



Magnolia Public Schools

Board of Directors Retreat

Date and Time

Sunday February 21, 2021 at 9:00 AM PST

Location

<https://zoom.us/j/91418461381?pwd=SDRNcTNBeWM3MXVDM1FRb2Q4RncvQT09>

Meeting ID: 914 1846 1381 Passcode: 731019

One tap mobile: +16699009128,,91418461381# US (San Jose)

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. 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.

Board Members:

Mr. Haim Beliak, Chair
Dr. Umit Yapanel, Vice-Chair
Dr. Salih Dikbas
Ms. Diane Gonzalez
Ms. Sandra Covarrubias
Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from MPS CEO & Superintendent		A. Rubalcava	10 m
II. Information/Discussion Items			9:18 AM
A. Local Control and Accountability Plan (LCAP) Progress Report	Discuss	D.Yilmaz & E.Acar	60 m
B. Break			5 m
C. 2020-21 Glows, Grows and Priorities Presentations	Discuss	MPS	155 m
Order of presentations:			
1. School sites			
◦ MSA 1-8, Santa Ana & San Diego			
2. MPS Home Office			
◦ CEO & Superintendent Department			
◦ Academic Department			
◦ Finance Department			
◦ Operations Department			
◦ Facilities Department and General Counsel			
D. Virtual Lunch			15 m
III. Closed Session			1:13 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Performance Evaluation (§ 54957) Title: Home Office			70 m
C. Report Out From Closed Session	FYI		1 m
IV. Closing Items			2:25 PM
A. Adjourn Meeting	Vote		

Cover Sheet

Announcements from MPS CEO & Superintendent

Section:	I. Opening Items
Item:	E. Announcements from MPS CEO & Superintendent
Purpose:	FYI
Submitted by:	
Related Material:	Board of Directors Appreciation Certificate.pdf

Certificate of Appreciation



THIS CERTIFICATE IS PROUDLY PRESENTED TO

Magnolia Public Schools Board of Directors

Magnolia Educational and Research Foundation recognizes our valued Board of Directors for their generous contribution and unwavering support to our community. With heartfelt appreciation for the invaluable support and dedicated service they have offered.

February 21, 2021

A handwritten signature in black ink that reads "Alfredo Rubalcava".

ALFREDO RUBALCAVA - CEO & Superintendent, Magnolia Public Schools

Cover Sheet

Local Control and Accountability Plan (LCAP) Progress Report

Section: II. Information/Discussion Items
Item: A. Local Control and Accountability Plan (LCAP) Progress Report
Purpose: Discuss
Submitted by:
Related Material:
Local Control and Accountability Plan (LCAP) Progress Report.pdf
LCAP Presentation - Board Retreat 20210221.pdf



LCAP Progress Report

Presented by

David Yilmaz, *Chief Accountability Officer &*
Erdinc Acar, *Chief Academic Officer*

2/21/21

Agenda



- LCAP Components
- MPS LCAP Goals
 - Goal 1: Actions 1-5
 - Goal 1: Metrics
 - Goal 2: Actions 1-5
 - Goal 2: Metrics
 - Goal 3: Actions 1-5
 - Goal 3: Metrics
 - Goal 4: Actions 1-5
 - Goal 4: Metrics
- MPS LCAP Metrics Progress Summary
- LCAP Goal Analysis
- LCAP Expenditures
- Q & A



LCAP Components

Budget Overview for Parents

(2021-22 template not yet posted)

Annual Update

- 2019-20 Annual Update to the LCAP
- 2020-21 Annual Update to the LCP

2021-22
LCAP Template

- Plan Summary
- CSI Prompts
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

LCAP Expenditure Tables

- Total Expenditures Table
- Contributing Expenditures Table
- Annual Update Tables - Y1, Y2, Y3
(will not be completed this year)



