30%
MSA2	254	72	28.35%	6	2.36%	78	30.71%
MSA3	167	33	19.76%	3	1.80%	36	21.56%
MSA4*	0	0	N/A	0	N/A	0	N/A
MSA5	139	29	20.86%	1	0.72%	30	21.58%
MSA6	150	31	20.67%	8	5.33%	39	26.00%
MSA7	124	19	15.32%	20	16.13%	39	31.45%
MSA Bell	428	139	32.48%	25	5.84%	164	38.32%
MSA SD	401	175	43.64%	74	18.45%	249	62.09%
MSA SA	257	60	23.35%	18	7.00%	78	30.35%
MPS	2151	618	28.73%	165	7.67%	783	36.40%

*NWEA calculates projection on grades 3-8. MSA-4 currently serves 9-12 only

NWEA MAP
Math Achievement Projection on 2021 SBAC

Math

	Student Count	Level 3		Level 4		Level 3 & 4	
MSA1	234	22	9.40%	6	2.56%	28	11.97%
MSA2	270	32	11.85%	8	2.96%	40	14.81%
MSA3	156	12	7.69%	2	1.28%	14	8.97%
MSA4*	0	0	N/A	0	N/A	0	N/A
MSA5	147	6	4.08%	3	2.04%	9	6.12%
MSA6	148	13	8.78%	3	2.03%	16	10.81%
MSA7	124	16	12.90%	11	8.87%	27	21.77%
MSA Bell	424	58	13.68%	19	4.48%	77	18.16%
MSA SD	411	78	18.98%	87	21.17%	165	40.15%
MSA SA	262	37	14.12%	10	3.82%	47	17.94%
MPS	2176	274	12.59%	149	6.85%	423	19.44%

*NWEA calculates projection on grades 3-8. MSA-4 currently serves 9-12 only

NWEA MAP Growth Calculations

Fall 2019 to Fall 2020

	Math	Reading
MSA1	48.80%	46.60%
MSA2	53.10%	58.30%
MSA3	54.70%	49.60%
MSA4	53.00%	54.40%
MSA5	56.50%	57.10%
MSA6	43.40%	66.70%
MSA7	50.00%	35.70%
MSA8	49.80%	44.40%
MSASD	49.00%	59.00%
MSASA	45.70%	50.50%
MPS	50.30%	51.30%

Target is 60%

NWEA MAP Growth English Language Learners

Fall 2019 to Fall 2020

ELs	MATH				READING		
	Count with projection	Count met projection	Percent met projection		Count with projection	Count met projection	Percent met projection
MSA-1	72	31	43.06%		74	28	37.84%
MSA-2	40	18	45.00%		37	15	40.54%
MSA-3	12	10	83.33%		12	8	66.67%
MSA-4	10	5	50.00%		10	6	60.00%
MSA-5	51	30	58.82%		45	20	44.44%
MSA-6	21	8	38.10%		22	13	59.09%
MSA-7	31	14	45.16%		31	12	38.71%
MSA-8	36	16	44.44%		35	16	45.71%
MSA-SD	13	5	38.46%		13	6	46.15%
MSA-SA	113	45	39.82%		112	54	48.21%
MPS	399	182	45.61%		391	178	45.52%

NWEA MAP Growth Students with Disabilities

Fall 2019 to Fall 2020

SWDs	MATH				READING		
	Count with projection	Count met projection	Percent met projection		Count with projection	Count met projection	Percent met projection
MSA-1	60	27	45.00%		58	21	36.21%
MSA-2	45	23	51.11%		42	17	40.48%
MSA-3	20	9	45.00%		21	10	47.62%
MSA-4	21	9	42.86%		22	11	50.00%
MSA-5	31	18	58.06%		29	13	44.83%
MSA-6	16	6	37.50%		15	9	60.00%
MSA-7	16	8	50.00%		15	3	20.00%
MSA-8	28	16	57.14%		27	12	44.44%
MSA-SD	41	12	29.27%		40	21	52.50%
MSA-SA	59	23	38.98%		58	25	43.10%
MPS	337	151	44.81%		327	142	43.43%

IAB - Interim Benchmark Assessments
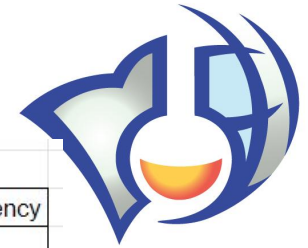
ELA

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	
MSA-1	93	14.44%	345	53.57%	206	31.99%	41.23%
MSA-2	217	35.23%	279	45.29%	120	19.48%	57.87%
MSA-3	20	17.39%	52	45.22%	43	37.39%	40.00%
MSA-4	27	34.62%	36	46.15%	15	19.23%	57.69%
MSA-5	71	37.37%	79	41.58%	40	21.05%	58.16%
MSA-6	4	8.89%	21	46.67%	20	44.44%	32.22%
MSA-7	75	24.75%	136	44.88%	92	30.36%	47.19%
MSA-Bell	207	28.40%	363	49.79%	159	21.81%	53.29%
MSA-SD	91	40.44%	99	44.00%	35	15.56%	62.44%
MSA-SA	87	15.62%	282	50.63%	197	35.37%	40.93%
MPS	892	25.47%	1692	48.32%	927	26.47%	49.63%

MATH

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	
MSA-1	21	5.29%	147	37.03%	229	57.68%	23.80%
MSA-2	72	21.30%	176	52.07%	90	26.63%	47.34%
MSA-3	21	7.84%	127	47.39%	120	44.78%	31.53%
MSA-4	2	4.44%	25	55.56%	18	40.00%	32.22%
MSA-5	23	12.50%	88	47.83%	73	39.67%	36.41%
MSA-6	2	3.45%	14	24.14%	42	72.41%	15.52%
MSA-7	9	12.86%	35	50.00%	26	37.14%	37.86%
MSA-Bell	47	7.61%	328	53.07%	243	39.32%	34.14%
MSA-SD	73	28.08%	117	45.00%	70	26.92%	50.58%
MSA-SA	35	14.64%	99	41.42%	105	43.93%	35.36%
MPS	305	12.31%	1156	46.67%	1016	41.02%	35.65%

MyOn Reading Program Data

MyOn Data 2020-21

Dates- August 18- December 1	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA-E	MSA-SA-S	MPS-wide
Number of Students	394	397	422	101	269	162	444	292	254	
Days with Reading	12%	8%	14%	28%	17%	18%	7%	18%	11%	15%
Books Read	5.05K	2.42K	4.59K	1.26K	3.80K	3.61K	2.48K	10.1K	2.13K	35.5K
Pages Read	156K	67.2K	145K	46.9K	120K	91.4K	60.1K	275K	82.5K	1.04M
AVG Pages per week	26.1	11.2	22.6	30.6	29.5	37.3	8.9	62.1	21.5	7.66K
Minutes Read	125K	62.6K	152K	67.8K	124K	66.4K	46.6K	162K	90.6K	898K
AVG Minutes per week	21.0	10.4	23.8	44.4	30.4	27.1	6.9	36.7	23.6	6.59K
Books in Projects Read	222	637	237	0	33	190	1	41	0	1.36k
AVG % Time Spent Reading Non-Fiction	38%	54%	39%	36%	56%	53%	58%	40%	30%	41%
Minutes Read Without Audio	51.6k	27.3k	76.9k	52.1k	67.9k	32.8k	27.1k	51.0k	5.2k	440k
AVG % Time Spent W/out Audio	44%	48%	56%	74%	53%	54%	65%	31%	61%	51%
Minutes Read in Projects	5.45k	20.2k	8.79k	0.0	1.40k	3.93k	6.7	287.0	0.0	40.1k
AVG Time Spent Reading in Projects	8%	39%	8%	0%	1%	7%	0%	0%	0%	5%
AVG Lexile	617L	660L	745L	828L	710L	683L	843L	452L	828L	707L
AVG Lexile Taken	1.0	0.5	0.9	2.3	1.3	1.4	2.2	2.3	0.9	422.1
AVG Starting Lexile Score in period	605L	660L	714L	697L	689L	696L	849L	365L	805L	676L
AVG First Lexile Score in Period	644L	661L	762L	801L	754L	657L	814L	428L	843L	707L
AVG Ending Lexile Score in Period	617L	660L	745L	828L	710L	683L	843L	452L	828L	707L
AVG Lexile Growth	+29.3L	+17.8L	+45.2L	+118.1L	+39.8L	+44.0L	+58.3L	+116.8L	+35.5L	+31.8L
Minutes Read Below Lexile	41.0K	18.0K	68.2k	28.4k	49.6k	22.8k	22.3k	51.2k	57.3k	359k
Minutes Read at Lexile	37.8K	17.6K	45.6k	25.3k	34.6k	18.1k	16.0k	41.4k	21.1k	258k
Minutes Read Above Lexile	46.7K	26.9K	37.9k	14.2	39.8k	25.5k	8.29k	70.5k	12.4k	283k
AVG Below Lexile (per student)	27%	28%	39%	43%	35%	30%	42%	22%	58%	40
AVG at Lexile (per student)	30%	28%	30%	35%	29%	29%	36%	26%	24%	29%
AVG Above Lexile (per student)	42%	49%	29%	20%	34%	40%	19%	51%	16%	30%

Failing Student Data

School	Progress Report #1		Progress Report #2		Change between from PR #1 to PR #2
	# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade	
Magnolia Science Academy 1	375	52%	392	55%	2%
Magnolia Science Academy 2	251	54%	275	59%	5%
Magnolia Science Academy 3	225	54%	222	53%	-1%
Magnolia Science Academy 4	48	48%	42	42%	-6%
Magnolia Science Academy 5	152	52%	167	57%	5%
Magnolia Science Academy 6	75	46%	80	50%	4%
Magnolia Science Academy 7	137	47%	137	47%	0%
Magnolia Science Academy 8	212	48%	219	49%	1%
Magnolia Science Academy Santa Ana Elementary	98	33%	98	33%	0%
Magnolia Science Academy Santa Ana Secondary	228	42%	130	49%	7%
Magnolia Science Academy San Diego	182	41%	177	40%	-1%
MPS Total	**1983**	**47%**	**1939**	**49%**	**2%**

Dr. Artis Callaham
Director of Special Education & Support Services

Supporting Distance Learning
- Member of MPS Reopening Taskforce emphasis on Universal Design for Learning Pedagogy/ Special Needs Students
- Assisted in creation of Distance Learning v.2.0
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools
- Monitoring and Support of SPED team in collaborating with General Education Teams to ensure access to accommodations, push in instructional support (Synchronous) and SPED Teacher Classrooms (Asynchronous) Instruction
- Conduct Virtual Monthly Meetings for SPED Coordinators

Supporting School Sites with Special Education Compliance and Service Provision
- Created and Utilize Uniform Compliance Guide for Special Education for Onboarding and Referencing
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 Support for Obtaining Program Development and STEPS Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with School-Wide Reviews
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for six of the ten MPS Schools as requested
- Assisting with Hiring of Personnel and Onboarding as needed
- Created(Collaboration with Jenny Obuchi) the Special Education & Support Services Padlet Centralizing SPED Documents
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators
- Attend all Authorizer and SELPA professional Development Meetings
- Design and Present Professional Development Workshops as requested for MPS School Sites
- Coordinate Responses to Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation

Supporting Student Support Services /Overall Program
- Collaborated with Dr. Lopez in Establishing a Mental Health and Crisis Intervention Team at MPS
- Recruit, Process, Place and Supervise all Counseling Interns for MPS schools (7 currently - 10 anticipated by January 2021)
- Provide Guidance and support for all MPS School Psychologists and Counseling Interns
- Conduct Virtual Monthly P.D.'s for Mental Health Professionals
- Work with Accountability Team to Assist Schools in Completing the Quarterly Cal-PADS Mergers
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)
- Work with Fiscal Team to provide Documentation, Invoices, Approval as is related to SPED Orders/Program Funding Requirements
- Assist in Supporting Students with 504 Plans and GATE Assessment and Service Provision

Mrs. Traci Lewin
Director of Math Programs

Supporting Distance Learning
- Member of MPS Reopening Taskforce
- Assisted in creation of Distance Learning v.2.0
- Created and maintain MPS Distance Learning Portal
- Updated all math pacing guides and assessment timelines to better fit with distance learning
- Monitor assessment timelines and support with analyzing data to inform instruction
- Assisted with providing professional development, including self-guide playlists, around distance learning

Supporting Math Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Review and monitor math teacher's Week at a Glance
- Hold one-on-one meetings for individualized support
- Host weekly Office Hour
- Unit Planning Collaboratives
- Data Analysis Workshops
- Provide ongoing Professional Development based on teachers' needs
- Curate resources based on teachers' needs
- Maintain and update MPS Math Teacher website
- Create opportunities for math teachers to collaborate virtually

Math Materials Adoption Cohort
- Lead for the Math Materials Adoption Cohort
  - Partnership with CalCurriulum and CDE to support districts and CMOs with creating a materials adoption process to select high-quality materials to support student learning.
  - Professional development grant

Dr. Brenda D. Lopez
Director of Student Services

Supporting Distance Learning
- Member of MPS Reopening Taskforce: Lead for Social Emotional Learning and Wellbeing Cohort
- Supported design of Distance Learning v.2.0, emphasis on SEL lessons and attendance
- Selected and rolled out with school leadership teams an SEL curriculum to support Student's emotional wellbeing
- Created and maintained Attendance Policy and Procedures during distance learning
- Created and maintain Standard Operating Procedure: Remote Crisis Intervention
- Monitor attendance timelines and support with analyzing data to inform interventions

Supporting Dean of Students and School Site Leadership
- Conduct virtual monthly meetings with Dean of Students team
- Hold one-on-one meetings and office hours for individualized support
- Collaboratives regarding attendance monitoring and interventions
- Provide ongoing Professional Development based on staff needs
- Curate resources based on staff' needs and student safety
- Review compliance documents according to policy and provide guidance
- Developing MPS High-Quality Learning Environment (DL and Face to Face) Observation Tool
- Coordinate response to complaints/concerns at home office level and facilitate resolutions

Student Services
- Foster Youth and students experiencing homelessness support, resources, and partnerships
  - Check in weekly with office managers regarding support as essential front line staff
- Lead for Social Emotional Learning and Mental Health Wellness
  - Design and administer Mental Health and Wellness Survey for all stakeholders
  - Create and Cultivate Partnerships with Chicago school of Psychology, ECHO (oral health), and Pacific Southwest Mental Health Technology Transfer Center Network
  - Selected a mental health connection provider platform based on stakeholder feedback launched in November- Care Solace
  - Professional development regarding Trauma Informed Care and supporting specific student groups

Mrs. Katie Mann
ELA and EL Program Coordinator

Supporting Distance Learning
- Member of the MPS Reopening Task Force
- Assisted in the creation of Distance Learning v2.0
- Created Parents' Guide to Distance Learning, Parent Technology Guide, and Tutorial Guides for Zoom, Google Meets, and Google Classroom
- Created ELA pacing guides and Assessment timelines to align with Distance Learning
- Assisted with providing Professional Development and creating Self-Guided Playlists for teachers to increase capacity during Distance Learning

Supporting English Learner Programs
- Updated EL Master Plan to reflect the Distance Learning Program
- Provided site-level Professional Development to all staff regarding our English Learner Programs
- Created and regularly update ELD Website to curate resources for teachers of English Learners
- Created templates for increased parent communication regarding EL Programs during Distance Learning
- Supported all sites with the in-person and/or remote administration of the Optional Summative ELPAC (extension from Spring 2020)
  - 61 Summative ELPAC Assessments were given to students who are eligible for Reclassification across MPS
- Supported all sites with the administration of the in-person and/or remote administration of the Initial ELPAC assessment
  - 49 Initial ELPAC Assessments were given across MPS

Supporting ELA Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Review and monitor ELA teachers' WAG
- Hold one-on-one meetings for individualized support, especially for new & novice teachers
- Host weekly office hours
- IAB Deep Dives and Planning Collaboratives for ELA and Social Studies teachers
- Monitor Assessment timeline and review data to support targeted instruction
- Created ELA Website to curate resources based on teachers' needs
- Provide ongoing Professional Development based on teachers' needs

Coversheet

Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics

Section: II. Discussion Items
Item: B. Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics
Purpose: FYI
Submitted by:
Related Material: Agenda Item_2B- Review of MPS' LCAP process.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # 2B
Date:	December 10, 2020
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Review of MPS' LCAP process: 4 goals, 20 actions, and lots of metrics

Proposed Board Recommendation

N/A

Background

What is the LCAP?

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office collaborates with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools meaningfully engage their stakeholders in the development of their 2020-21 LCAP.

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A Common LCAP Template for MPS

Our schools have goals and actions outlined in our charter petitions and WASC reports. As MPS we implement the same education model at each of our schools with some differentiation based on local needs. We have synthesized those MPS-wide goals and actions into the LCAP template so that the LCAP serves as the main planning document in alignment with the charter petition and the WASC process. The following are four MPS-wide LCAP goals which also reflect the MPS core values of Excellence, Innovation, and Connection.

Goal 1:	**BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.**
Goal 2:	**EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.**
Goal 3:	**INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.**
Goal 4:	**CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.**

We have developed five actions for each of the above goals, totaling 20 MPS-wide LCAP actions as can be seen in the tables below and in the attachment. The short titles of the actions are listed in the column, "Title." The remaining columns are to indicate whether this action results in increased or improved services for the unduplicated student groups, i.e., low-income, foster youth, and EL.

Some actions are general, and all students benefit from them to an arguably equal degree while some other actions are designed with the needs of unduplicated students in mind, and it can be argued that those actions result in increased or improved services for the unduplicated students. For some actions this is a subjective judgment or depends on how you approach it. For example; for Goal 1: Action 3, "clean and safe facilities that support student learning" we have marked the action as "not contributing" to increased or improved services for unduplicated students, thinking that all our students benefit from the facilities to an almost equal degree whether they are unduplicated or not, but for Goal 1: Action 4, "Healthy and nutritious meals," we have marked the action as "contributing" since the action was designed with the needs of low-income students in mind and results in increased/improved services for them. As can be seen below, we have identified the majority of our LCAP actions as contributing. This is because MPS serves underserved communities and we have designed most of our actions to meet the needs of low-income, EL, foster youth student groups, as well as meeting the needs of students with special needs and other student groups. LCFF recognizes only the first three student groups as unduplicated students and provides

a substantial amount of additional LCFF funding based on the percentage of unduplicated students. Those funds, i.e., LCFF Supplemental & Concentration grants, are principally targeted for the unduplicated students and the schools are expected to spend those funds on actions and services that can be argued as "contributing."

Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	1
3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	1
4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	1
5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	1

Goal 2:	EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7

Goal 3:	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8

Goal 4:	CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.						
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6

The following is a description of Goal 1: Action 1. Description of all 20 actions can be found in the attachment.

1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	1
	Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.						

LCAP Expenditures

MPS has developed the school budgets based on our LCAP actions. To the extent possible, each budget item is tagged with an LCAP goal and action. We aim to have at least 90% of the school budget linked with the LCAP actions. There are certain line items, such as depreciation or other non-educational costs, that may not fit in the LCAP, but other than those, we strive to include almost all of our expenditures in our LCAP. This will help create a LCAP-driven budget, a system of close monitoring of LCFF Supplemental & Concentration funds that ensures needs of unduplicated students are considered, and a data-driven decision-making process.

LCAP Metrics

MPS has developed numerous metrics to measure the effectiveness of the LCAP actions and progress of the schools in achieving their LCAP goals. These metrics can also be found in our charter petition as part of our annual measurable outcomes. MPS is a data-driven organization; the Home Office and the school leadership teams regularly monitor school progress data on the LCAP metrics. MPS has 50+ metrics in the LCAP. The following are sample metrics for each of the four goals.

Sample metric for Goal 1: BASIC SERVICES

			Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
State Priorities	**Metric**								
						MSA-1			
			2019-20:				2020-21:	2021-22:	2022-23:
1	Priority 1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions *(Source: Local Indicator Priority 1)*	0				0	0	0

The above sample metric for Goal 1 is about the number of teacher misassignments and vacant positions. The LCAP asks for a **Baseline** data and a **Desired Outcome for Year 3** (school's target in 3 years) and then each year schools are required to report the **Actual Outcome** for the current year. MPS has taken this process one step ahead: we ask our schools to set annual desired outcomes for Year 1 and Year 2 in addition to Year 3. Having annual targets helps scaffold the 3-year target.

For this particular metric, teacher assignments and vacancies are closely monitored by the HR department and the school leadership teams with the desired outcome of ZERO misassignments/vacancies across MPS.

Sample metric for Goal 2: EXCELLENCE

The following is a sample metric for Goal 2. It is about the school's performance on the CA School Dashboard in ELA/Literacy. It has the Baseline data for Distance from Standard (DFS) in ELA based on the 2018-19 CAASPP results. The desired outcomes show that each year the school wants to improve by a certain number of points for each student group depending on the group's performance, e.g., by +5 points for ELs, +10 points for SWD, etc., to close the achievement gap among student groups. Each MPS has different desired outcomes for this metric based on their overall school performance as well as student group performance. The desired outcomes were guided and reviewed by the accountability and academic departments to ensure they are meaningful, e.g., student groups either move up a performance color or show "Increased" by improving at least +3 points on the DFS and close the achievement gaps.

	State Priorities	Metric	Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
		Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable							
						MSA-1			
7	Priority 4 ▾	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments *(Source: CA School Dashboard)*							
		Note: Put * for student groups that do not have data in the CA School Dashboard. Remember that increase of 3 points for Change is regarded as "Increased" on the CA School Dashboard and increase of 15 points as "Significantly Increased." Target increase should be no less than 3 points. Student groups achieving lower than All Students should aim to have larger increases to close the achievement gap.	2018-19:				2019-20:	2020-21:	2021-22:
		All Students	12.9 points below standard				10.0 points below standard	7.0 points below standard	4.0 points below standard
		English Learners	67.8 points below standard				64.0 points below standard	59.0 points below standard	54.0 points below standard
		Socioeconomically Disadvantaged	15.7 points below standard				12.7 points below standard	8.0 points below standard	5.0 points below standard
		Students with Disabilities	96.0 points below standard				90.0 points below standard	80.0 points below standard	70.0 points below standard
	Student Groups	Homeless (MSA-SD: Use this row for Two or More Races student group)	*	*	*	*	*	*	*
		African American	*	*	*	*	*	*	*
		Asian	49.6 points above standard				50.0 points above standard	50.0 points above standard	50.0 points above standard
		Hispanic	19.4 points below standard				16.4 points below standard	13.2 points below standard	10.0 points below standard
		White	20.9 points above standard				21.0 points above standard	22.0 points above standard	23.0 points above standard

Sample metric for Goal 3: INNOVATION

The following is a sample metric for Goal 3 which measures the number of students enrolled in an Accelerated and/or Advanced math courses or clubs. As indicated in our Math Placement Policy, MPS would like to offer accelerated/advanced math classes to students who are ready for the challenge.