LCAP Components

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

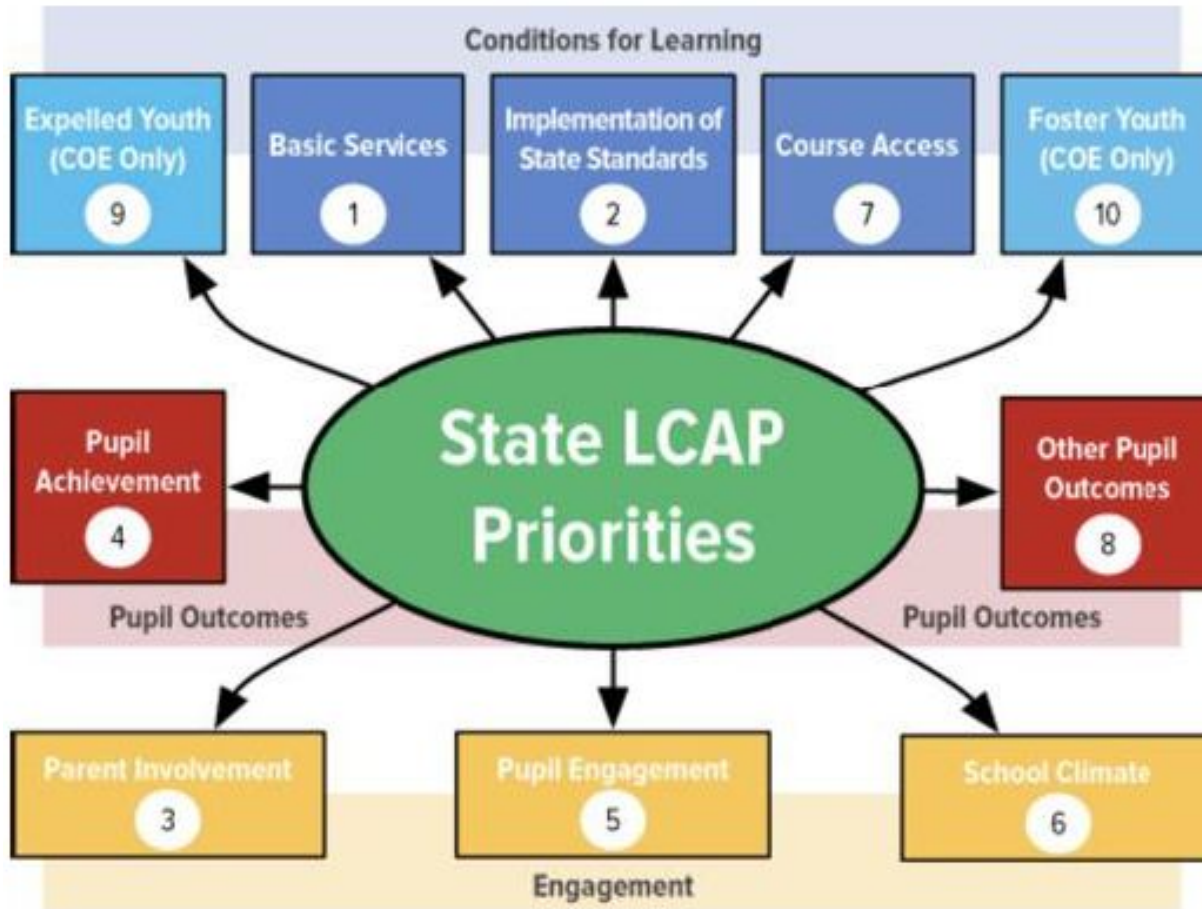
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]



Eight State Priorities



At a minimum, the LCAP must address all LCFF priorities and associated metrics.

MPS' LCAP Goals



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.

MPS' LCAP Actions - Goal I



MPS has developed five actions for each of our four goals, totaling 20 MPS-wide LCAP actions.

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
Goal I: 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.							
1	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	I
2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	I
3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	I
4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	I
5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	I

MPS' LCAP Actions - Goal I



Goal I: Action I

I	Teacher assignments and credentials	no	n/a	n/a	n/a	ongoing	I
<p>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.</p>							

MPS' LCAP Actions - Goal I



Goal I: Action 2

2	Instructional materials and technology	no	n/a	n/a	n/a	ongoing	I
<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, 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.</p>							

MPS' LCAP Actions - Goal I



Goal I: Action 3

3	Clean and safe facilities that support learning	no	n/a	n/a	n/a	ongoing	I
<p>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 after school.</p>							

MPS' LCAP Actions - Goal I



Goal I: Action 4

4	Healthy and nutritious meals	yes	LEA-wide	LI	All Schools	ongoing	I
<p>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 as encourage participation in school meal programs.</p>							

MPS' LCAP Actions - Goal I



Goal I: Action 5

5	Well-orchestrated Home Office support services	no	n/a	n/a	n/a	ongoing	I
<p>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.</p>							

MPS' LCAP Metrics - Goal I



- MPS has developed numerous metrics to measure the effectiveness of the LCAP actions and progress of the schools in achieving their LCAP goals.
- Schools set desired outcomes for each metric for Year 3 of the LCAP.
- MPS internally sets desired outcomes for Year 1 and Year 2 of the LCAP.
- 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 the metrics for Goal I:

[2020-21 LCAP Progress - Goal I](#)

MPS' LCAP Actions - Goal 2



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

MPS' LCAP Actions - Goal 2



Goal 2: Action 1

1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7
<p>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.</p>							

MPS' LCAP Actions - Goal 2



Goal 2: Action 2

2	Professional development for high-quality instruction	no	n/a	n/a	n/a	ongoing	2
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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.

MPS' LCAP Actions - Goal 2



Goal 2: Action 3

3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
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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.)

MPS' LCAP Actions - Goal 2



Goal 2: Action 4

4	Designated and integrated ELD programs	yes	LEA-wide	EL	All Schools	ongoing	2, 4, 7
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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 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.

MPS' LCAP Actions - Goal 2



Goal 2: Action 5

5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7
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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.

MPS' LCAP Metrics - Goal 2



- The following are the metrics for Goal 2:

2020-21 LCAP Progress - Goal 2

MPS' LCAP Actions - Goal 3



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

MPS' LCAP Actions - Goal 3



Goal 3: Action 1

1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>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.</p> <p>Elem./Middle Schools: Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p>							

MPS' LCAP Actions - Goal 3



Goal 3: Action 2

2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
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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.