	State Priorities	Metric	Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
		Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable							
						MSA-1			
18	Priority 7 ▾	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club *(Source: Local Indicator Priority 7, SIS)*	2019-20: 7%				2020-21: 6%	2021-22: 7%	2022-23: 8%

Sample metric for Goal 4: CONNECTION

The following is a sample metric for Goal 4 which measures the percentage of students who have been home visited in a given school year. The Home Office collects this data from the schools about four-five times a year.
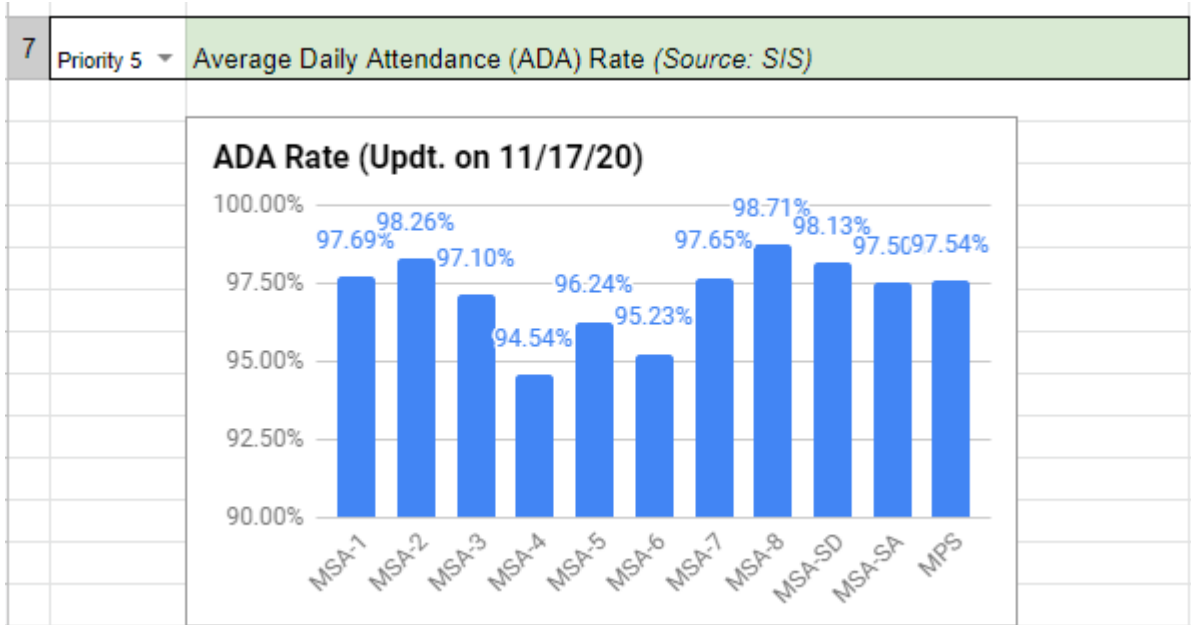
		Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable	Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
	State Priorities	Metric							
			MSA-1						
6	Priority 3 ▼	Percentage of students who have been home-visited by the teachers per year *(Source: Local Indicator Priority 3, SIS)*	18.2%				25.0%	25.0%	25.0%

School Progress on the LCAP Metrics

The Home Office measures our schools' progress on the LCAP metrics throughout the year to see where more efforts are needed. We do not want LCAP metrics to be only used when the LCAP annual update is due around March-May. Rather, we want to receive and provide updates on the metrics on a regular basis. Currently, we try to provide quarterly updates on many of the metrics (% of home visits, # SSC/ELAC meetings, etc.) and even more frequent updates on some other metrics (% of failing students, ADA, chronic absenteeism, etc.) depending on when the update is typically available (based on progress report dates, monthly report deadlines to authorizers, etc.)
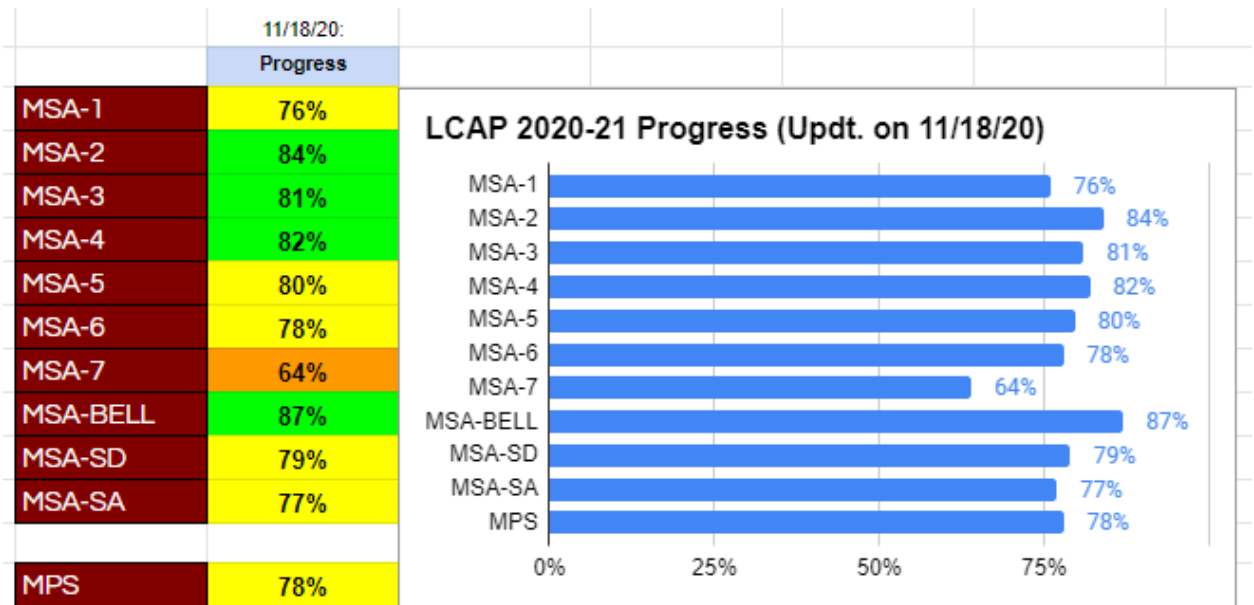
Official data for some of the metrics are provided by the CDE on an annual basis, so we estimate our progress for such metrics using internal tools. For example, the A-G completion rate and graduation rate for the current year seniors are projected by the college counselors and we update our projections with the official data once they are released. For the metrics that are measured by the state assessments (CAASPP, etc.) we provide internal MAP and IAB assessment results to the schools to provide feedback on projected achievement.

Following is a sample update on the ADA rate. Schools' progress was updated and marked by the Home Office as Yes/No/In Progress depending on the progress toward school-level targets (or "desired outcomes" in the LCAP language). Once the Home Office provides available progress data on the metrics, we provide the schools with an overall school score as an indicator of progress.

7 | Priority 5 ▼ | Average Daily Attendance (ADA) Rate *(Source: SIS)*

ADA Rate (Updt. on 11/17/20)

	2019-20:	2020-21:	10/16/20: (Month 1)	11/17/20: (Months 1-3)	2020-21: (First semester)			
	Baseline (P-2)	Target (P-2)	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-1	96.64%	97.00%	97.79%	97.69%			0.69%	Y ▼
MSA-2	96.79%	97.00%	98.40%	98.26%			1.26%	Y ▼
MSA-3	95.30%	95.50%	96.28%	97.10%			1.60%	Y ▼
MSA-4	93.54%	94.00%	94.41%	94.54%			0.54%	Y ▼
MSA-5	95.65%	96.00%	95.63%	96.24%			0.24%	Y ▼
MSA-6	95.76%	96.00%	95.83%	95.23%			-0.77%	P ▼
MSA-7	95.31%	96.00%	97.17%	97.65%			1.65%	Y ▼
MSA-8	97.06%	97.10%	98.40%	98.71%			1.61%	Y ▼
MSA-SD	95.78%	96.00%	98.37%	98.13%			2.13%	Y ▼
MSA-SA	96.66%	97.00%	98.17%	97.50%			0.50%	Y ▼
MPS	96.08%	97.00%	97.47%	97.54%			0.54%	Y ▼

The following chart shows MPS' overall progress on our LCAP metrics as of November 18, 2020. As a data-driven organization we will continue to refine our LCAP progress updates as part of our LCAP development and continuous improvement cycle.

	11/18/20: Progress
MSA-1	76%
MSA-2	84%
MSA-3	81%
MSA-4	82%
MSA-5	80%
MSA-6	78%
MSA-7	64%
MSA-BELL	87%
MSA-SD	79%
MSA-SA	77%
MPS	78%

LCAP 2020-21 Progress (Updt. on 11/18/20)

School	Progress
MSA-1	76%
MSA-2	84%
MSA-3	81%
MSA-4	82%
MSA-5	80%
MSA-6	78%
MSA-7	64%
MSA-BELL	87%
MSA-SD	79%
MSA-SA	77%
MPS	78%

Budget Implications

N/A. All LCAP expenditures will be budgeted in each school's budget.

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

N/A. This is an informational item.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

▪ MPS LCAP Goals and Actions

Goal 1:	**BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.**	
Why?	Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.	

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	**Teacher assignments and credentials**	no	n/a	n/a	n/a	ongoing	1
	Charter School and the MPS Human Resources team will conduct credential, background and TB clearance review as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedule and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.						
2	**Instructional materials and technology**	no	n/a	n/a	n/a	ongoing	1
	Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, socialemotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.						
3	**Clean and safe facilities that support learning**	no	n/a	n/a	n/a	ongoing	1
	Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor a comprehensive safety and security plan, conduct necessary safety training for all staff and continue to work with the stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety and emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and afterschool.						
4	**Healthy and nutritious meals**	yes	LEA-wide	LI	All Schools	ongoing	1
	Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well						

Goal 1:	**BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities.**	
Why?	Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.	

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs.						
5	**Well-orchestrated Home Office support services**	**no**	**n/a**	**n/a**	**n/a**	**ongoing**	1
	The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.						

Goal 2:	**EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.**	
Why?	Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.	

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	**Broad course of study and standards-based curriculum**	**no**	**n/a**	**n/a**	**n/a**	**ongoing**	2, 7

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. This action includes teaching staff's and school administrators' salaries and benefits.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
2	**Professional development for high-quality instruction**	**no**	**n/a**	**n/a**	**n/a**	**ongoing**	2

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
3	**MTSS - Academic enrichment, intervention and student support**	**yes**	**LEA-wide**	**EL, FY, LI**	**All Schools**	**ongoing**	2, 4, 8

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
4	**Designated and integrated ELD programs**	**yes**	**LEA-wide**	**EL**	**All Schools**	**ongoing**	2, 4, 7

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such

		EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready.						
	Goal 2:							
	Why?	Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.						

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.						
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7
	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.						