MPS' LCAP Actions - Goal 3



Goal 3: Action 3

3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
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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.

MPS' LCAP Actions - Goal 3



Goal 3: Action 4

4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
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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 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.

MPS' LCAP Actions - Goal 3



Goal 3: Action 5

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

MPS' LCAP Metrics - Goal 3



- The following are the metrics for Goal 3:

2020-21 LCAP Progress - Goal 3

MPS' LCAP Actions - Goal 4



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

MPS' LCAP Actions - Goal 4



Goal 4: Action I

I	Seeking family input for decision making	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 6
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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.

MPS' LCAP Actions - Goal 4



Goal 4: Action 2

2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
<p>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.</p>							

MPS' LCAP Actions - Goal 4



Goal 4: Action 3

3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
<p>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.</p>							

MPS' LCAP Actions - Goal 4



Goal 4: Action 4

4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
<p>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 steps.</p>							

MPS' LCAP Actions - Goal 4



Goal 4: Action 5

5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
<p>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.</p>							

MPS' LCAP Metrics - Goal 4



- The following are the metrics for Goal 4:

[2020-21 LCAP Progress - Goal 4](#)

SUMMARY

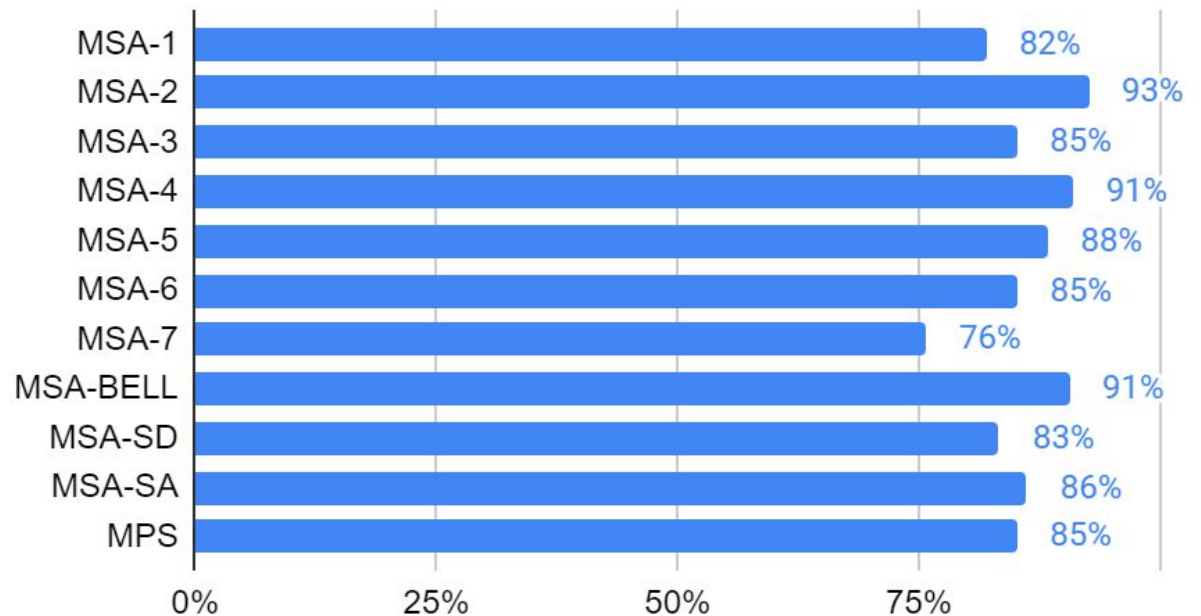


- The following is a summary of progress on the metrics:

SUMMARY Page

LCAP 2020-21 Progress (Updt. on 1/22/21)

	1/22/21: Progress
MSA-1	82%
MSA-2	93%
MSA-3	85%
MSA-4	91%
MSA-5	88%
MSA-6	85%
MSA-7	76%
MSA-BELL	91%
MSA-SD	83%
MSA-SA	86%
MPS	85%



MPS' LCAP Goal Analysis



- As part of the LCAP development process, MPS school leadership teams analyze each of the 20 LCAP actions during the year using the template below: [2020-21 LCAP Goal Analysis](#)

Goal	Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
2	3	MTSS - Academic enrichment, intervention and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8
ACTIONS	A description of any substantive differences in planned actions and actual implementation of these actions.							
EXPEND.	An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.							
DATA	An explanation of how effective the specific actions were in making progress toward the goal.							
NEXT STEPS	A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.							

MPS' LCAP Expenditures



- School budgets are based on LCAP actions.
- To the extent possible, each budget/expense item will be tagged in Adaptive Insights 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.

2020-21 LCAP Expenditures

Q & A





Board Agenda Item #	II A: Information/Discussion Item
Date:	February 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer & Erdinc Acar, Chief Academic Officer
RE:	Local Control and Accountability (LCAP) Progress Report

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.

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
<p>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.</p>							

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

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						
		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.