Goal 3:	**INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.**
Why?	It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	**College/Career readiness programs and activities**	**yes**	**LEA-wide**	**EL, FY, LI**	**All Schools**	ongoing	4, 5, 6, 7, 8

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, test prep for ACT/SAT, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Elem./Middle Schools:
Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
2	**STEAM and GATE programs**	**yes**	**LEA-wide**	**EL, FY, LI**	**All Schools**	ongoing	4, 5, 6, 7, 8

Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEAM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
3	**Digital literacy and citizenship programs**	**yes**	**LEA-wide**	**EL, FY, LI**	**All Schools**	ongoing	4, 5, 6, 7, 8

Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will participate in PD on Blended Learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
4	**Physical education, activity, and fitness**	**yes**	**LEA-wide**	**LI**	**All Schools**	ongoing	4, 5, 6, 7, 8

Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic

Goal 3:	INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.
Why?	It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.						
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
	In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, language other than English and culture, sports, visual and performing arts, community service, and other.						

Goal 4:	**CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.**	
Why?	School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.	

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	**Seeking family input for decision making**	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6

Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Parents on our PTF and SSC also serve as our Parent Advisory Committee (PAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School will also hold an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budget, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
2	**Building partnerships with families for student outcomes**	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6

Charter School will build 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 will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
3	**MTSS - PBIS and SEL support**	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievement and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
4	**Annual stakeholder surveys**	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6

Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next

Goal 4:	**CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.**
Why?	School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and stakeholder surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	staff feel and how to facilitate improvement. Our staff will analyze survey results to identify greatest progress and needs in order to inform our next steps.						
5	**Community outreach and partnerships**	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.						

Coversheet

Data presentation: 2020-21 MPS Demographics

Section: II. Discussion Items
Item: C. Data presentation: 2020-21 MPS Demographics
Purpose: FYI
Submitted by:
Related Material: Agenda Item_2C-MPS Demographics.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # 2C
Date:	December 10, 2020
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: 2020-21 MPS Demographics

Proposed Board Recommendation

      N/A

Background

      California Longitudinal Pupil Achievement Data System (CALPADS) is California's official longitudinal data system where the state maintains individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. LEAs are required to submit and certify data in CALPADS throughout the year according to the following calendar.

Submission	Day		Submission Window	Deadline	
Fall 1	October 7, 2020	2020–20 (Census Day): ■ Enrollment counts ■ English language acquisition status ■ Immigrant Counts ■ Free/reduced-price meal-eligibility ■ Special Education 2019–20: ■ Dropouts	October 7, 2020 to December 18, 2020	December 18, 2020	December 19, 2020 January 29, 2021
Fall 2	October 7, 2020	■ Student Course Enrollments ■ Staff Assignments and full-time equivalent (FTE) ■ English Learner Education Services	January 5, 2021 to March 5, 2021	March 5, 2021	No Amendment Window: Final Deadline is March 5, 2021

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EOY* 1	N/A	▪ Course Completion for Grades 7–12 ▪ CTE Participants, Concentrators, Completers	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 2	N/A	▪ Program Eligibility/Participation ▪ Homeless Students	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 3	N/A	▪ Student Discipline ▪ Cumulative Enrollment ▪ Student Absence Summary	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 4	N/A	▪ Special Education	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021

*EOY: End of Year

MPS is in the process of submitting its Fall 1 CALPADS submission. This submission will provide the CDE with our official demographics, which will be an important factor in determining the funding of the schools as well as the CA School Dashboard student groups. MPS is still working on increasing our Free/Reduced Priced Meal (FRPM). This rate will affect our unduplicated student rate which is used to determine the amount of LCFF supplemental and concentration grants for three years due to 3-year moving averaging of rates as well as next year's Title funds.

MPS is a data-driven organization where the Home Office and the school leadership and office teams closely monitor our demographic and student achievement data. The data is regularly shared and reviewed with the school teams. All public schools in CA had a challenge this year regarding low free/reduced meal rates (FRPM). The reason is that all families are already provided free meals due to a waiver and schools are not allowed to collect free/reduced priced meal applications. Instead, the CDE has allowed schools to collect alternative household income forms to back up their FRPM rates. Since families are already provided with free meals, there is no incentive for them to fill out an alternative household income form. Low FRPM rates will result in a loss of thousands of dollars for each school. MPS has been proactive in this regard and strived to reach out to families to collect the forms. Schools have until the end of December to collect alternative household income forms. We will continue to collect the forms until each MPS school reaches a FRPM rate that is similar to its last year's rate.

We intend to present the academic committee and the Board our demographic data on an annual basis around the time of CALPADS Fall 1 submission (December/January). Please see the attachment and let us know if you have any questions about MPS' 2020-21 demographics.

Budget Implications

N/A. As explained above, the FRPM rates will significantly impact schools' funding for three years.

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

N/A. Review of data is essential to understand demographic trends since it will have financial and academic implications.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

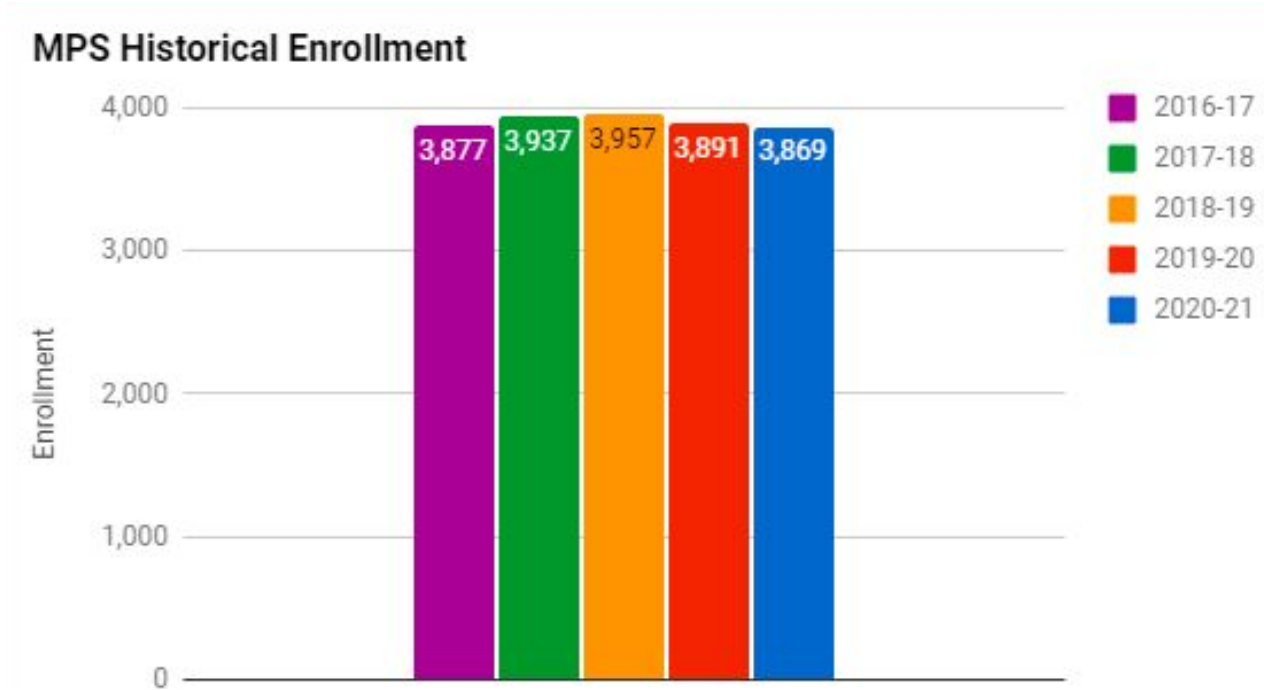- 2020-21 MPS Demographics

CALPADS FALL 1

2020-2021

Preliminary Census Day (10/07/2020) data as of:

December 2, 2020

CALPADS FALL 1

CALPADS Submission	Census Day	Primary Data Submitted
Fall 1: Requires SELPA approval. **Submission Target:** **Friday, 11/20/20** **Amendment Window:** Closes 1/29/2021 Most MSA's will re-certify in January to include additional FRMP counts.	*ONLY students enrolled on census day are captured in the data counts.* October 2020 calendar, Wednesday Oct 7th 2020 circled **Wednesday, Oct 7th 2020**	2020–20 (Census Day): ● Enrollment counts ● English language acquisition status ● Immigrant Counts ● Free/reduced-price meal-eligibility ● Special Education 2019–20: ● Dropouts

CALPADS Census Day (10/7/2020)
MPS Enrollments

MPS Historical Enrollment

	Enrollment
2016-17	3,877
2017-18	3,937
2018-19	3,957
2019-20	3,891
2020-21	3,869

CALPADS Census Day (10/7/2020)
MPS Enrollments

2020-21 MPS Enrollment by School

■ 2020-21

School	Enrollment
MSA-1	717
MSA-2	464
MSA-3	416
MSA-4	100
MSA-5	290
MSA-6	163
MSA-7	294
MSA-BELL	440
MSA-SD	441
MSA-SA	544

2019-20 MPS Enrollment by School

■ 2019-20

School	Enrollment
MSA-1	650
MSA-2	435
MSA-3	497
MSA-4	131
MSA-5	281
MSA-6	134
MSA-7	292
MSA-BELL	482
MSA-SD	443
MSA-SA	546