		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									
State Priorities	Metric	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:	
	Student Groups	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
		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.

		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									
State Priorities	Metric	MSA-1							
		2019-20:				2020-21:	2021-22:	2022-23:	
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)	7%				6%	7%	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.

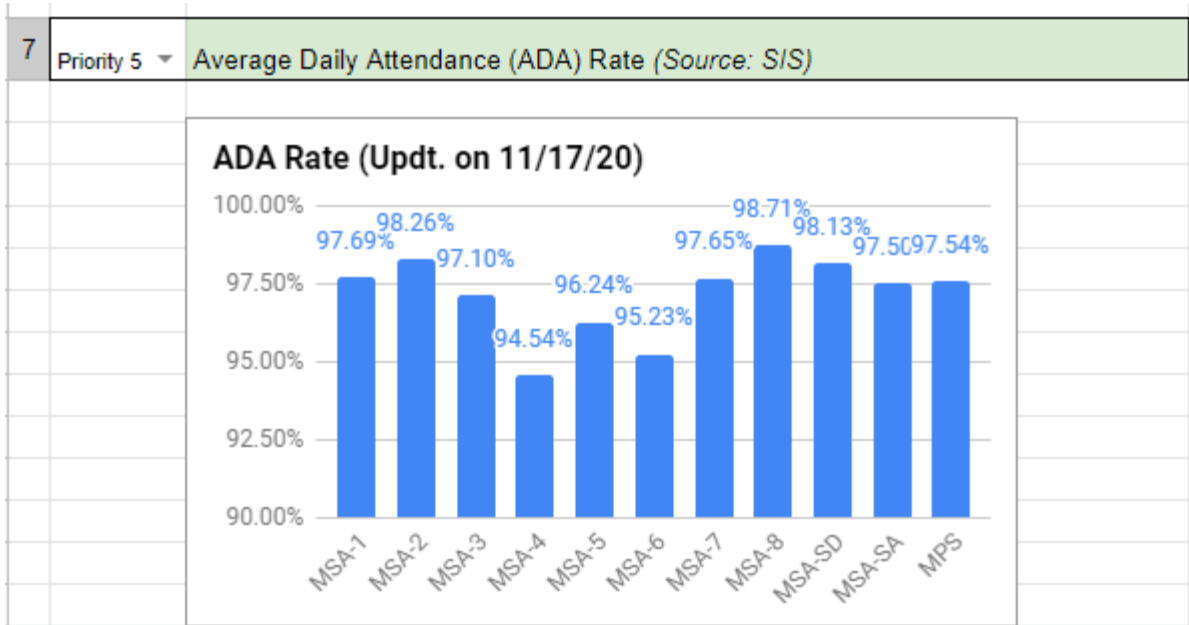
		Baseline (2019-20) -Actual-	Year 1 Outcome (2020-21) -Actual-	Year 2 Outcome (2021-22) -Actual-	Year 3 Outcome (2022-23) -Actual-	Desired Outcome for Year 1 (2020-21) -Expected-	Desired Outcome for Year 2 (2021-22) - Expected-	Desired Outcome for Year 3 (2022-23)
Please mark your status as you complete each section. C = Completed IP = In Progress NS = Not Started N/A = Not Applicable								
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, S/S)	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.)

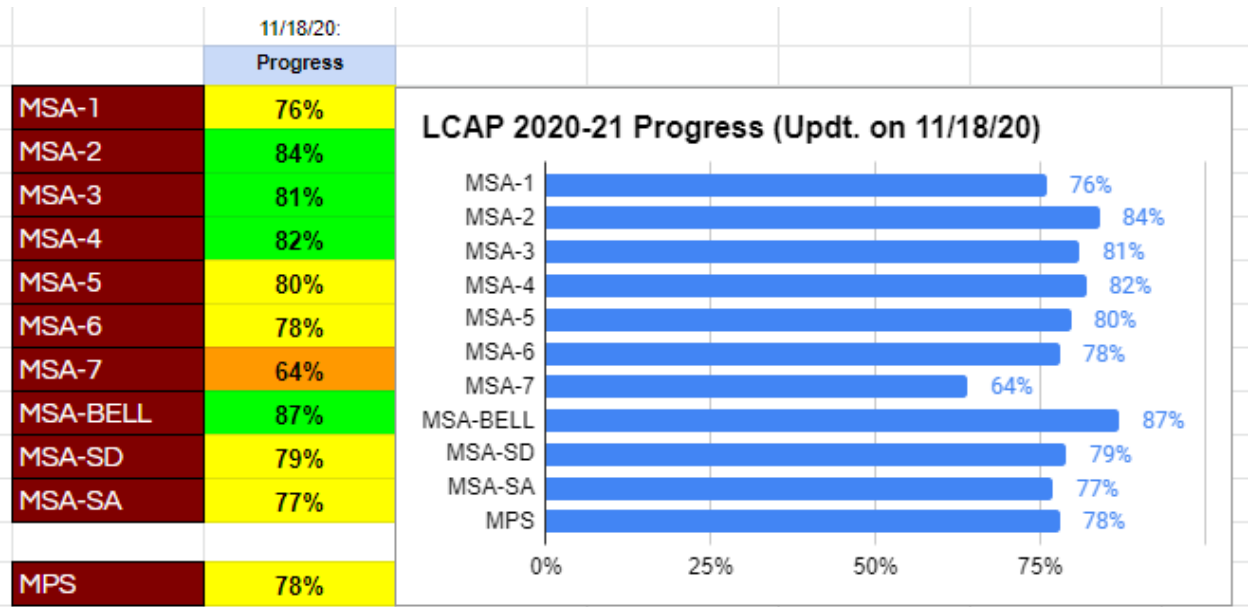
Official data for some of the metrics are provided by the CDE on an annual basis, so we estimate our progress for such metrics using internal tools. For example, the A-G completion rate and graduation rate for the current year seniors are projected by the college counselors and we update our projections 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.



	2019-20:	2020-21:	10/16/20:	11/17/20:	2020-21:			
	Baseline (P-2)	Target (P-2)	Progress	Progress	(First semester) 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.



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
	prohibitions and special dietary needs. Charter School will provide healthy food and beverage services 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.									
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.									
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.)									
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									

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
	<p>instructors) being 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.</p>						
5	Support for students with disabilities	no	n/a	n/a	n/a	ongoing	2, 4, 7
	<p>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.</p>						

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
<p>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.</p>							
Why?	<p>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.</p>						
Actions							
1	College/Career readiness programs and activities	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>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.</p> <p>Elem./Middle Schools: Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p>							
2	STEAM and GATE programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>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.</p>							
3	Digital literacy and citizenship programs	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>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.</p>							
4	Physical education, activity, and fitness	yes	LEA-wide	LI	All Schools	ongoing	4, 5, 6, 7, 8
<p>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</p>							

<p>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.</p>							
Why?	<p>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.</p>						
Actions							
Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
	<p>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.</p>						
5	Additional programs and activities that support well-rounded education	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	4, 5, 6, 7, 8
	<p>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.</p>						

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
<p>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.</p>							
2	Building partnerships with families for student outcomes	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	3, 5, 6
<p>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.</p>							
3	MTSS - PBIS and SEL support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	5, 6
<p>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.</p>							
4	Annual stakeholder surveys	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
<p>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</p>							

	<p>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.</p>							
	Why?	<p>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.</p>						
Actions								
	Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
		<p>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.</p>						
	5	Community outreach and partnerships	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	6
		<p>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.</p>						

Cover Sheet

2020-21 Glows, Grows and Priorities Presentations

Section:	II. Information/Discussion Items
Item:	C. 2020-21 Glows, Grows and Priorities Presentations
Purpose:	Discuss
Submitted by:	
Related Material:	MPS GGP 2020-21.pdf



Glows, Grows, and Priorities 2020-21

Presentations:

CEO & Superintendent Department

Academic Department

Accountability Department

Finance Department

Operations Department

Facilities Department and General Counsel

Magnolia Science Academies (1-8, SA, SD)



CEO & Superintendent's Office

Presented by Alfredo Rubalcava
Chief Executive Officer & Superintendent



Alfredo Rubalcava
CEO & Superintendent



Jen Lara
Executive Assistant

GLOWS

- Maintained exemplary governance compliance on oversight reports for all authorizers.
- Recruited new Orange County community member.
- 100% of scheduled meetings have been conducted.
- High Board Member participation in all board meetings.
- Improvement in time management of board meetings.
- Smooth and active transition to new Board Liaison
- Compliance in Board trainings; Brown Act, Conflict of Interest, Student Discipline Procedures
- MPS 2019-20 Unaudited financials were positive; 7 out of 10 schools had a positive net income. The home office also had a positive net income

GROWS

- Continue to have clear, transparent and timely communication between MPS Home Office and MPS Board with timely reporting of any critical development and communication with other local agencies to the board.
- Train and support new board members appointed due to vacancies and in compliance with the terms of authorizer directions.
- Reconvene Board Committee meetings as scheduled
- Utilize the Board On Track plate form in its full capacity
 - CEO evaluation
 - board/committee task
 - Officer roles and responsibilities
 - trainings/resources/templates

PRIORITIES

- Managing school operations, academic performance, and openings through the COVID-19 crisis
- Managing finances through an uncertain public school financing climate.
- Implement and monitor our plan to ensure that MSA-1, 2, and 3 get renewed in the fall of 2021
- Ensure that the MSA-4 and 6 merger goes smoothly
- Recruiting one board member from the Carson community
- Recruit an MPS parent as a board member
- Successfully support school sites in oversight visits related to governance items