CALPADS Census Day (10/7/2020)
MPS Enrollments

MPS Historical Enrollment by School
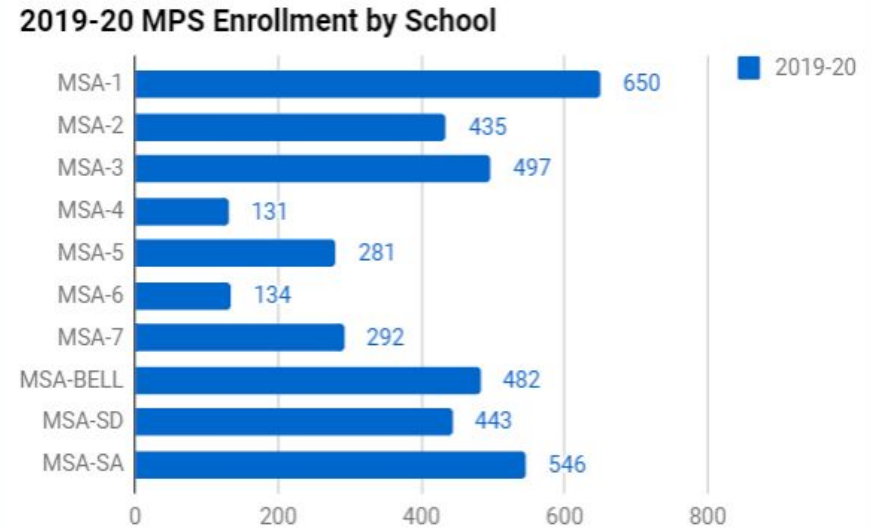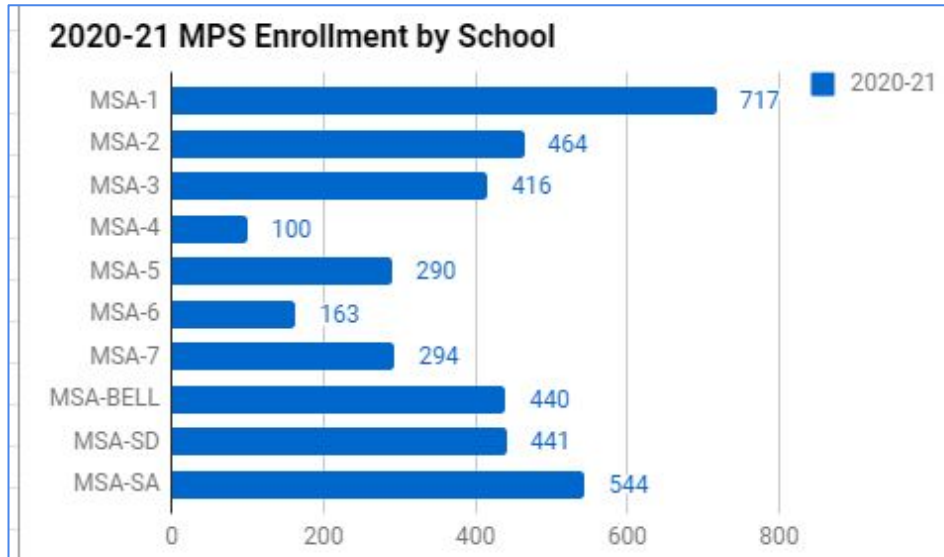
MPS Census Day (10/7/2020) Enrollment By Ethnicity
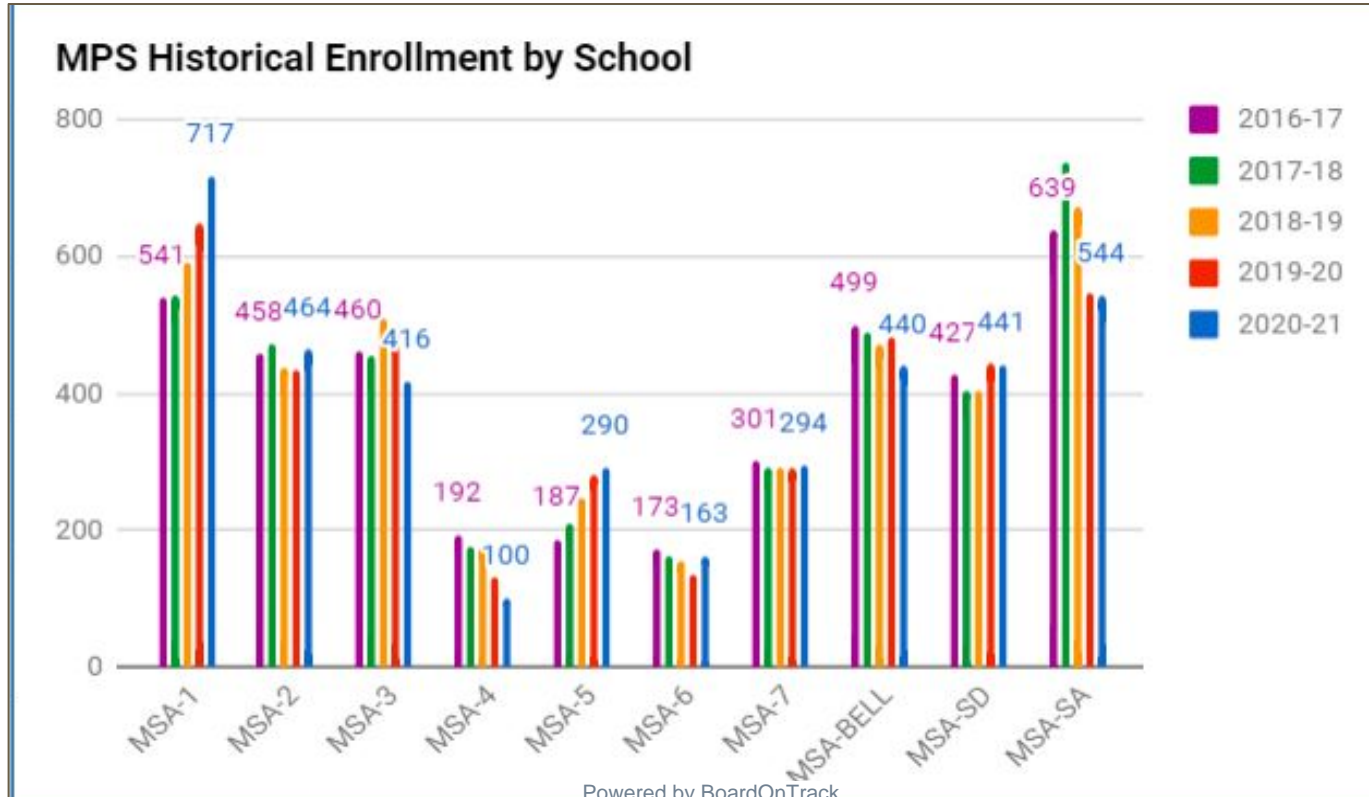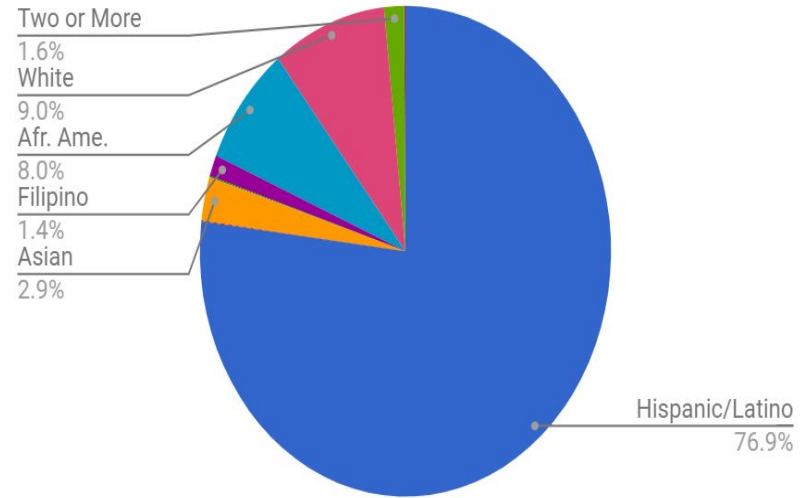
Census Day (10/7/2020) Enrollment By Ethnicity

2020-21 Enrollment by Ethnicity (Percents)									
	Hispanic/ Latino	Am. Ind.	Asian	Pac. Islander	Filipino	Afr. Ame.	White	Two or More	Not Reported
MSA-1	90.5%	0.0%	3.3%	0.0%	1.5%	0.4%	3.8%	0.4%	0.0%
MSA-2	85.8%	0.0%	5.0%	0.0%	1.9%	2.2%	4.7%	0.4%	0.0%
MSA-3	56.7%	0.0%	0.7%	0.2%	0.2%	38.9%	1.2%	1.9%	0.0%
MSA-4	85.0%	0.0%	2.0%	0.0%	0.0%	11.0%	2.0%	0.0%	0.0%
MSA-5	91.4%	0.0%	2.4%	0.0%	1.7%	0.7%	3.8%	0.0%	0.0%
MSA-6	87.7%	0.0%	1.2%	0.0%	0.0%	8.0%	1.8%	1.2%	0.0%
MSA-7	67.7%	0.0%	4.8%	0.3%	4.8%	5.4%	16.0%	1.0%	0.0%
MSA-BELL	90.5%	0.0%	1.4%	0.0%	0.0%	0.0%	8.0%	0.2%	0.0%
MSA-SD	41.0%	0.5%	7.7%	0.2%	2.0%	6.1%	33.8%	8.6%	0.0%
MSA-SA	89.7%	0.2%	2.0%	0.0%	0.0%	2.2%	5.3%	0.6%	0.0%

CALPADS Census Day (10/7/2020)
Demographics: Gender
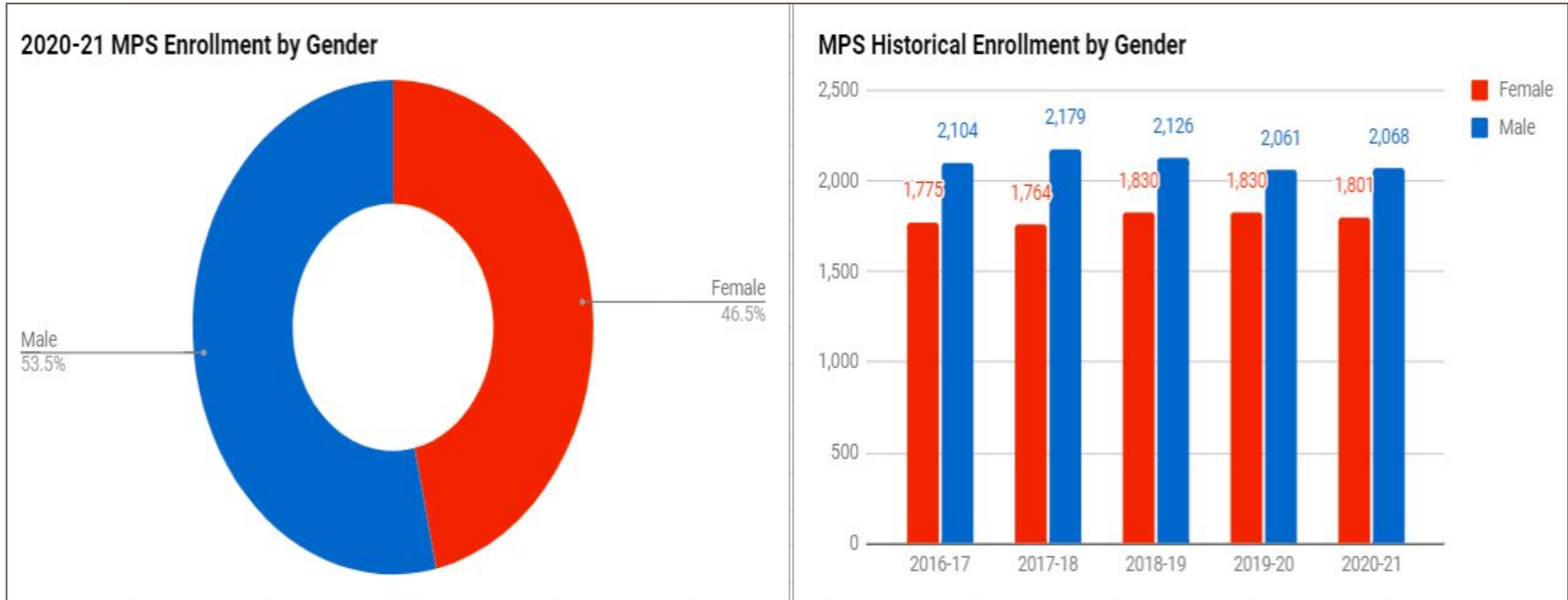
CALPADS Census Day (10/7/2020)

2020-21 MPS English Learner Rate by School

School	EL
MSA-1	22.2%
MSA-2	13.6%
MSA-3	6.5%
MSA-4	13.0%
MSA-5	28.6%
MSA-6	23.9%
MSA-7	33.0%
MSA-BELL	12.7%
MSA-SD	8.4%
MSA-SA	33.3%
AVERAGE	19.5%
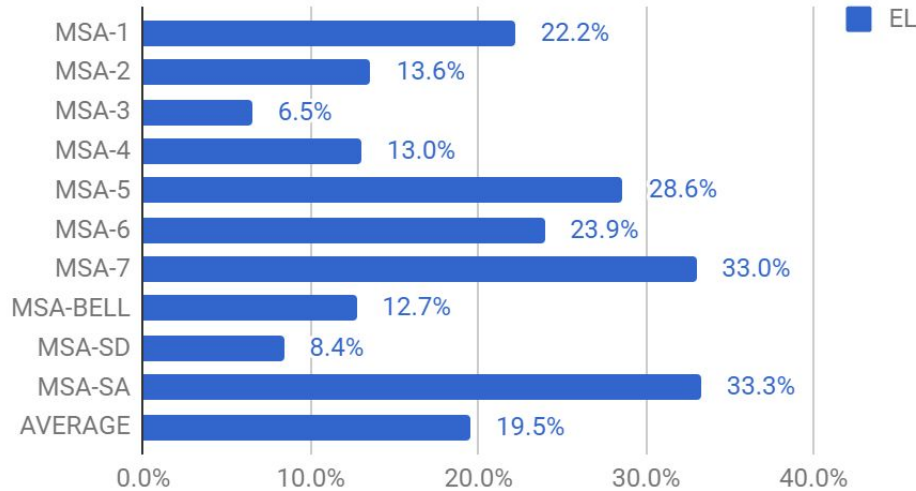
2019-20 MPS English Learner Rate by School