CEO Department

Development and Communications



Ismael Soto
Director of Development &
Communications



Thalia Velazquez
Communications & Charter
Renewal Manager

GLOWS

DEVELOPMENT

- **UPDATE Quarters 1-3:** We have successfully submitted grants totaling \$2,553,248.72 *(For context, Q1 and Q2 submitted grants totaling \$279,305)*
 - The CA Community Schools Partnership Program grant in Dec 2020 for MSA-SA in the amount of \$998,000
 - GPSN - Lifting to Great in Feb 2021 for MSA-6 in the amount of \$250,000
- **Foundation Grants Received:**
 - Great Public Schools Now - Accelerate Grant Program to MSA-2, Arts Education Collective - Advancement Grant to MSA-7, Walton Family Foundation COVID Relief Grant - MSA-1, and CDE Foundation - ChromeBook Support - MSA-1
- **Individual Giving Received:** MPS Board member donation and matching grant
- **Annual Fundraiser Campaign Support:** MSA-Santa Ana - Together we Thrive campaign and MSA-San Diego - Big Give campaign
- **Strategically Collaboration:** With MSA school leaders to prioritize fundraising efforts. e.x. Monthly Principals meeting to secure buy-in and participation.

COMMUNICATIONS

- **Internal Capacity:** Continue to build after transitioning from external contractor Larson Communications
- **Positive Media Stories:** LA Times / Daily Pilot story titled "Orange County Soccer Club launches virtual soccer curriculum to keep kids active during pandemic" for MSA - Santa Ana. CCSA extended the reach by placing on their CharterNation Blog
- **Magnolia Minute Newsletter:** Continue monthly org-wide newsletter highlighting our Magnolia students, staff, and families
- Proactive work on COVID-19 and reopening messaging for all school sites
- **ParentSquare:** Org-wide messages to families, students, and staff
- Crisis Communication preparations in collaboration with Larson Communications
- **Community Partners:** Leading efforts with LA Coalition (LACEPS)-Community of Practice and CCSA's External Relations Department to extend our communications reach

MARKETING SUPPORT

- **Charter School Capital - Enrollment Marketing:** Supported MSA's 1, 3, 7, and 8 by acting as a liaison with external partner Charter School Capital with enrollment marketing
- Consulted with MSA leadership regarding their specific marketing needs and created school-specific branding/graphic design through the creation of postcards, banners, one-pagers, flyers, etc.

GROWS

DEVELOPMENT

- **Quarterly News:** Need to prioritize the next edition of the Quarterly News from the CEO to select external stakeholders - Goal: Continue to target an audience that includes prospective donors, authorizers, CMO leadership, and executives.
- **Foundations:** Grow foundation giving by creating purposeful collaboration to share resources and connections with the Office of the CEO - Development and Communications Department and Magnolia Board of Directors.
- **Organizations:** We need to continue to increase resources by recruiting the CEO & Superintendent and Magnolia Board of Directors to build strategy, manage relationships, and build our prospect pool.
- Collaboration with ALL school leaders
- Continue to develop the Google Grants Management Portal: Boilerplate language for general MPS narrative, history, each program, etc., grant agreements, prospect research, philanthropy and education trends research, and funder reports.

COMMUNICATIONS

- **Generating Human Interest and/or Academic Success Stories:** With local Spanish and English media.
- Continue to build relationships with the LACEPS-Community of Practice and the new CCSA external relations team (including the communications department).
- Continue to build internal communications capacity.

MARKETING SUPPORT

- Need to prioritize the next steps now that the majority of the Charter School Capital enrollment marketing support has been completed by providing guidance to MSA school site leaders.

PRIORITIES

DEVELOPMENT

- **Shifting and prioritizing the fundraising culture at Magnolia Public Schools**
- **Meet and exceed a total fundraising target for Magnolia Public Schools of \$213,000 for FY20-21**
- Quarter 3 (Jan-Mar) fundraising campaign targets:
 - Including Ralph M. Parsons Foundation, Walton Family Foundation, and Arts Ed Collective
- Individual and Give or Get donations
 - MPS Board (past and present)
- Corporate Giving:
 - Oltmans Construction robotics sponsorship
- Prepping for Q4 (Apr-Jun)

COMMUNICATIONS

- **Branding Guidelines - Communications Portal**
- Social-Media support to all ten MSA's
- Board of Directors communications

MARKETING SUPPORT

- **Continue to support MSA leadership with enrollment marketing**
- Support Magnolia school sites with graphic design and custom branding
- Website back-end support

CHARTER RENEWALS AND MATERIAL REVISION

- **Submission of MSA-4 & 6 Material Revision** with LAUSD for the 2021-22 school year.
- **Charter renewals for MSA-1, 2, and 3** with LACOE for the 2021-22 school year.

SPECIAL PROJECTS

- **Portrait of a Graduate:** Complete Phase 4 (Mission & Vision) and move onto Phase 5-Adoption by August 2021



Academic Department

Presented by Erdinc Acar
Chief Academic Officer



Erdinc Acar
Chief Academic Officer



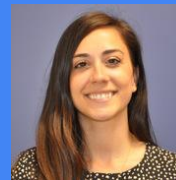
Artis Callaham
Director of SPED &
Support Services



Traci Lewin
Director of Math
Programs



Brenda D. Lopez
Director of Student
Services



Katie Mann
ELA/ELD Program
Coordinator



Jenny Obuchi
Administrative
Assistant

GLOWS

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

Reopening planning and work

GROWS

- Supporting teams for effective student engagement, learning loss, failing students
- Addressing staff exhaustion and motivation
- Planning for effective hybrid/in-person reopening
- Special education compliance - Completing $\frac{1}{3}$ compensatory of time owed by the end of the year
- Strengthening MPS' standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards.
- Implementing MPS Alternative Dispute Resolution procedure to reduce litigation
- Assessments taking time away from instruction
- Supporting students, staff and parents with social emotional and mental health programs and services
- Addressing the needs of newcomers

PRIORITIES

- Hybrid and in-person reopening guide and support
- State assessments
- Distance Learning V.2 Improvements
 - **Devices and connectivity** so that every child can participate in distance learning.
 - **Daily live interaction** for every child with teachers and other students.
 - Class **assignments that are challenging and equivalent to in-person instruction.**
 - **Targeted supports and interventions for English learners and special education students.**
 - Student engagement
 - Staff morale and effectiveness
- Social Emotional and mental health support
- Compliance and continuity with Special Education Programs
- New Math Curriculum Adoption Project
- Strengthening MPS' standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards
- Continue to revise MPS strategic plan for the renewals of MSA-1, 2, and 3 (October 2021) and the merger of MSA-6 and 4 (December 2020), in response to the implementation of AB1505 (July 2020)
- All MPS sites having successful authorizer oversight visits



Accountability Department

Presented by David Yilmaz
Chief Accountability Officer



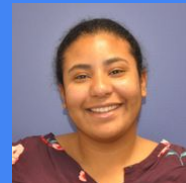
David Yilmaz
Chief Accountability
Officer



S. Ishmail Ozkay
Director of Data Systems &
Analytics



Lydiett Woods
Executive Office Manager



Jennifer Hook
Assistant Executive Office
Manager

GLOWS

PROGRAMMATIC COMPLIANCE

- All schools have met state and authorizer document submission deadlines. (100%)
- Principals successfully followed a monthly tasks calendar. (97%)
- New plans were developed for 2020-21: COVID-19, Learning Continuity Plan, SPSA.

DATA SYSTEMS & ANALYTICS

- Implemented an inclusive, successful RFP process for our next SIS.
- Schools had successful CALPADS submissions in spite of external challenges.
- Trained and supported RSP leads with special education reporting.
- A data portal was created for schools to access data in a convenient way.

SUPPORT FOR ACADEMICS

- Student/parent handbook was revamped (the design, updated college section, etc.)
- Supported deans/college counselors with their needs and questions on policy implementation.
- School leader goal-setting and evaluation process has improved.

SUPPORT FOR SCHOOL OFFICE MANAGEMENT

- Intensive support was provided to schools in terms of hiring, training, and close monitoring of office staff as well as intervening to ensure smooth operations.
- An office manager monthly tasks tracker has been developed and put in use. Continued to provide monthly/weekly project breakdowns to ensure timely project completions.
- Supported office staff with the new attendance monitoring system during distance learning.

SUPPORT FOR OUTGROWTH/OPERATIONAL ACTIVITIES

- Supported schools with their meal distribution plans.
- Coordinated nursing/CNA services and supported health and safety plans for safe school opening.

GROWS

PROGRAMMATIC COMPLIANCE

- Improve School Site Council (SSC) involvement (meeting agenda, training, etc.)
- Improve the LCAP process and understanding of the plan by the school leaders, finance team, academic team, etc.

DATA SYSTEMS & ANALYTICS

- Improve understanding and use of the software by the school leaders and office staff (SchoolMint, Meals Plus, etc.)
- Improve understanding and use of the data systems by the school leaders and office staff (CDE DataQuest, internal Accountability Data Portal, etc.)
- Improve coordination for special education reporting

SUPPORT FOR ACADEMICS

- Improve monitoring of course offerings and master schedules
- Improve understanding and use of the academic policies by the school leaders, college counselors, and office staff (e.g., independent study, truancy, school leader evaluation, etc.)

SUPPORT FOR SCHOOL OFFICE MANAGEMENT

- Improve stability of office staff members
- Improve school leader-office staff communication for deadlines and project management

SUPPORT FOR OUTGROWTH/OPERATIONAL ACTIVITIES

- Refine operations regarding meal program management (communication with SFA, etc.)
- Refine health and safety plans for safe school opening

PRIORITIES

PROGRAMMATIC COMPLIANCE

- Continue to monitor state and authorizer submission deadlines and provide support
- Provide more training and resources for School Site Council (SSC) involvement
- Implement a smooth process for successful development of the 2021-24 LCAP

DATA SYSTEMS & ANALYTICS

- Ensure successful transition to Infinite Campus SIS (set-up, data accuracy, software integration, etc.)
- Train school leaders, office staff, and teachers on Infinite Campus and integrated software (enrollment, attendance, grading, LMS, etc.)
- Provide schools with ongoing school progress data on LCAP metrics
- Improve coordination for special education reporting

SUPPORT FOR ACADEMICS

- Support the schools with the WASC accreditation process (7 schools will have self-study visits in 2021-22 and 2 schools will have mid-cycle visits)
- Continue to provide training and support on the understanding and use of the academic policies by the school leaders, college counselors, and office staff (e.g., student/parent handbook, independent study, truancy, school leader evaluation, etc.)