School	EL
MSA-1	19.2%
MSA-2	13.1%
MSA-3	6.0%
MSA-4	9.9%
MSA-5	26.0%
MSA-6	24.6%
MSA-7	29.8%
MSA-BELL	13.3%
MSA-SD	6.1%
MSA-SA	29.9%
AVERAGE	17.3%
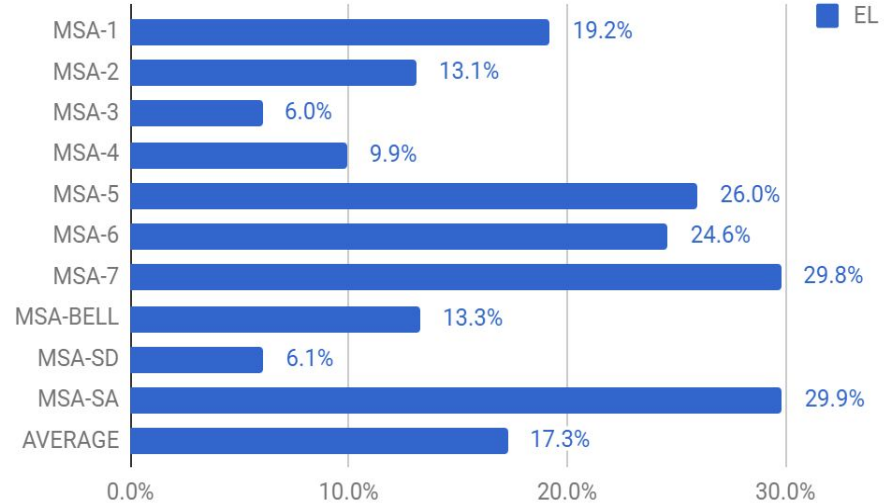
CALPADS Census Day (10/7/2020)

2020-21 MPS Students with Disabilities Rate by School
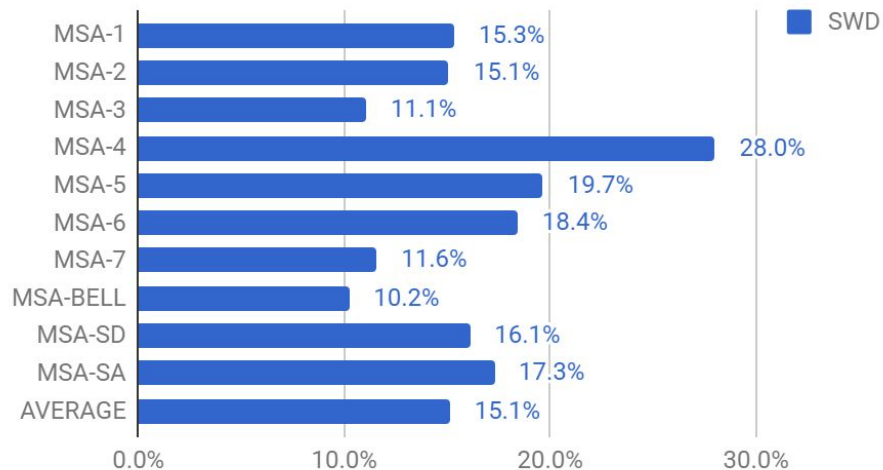
2019-20 MPS Students with Disabilities Rate by School
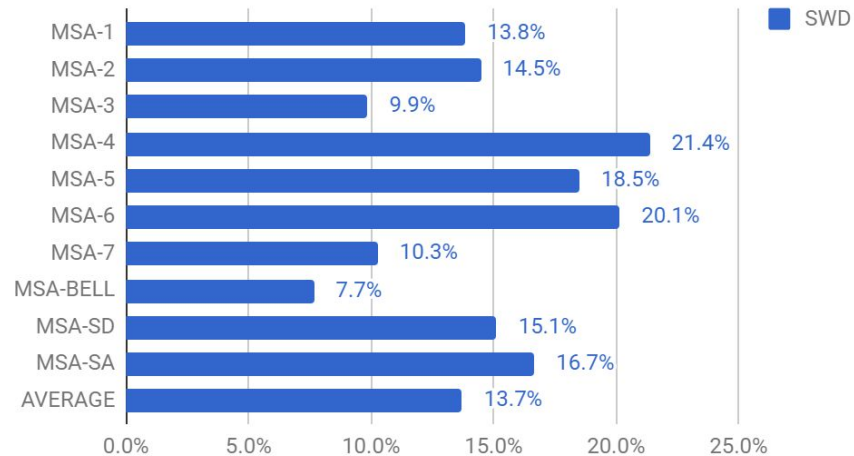
CALPADS Census Day (10/7/2020)
Demographics: MPS Totals

MPS Historical Enrollment by Special Groups

Legend: 2019-20 (red), 2020-21 (blue)

Group	2019-20	2020-21
FRPM	77.2%	65.1%
SED	79.3%	71.7%
EL	17.3%	19.5%
SWD	13.7%	15.1%
504	1.6%	2.2%
SWD+504	15.3%	17.3%
ELwD	5.8%	7.4%
GATE	3.5%	4.5%
FY	0.1%	0.2%
HOMELESS	2.8%	2.4%
IMMIGRANT	2.1%	2.4%
UNDUPLICATED	79.4%	71.5%
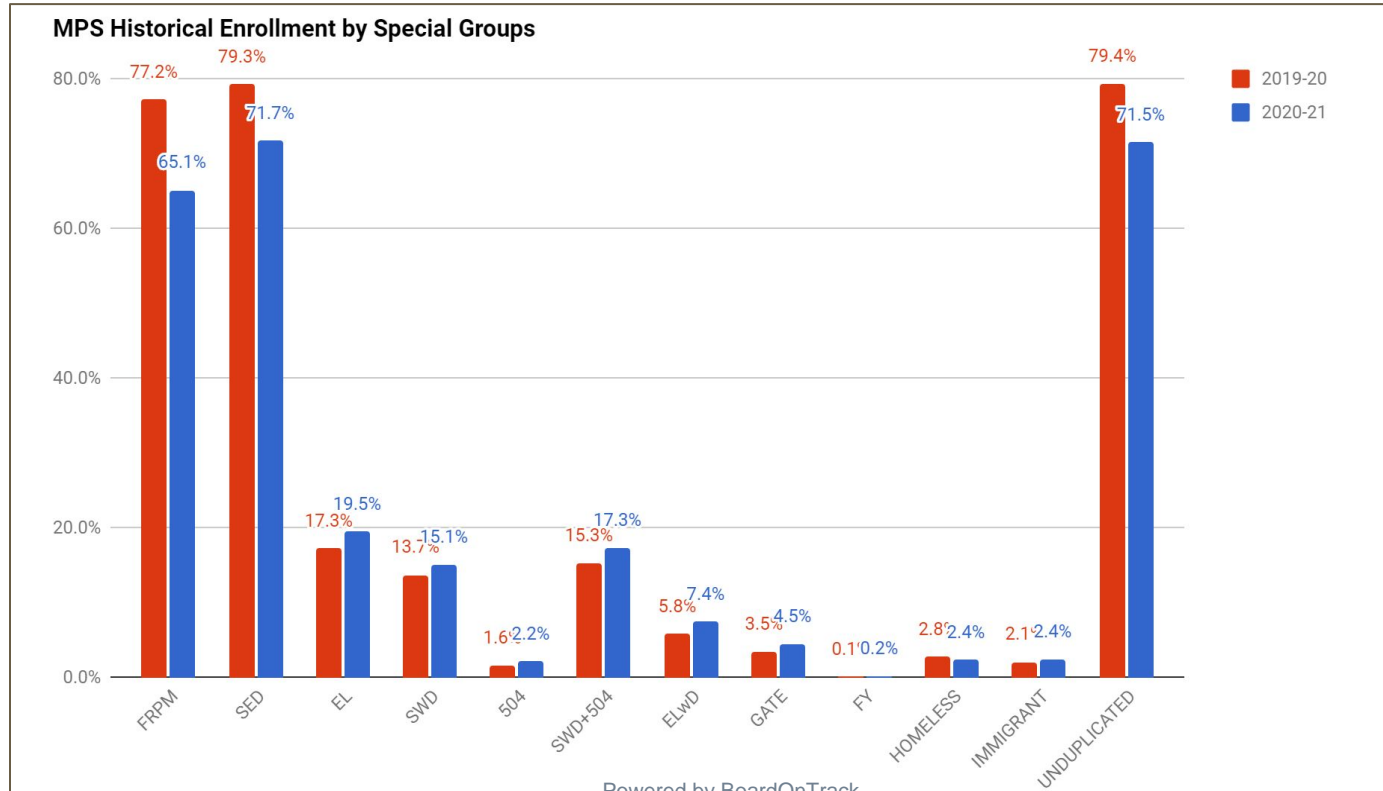
CALPADS Census Day (10/7/2020)

2020-21 MPS Free & Reduced Price Meals (FRPM) Rate by School

School	FRPM
MSA-1	62.3%
MSA-2	79.7%
MSA-3	51.2%
MSA-4	52.0%
MSA-5	73.1%
MSA-6	70.6%
MSA-7	71.4%
MSA-BELL	81.1%
MSA-SD	33.1%
MSA-SA	73.2%
AVERAGE	65.1%
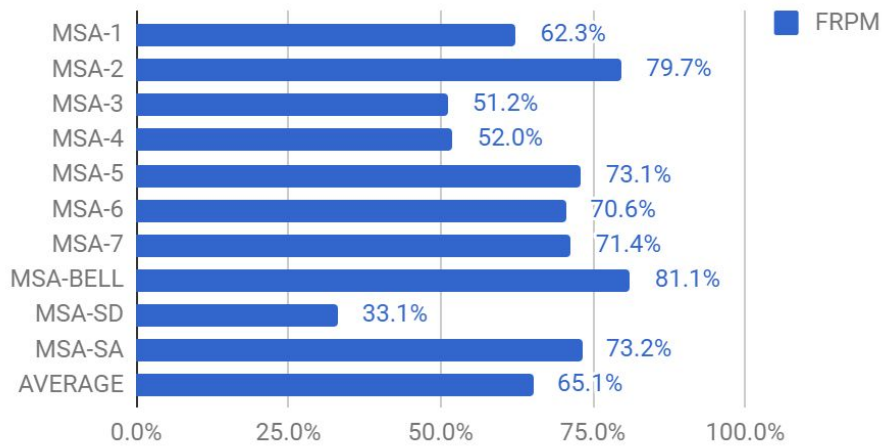
2019-20 MPS Free & Reduced Price Meals (FRPM) Rate by School

School	FRPM
MSA-1	88.8%
MSA-2	91.3%
MSA-3	72.6%
MSA-4	84.0%
MSA-5	88.3%
MSA-6	82.8%
MSA-7	76.4%
MSA-BELL	79.3%
MSA-SD	33.2%
MSA-SA	82.1%
AVERAGE	77.2%
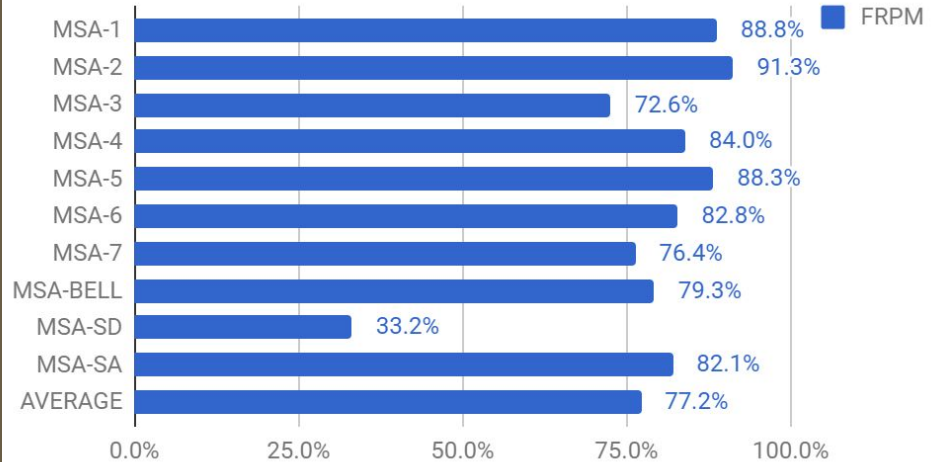
FRPM differences as of November 19, 2020.

Follow up efforts - "Alternative Household Income" form collection campaign

-Forms received up to December 31st will be counted towards free/reduced counts.

CALPADS Census Day (10/7/2020)

2020-21 MPS Unduplicated Pupil Rate by School

School	UNDUP
MSA-1	68.9%
MSA-2	82.3%
MSA-3	54.1%
MSA-4	63.0%
MSA-5	84.5%
MSA-6	81.6%
MSA-7	82.0%
MSA-BELL	81.8%
MSA-SD	38.5%
MSA-SA	83.5%
AVERAGE	71.5%
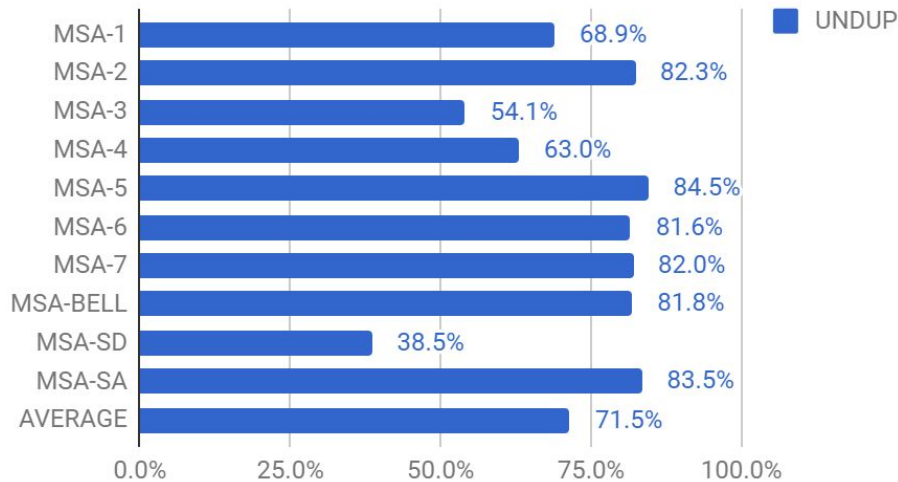
2019-20 MPS Unduplicated Pupil Rate by School

School	UNDUP
MSA-1	89.7%
MSA-2	91.3%
MSA-3	74.2%
MSA-4	85.5%
MSA-5	88.6%
MSA-6	88.1%
MSA-7	81.8%
MSA-BELL	81.7%
MSA-SD	35.9%
MSA-SA	85.7%
AVERAGE	79.4%
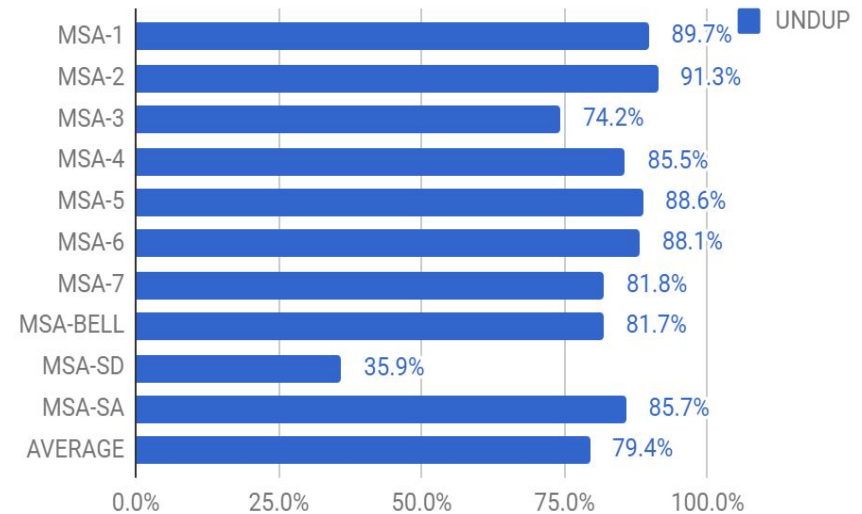
CALPADS *enrollment, FRPM-eligible, English learner, foster youth, homeless, and migrant* unduplicated pupil counts feed into the supplemental and concentration factor of the Local Control Funding Formula (LCFF).

CALPADS Census Day (10/7/2020)

2020-21 MPS Homeless Rate by School

School	HOMELESS
MSA-1	1.7%
MSA-2	1.7%
MSA-3	1.0%
MSA-4	1.0%
MSA-5	5.2%
MSA-6	1.2%
MSA-7	4.1%
MSA-BELL	0.9%
MSA-SD	2.5%
MSA-SA	4.2%
AVERAGE	2.4%
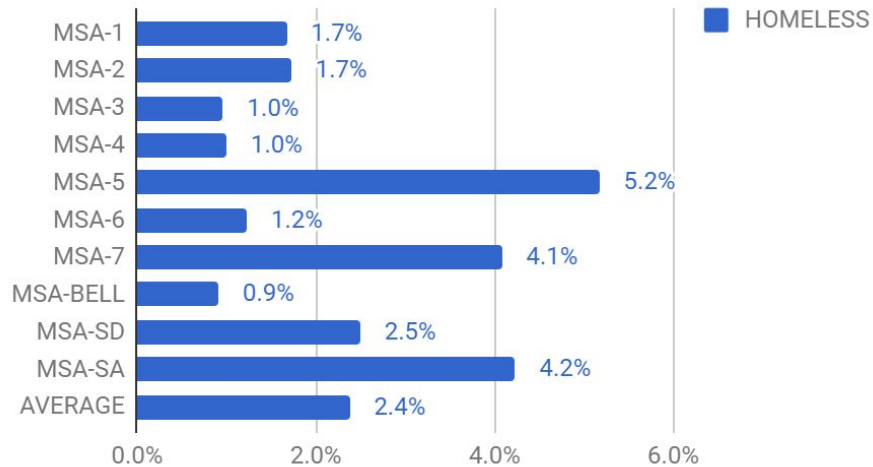
2019-20 MPS Homeless Rate by School
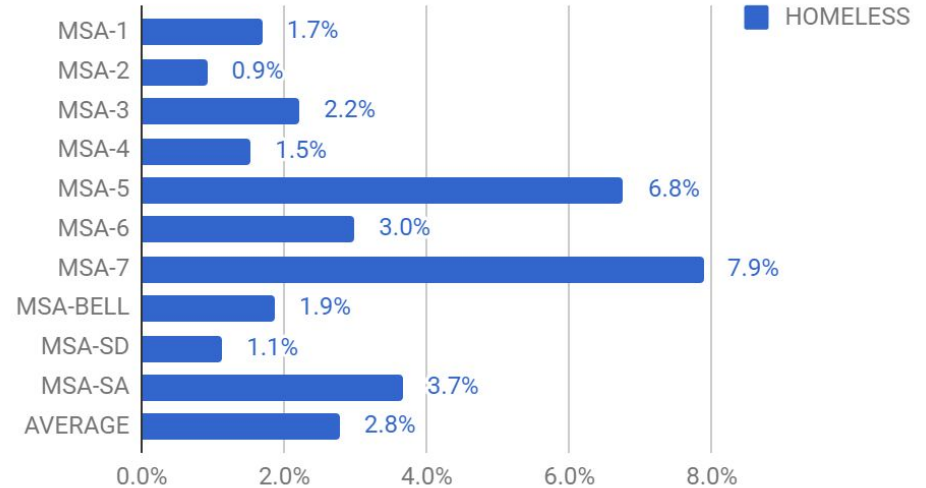
School	HOMELESS
MSA-1	1.7%
MSA-2	0.9%
MSA-3	2.2%
MSA-4	1.5%
MSA-5	6.8%
MSA-6	3.0%
MSA-7	7.9%
MSA-BELL	1.9%
MSA-SD	1.1%
MSA-SA	3.7%
AVERAGE	2.8%

CALPADS Census Day (10/7/2020)

This table represents a summary and analysis of differences from last year's census day counts Magnolia wide.

MPS Historical Enrollment by Special Groups

Legend: 2019-20 (red), 2020-21 (blue)

Group	2019-20	2020-21
FRPM	77.2%	65.1%
SED	79.3%	71.7%
EL	17.3%	19.5%
SWD	13.7%	15.1%
504	1.0%	2.2%
SWD+504	15.3%	17.3%
ElwD	5.8%	7.4%
GATE	3.3%	4.5%
FY	0.1%	0.2%
HOMELESS	2.2%	2.4%
IMMIGRANT	2.2%	2.4%
UNDUPLICATED	79.4%	71.5%

CALPADS Census Day (10/7/2020)
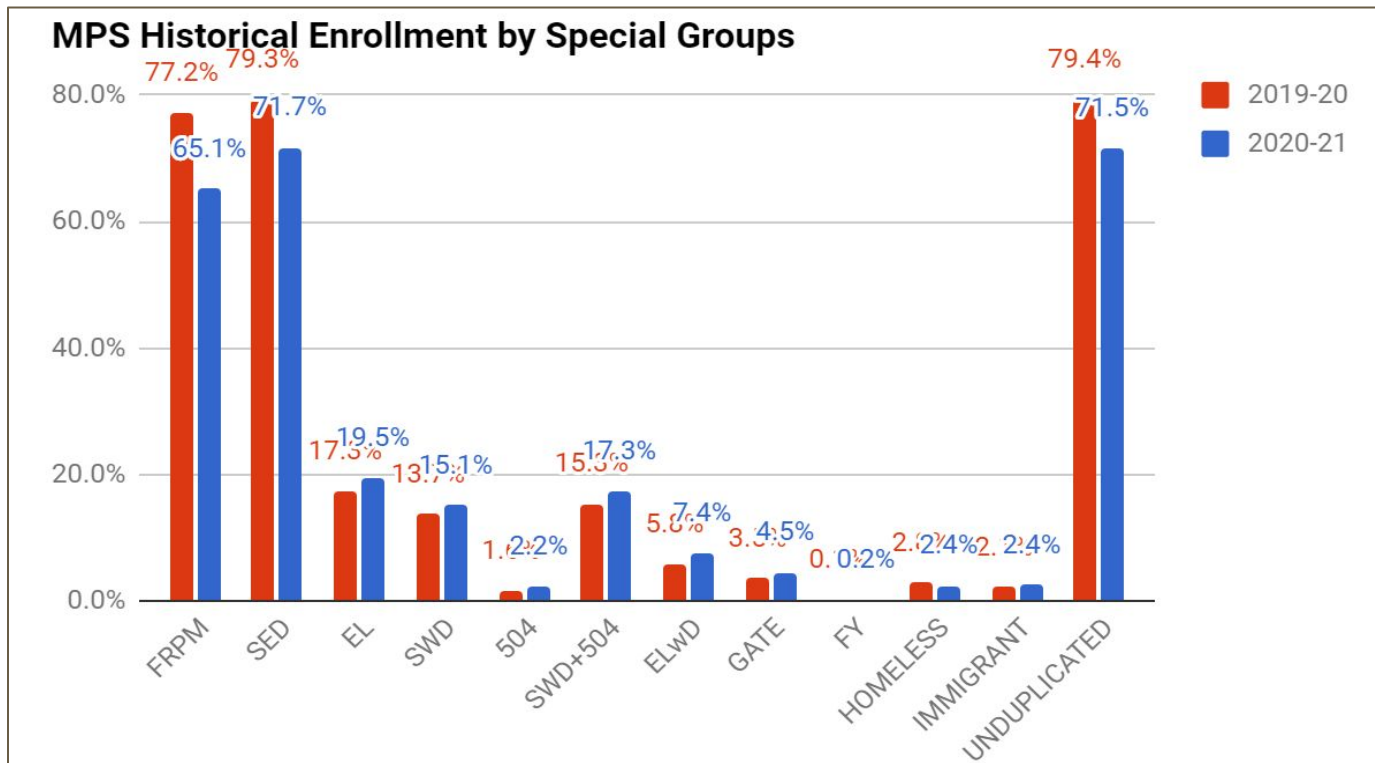
This table represents a summary and analysis of differences from last year's census day counts Magnolia wide.

MPS Historical Enrollment by Special Groups

	2019-20		2020-21		DIFFERENCE SUMMARY	
FRPM – Free/Reduced	77.20%	3,004	59.10%	2,287	-717	-18.10%
SED – Socioeconomically Disadvantaged	79.30%	3,085	68.20%	2,638	-447	-11.10%
EL – English Learners	17.30%	672	19.60%	757	85	2.30%
SWD – Students with Disabilities	13.70%	534	14.80%	573	39	1.10%
504 – Program	1.60%	63	2.20%	85	22	0.60%
SWD+504	15.30%	597	17.00%	658	61	1.70%
ELwD – EL's with Disabilities	5.80%	227	7.40%	288	61	1.60%
GATE – Gifted	3.50%	135	4.50%	174	39	1.00%
FY – Foster Youth	0.10%	4	0.20%	7	3	0.10%
HOMELESS	2.80%	108	2.40%	92	-16	-0.40%
IMMIGRANT	2.10%	82	2.40%	93	11	0.30%
UNDUPLICATED	79.40%	3,088	67.80%	2,624	-464	-11.60%
	TOTALS:	3,891	TOTALS:	3,869	-22	

CALPADS Census Day (10/7/2020)

This table includes special group counts for each Magnolia Science Academy on census day.

2020-21 Enrollment by Special Groups

	FRPM	SED	EL	SWD	504	SWD+ 504	ELwD	GATE	FY	HOMEL	IMMIGR	UNDUP	Enrollment
MSA-1	447	535	159	110	9	119	60	35	0	12	23	494	717
MSA-2	370	392	63	70	8	78	25	42	0	8	16	382	464
MSA-3	213	234	27	46	11	57	5	2	1	4	1	225	416
MSA-4	52	63	13	28	3	31	10	1	0	1	0	63	100
MSA-5	212	235	83	57	2	59	22	11	2	15	23	245	290
MSA-6	115	130	39	30	8	38	18	7	1	2	2	133	163
MSA-7	210	216	97	34	0	34	68	4	1	12	12	241	294
MSA-BELL	357	370	56	45	2	47	15	37	0	4	3	360	440
MSA-SD	146	160	37	71	22	93	5	22	1	11	6	170	441
MSA-SA	398	440	181	94	20	114	60	13	1	23	8	454	544
	2,520	2,775	755	585	85	670	288	174	7	92	94	2,767	3,869
	65.1%	71.7%	19.5%	15.1%	2.2%	17.3%	7.4%	4.5%	0.2%	2.4%	2.4%	71.5%	

1.1B Calpads Report
11/24/20

MPS Historical Enrollment by Special Groups

	2019-20		2020-21	
FRPM	77.2%	3,004	65.1%	2,520
SED	79.3%	3,085	71.7%	2,775
EL	17.3%	672	19.5%	755
SWD	13.7%	534	15.1%	585
504	1.6%	63	2.2%	85
SWD+5	15.3%	597	17.3%	670
ELwD	5.8%	227	7.4%	288
GATE	3.5%	135	4.5%	174
FY	0.1%	4	0.2%	7
HOMEL	2.8%	108	2.4%	92
IMMIGR	2.1%	82	2.4%	94
UNDUP	79.4%	3,088	71.5%	2,767
		3,891		3,869

Coversheet

Update on Infinite Campus SIS transition

Section: II. Discussion Items
Item: D. Update on Infinite Campus SIS transition
Purpose: FYI
Submitted by:
Related Material: Agenda Item_2D- Update on Infinite Campus.pdf

Board Agenda Item #	Agenda # 2D
Date:	December 10, 2020
To:	Magnolia Board of Directors - Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Update on "Infinite Campus" SIS transition

Proposed Board Recommendation

      N/A

Background

Magnolia's new SIS: Infinite Campus

      The Board approved Infinite Campus as Magnolia's new SIS after a comprehensive RFP process. As a refresher, the following are the main reasons why Infinite Campus was selected.

- Infinite Campus is an Illuminate Education partner, which means data migration will be a lot easier compared to other SIS.
- The LMS feature is powerful with the integration of Google classroom, Illuminate DnA and other online tools allowing teachers to have curriculum maps and lesson plans integrated with technology.
- It provides great support and professional development, including on-site training to staff. Our team is assured that Infinite Campus will provide all the necessary support for a successful transition. Infinite Campus also has a platform for end-users where they can participate in self-paced training modules and improve their savviness with the system.
- Infinite Campus provides a flexible system with grading options (standards-based, etc.) and customizable progress reports/report cards.
- Infinite Campus app for parents, students, and staff work on most platforms and provide the same, strong tools regardless of the platform.
- Infinite Campus integrates well with other MPS software (Illuminate DnA for data/assessment, SchoolMint for application/lottery, ParentSquare for stakeholder communication, and Meals Plus--our new program for lunch data/operations, etc.)
- Infinite Campus is a partner with Tableau, which is a powerful, secure, and flexible end-to-end analytics platform for data. This is especially important for MPS because we are a data-driven organization and need a platform for data analytics and visualization. MPS proposes that we do not renew our Illuminate DnA

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agreement and add Tableau licensing to our Infinite Campus agreement starting with the second year of implementation. First year we would like to focus our attention on getting experienced with the basic components of the system and integration with other programs MPS uses.

- Even with the add-on tools (LMS, Registration, Tableau), pricing is relatively better and affordable.

Update on transition to Infinite Campus

The accountability department has been working closely with our Infinite Campus contacts in following a transition plan so that schools can start using the program in 2020-21. The following bullet points summarize the transition activities.

- Currently, the Accountability team is working with the Infinite Campus team on pulling over the information from Illuminate. Our team is reviewing the information being brought over to ensure it is coming over correctly. This will be a continuous process until we are able to fully go live in July.
- The next project the team will be working on is setting up permission groups and assigning those groups to staff members. This project should be done by the end of January.
- When we return in January the team will be working on setting up the Online Registration tool. Training will be made available to Office Staff in late January/ early February so that schools may collect registration forms for the 2021-2022 SY virtually.
- The rest of the school community will begin training on the system as a whole starting June 21st 2021 with our official "Go Live" date starting July 1st.

Budget Implications

N/A. SIS fees have already been budgeted by the schools for 2020-21.

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

MPS has to have a SIS since the current SIS, Illuminate, will not be available for the 2021-22 school year.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

N/A

Coversheet

Renewal Timeline- Progress and Process for MSA-1, 2, 3

Section: II. Discussion Items
Item: E. Renewal Timeline- Progress and Process for MSA-1, 2, 3
Purpose: FYI
Submitted by:
Related Material: Agenda Item # 2E.pdf

Board Agenda Item #	Agenda # 2E
Date:	December 10, 2020
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Renewal Timeline- Progress and Process for MSA-1, 2, 3

Proposed Board Motion

None, Information Only

Introduction

The Charter Schools Act of 1992 authorizes the establishment and operation of charter schools. Existing law generally requires a petition to establish a charter school to be submitted to the governing board of a school district, and, under specified circumstances, authorizes a petition to be submitted to and approved by a county board of education or the State Board of Education. Existing law authorizes a county board of education to approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. Existing law also authorizes a petition for the operation of a state charter school to be submitted directly to the state board, and authorizes the state board to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state.

Authorized by the Los Angeles County Office of Education(LACOE), Magnolia Science Academy 1, 2 and 3 will be going through charter term renewal under the recently acted AB1505. MPS staff will update the MPS board on the progress of renewal applications.

Budget Implications
None

Exhibits (attachments):
- MSA-1, 2, 3 Renewal Timeline

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TIMELINE

Expected Submission - August 2021

ITEM	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.
REQUEST: First round of information	■												
DATA GATHERING	■	■	■	■									
REQUEST: Second round of information		■	■										
REQUEST: Support Letters			■	■	■	■	■						
BOARD: Resolution Approval							■						
PETITION WRITING	■	■	■	■	■	■	■						
REQUEST: Financials				■	■	■							
BOARD: Fiscal Policies & Procedures Approval							■						
REQUEST: Accountability (Forms/Data)		■	■	■									
LEGAL REVIEW					■	■	■						
FINAL PETITION REVISIONS						■	■						
BINDERS							■	■					
SUBMISSION								■					
Meetings with Parents									■	■	■		
Speakers for Public Hearing													
Invite LACOE Board Members/Staff to school													
PUBLIC HEARING (60 DAYS)										■			
Preparation for Capacity Interview													
CAPACITY INTERVIEW													
Speakers for Decision										■			
Order T-Shirts for Decision										■			
FINDINGS OF FACT (15 DAYS BEFORE MTG)											■		
Finding of Facts Responses													
DECISION (90 DAYS)											■	■	
Message to stakeholders re: decision											■		
REDLINING W/ LACOE (if approved)												■	■

SUBMISSION

MSA-1, 2 & 3

LACOE	
Intake Phone checklist call	
Submission	
Public Hearing	
Capacity Interview	
Decision	
LACOE Administrator	David Downing
Intake	
Location	9300 Imperial Highway, Downey, CA 90242 CSO: 12830 Columbia Way, Downey, CA 90242