SUPPORT FOR SCHOOL OFFICE MANAGEMENT

- Improve stability in staffing and job duties of office staff members
- Improve communication between school leaders and office staff for office project management

SUPPORT FOR OUTGROWTH/OPERATIONAL ACTIVITIES

- Refine operations regarding meal program management (communication with SFA, etc.)
- Refine health and safety plans for safe school opening



Finance Department

Presented by Serdar Orazov
Chief Financial Officer



Serdar Orazov
Chief Financial Officer



Cafer Turan
Controller



Harun Ciftci
Senior Financial Analyst



Brock Atar
Payroll Manager &
Financial Analyst



Lesia Nwankwo
Accounts Payable &
Vendor Relations Assistant

GLOWS

ACCOUNTING & FINANCIAL REPORTING

- Restructuring the Finance Department
- Ensuring timely monthly reporting to LACOE
- Increasing service efficiency of DMS by establishing monthly deliverables schedule

FINANCIAL PLANNING & ANALYSIS

- Successful selection of a Financial Planning and Analysis software
- Enhanced financial review process to improve reporting accuracy by adding additional review cycles both internally and DMS
- Secured Payroll Protection Plan Loan (PPP) to meet the cash needs caused by state funding deferrals

PROCUREMENT & ACCOUNTS PAYABLE

- Centralized AP and Procurement Processes, Amazon, CDW-G and Office Depot EDI Online shopping features
- Supported the school sites for all LLM purchases, including the bulk/centralized PPE orders to ensure timely delivery

PAYROLL & BENEFITS

- Hired and onboard the new Payroll Manager
- Centralized the payroll coordination and processing
- Outlined payroll and benefit responsibilities between the Finance and Human Resources Departments

GROWS

ACCOUNTING & FINANCIAL REPORTING

- Restructuring internal processes to improve overall departmental efficiency
- Continue to improve School Ability utilization to increase productivity

FINANCIAL PLANNING & ANALYSIS

- Streamline budgeting, monitoring and reporting processes
- Enhance the cash flow forecast and projections
- Develop processes and systems to improve budget forecast accuracy to avoid budget fluctuations

PROCUREMENT & ACCOUNTS PAYABLE

- Improving the Procurement and Accounts Payable workflows
- Reducing the average processing time for Procurement and Accounts Payable
- Streamlining the 1099 reporting process

PAYROLL & BENEFITS

- Improving the termination and final pay check procedures
- Collaborating with Human Resources and Paycom to avoid earnings and coding errors
- Timely payroll and benefits reconciliations

PRIORITIES

ACCOUNTING & FINANCIAL REPORTING

- Working with the authorizers, independent auditor(Eide Bailly) to ensure a clean audit and oversight report
- Complying and implementing good practices recommended by authorizers
- In collaboration with principals, continue to monitor appropriate spending and documentation of the restricted funds(Special purpose funds)

FINANCIAL PLANNING & ANALYSIS

- Learning Lost Mitigation Fund budget planning and reporting
- Ensuring the Payroll Protection Program loan forgiveness and reporting
- Successful implementation of the new Financial Planning and Analysis software

PROCUREMENT & ACCOUNTS PAYABLE

- Working on alternative payment methods for emergency purchases at school sites
- Vendor master list schedule and form W-9 collection

PAYROLL & BENEFITS

- Working with Paycom to develop custom reports for benefits and tax reporting
- Re-evaluating the structure within Paycom to avoid ongoing system related technical glitches
- Retroactive review of employee set up and earning codes to ensure reporting accuracy



Operations Department

Presented by Suat Acar
Chief Operations Officer



Suat Acar
Chief Operations Officer

GLOWS

Compliance Items' systematic follow up set up

- Mandatory Training set up, follow up
- ESSA Compliance items automatic follow up plus case support (Credentials, TB, DOJ, I-9)

PRA Responses

Prop 39 Applications, submissions, follow up, coordination

Site support

- New principal support and orientation
- Crisis management and direct support in case of a need
 - HOST@Magnolia implementation & follow up.
- Budget formation, revision support throughout the year

HR

- HR Department set up completed with tasks, duties, jobs and priorities set up for the following year
- Prior years' errors and implementation problems fixed in Paycom
- Payroll cycle problem fixed
- Updated MPS Payscale with respect to the STRS requirements
- MPS Home Office Salary Band Introduced
- All H1s/J1s converted to Permanent Residencies by MPS Sponsorship.
- MPS Handbook had a major revision to respond to current staff needs, continuously kept up-to-date

IT

- IT Managers, IT Director task distribution set up coordinated
- IT support to HR set up and followed up for
 - New hires, terminations, email checks, Document Management (NAS) set up
- Centralized document signature system adopted

GROWS & PRIORITIES

COVID-19

- Plan, Program, Implementation
- Constant revision is a work-in progress via legal support

IT/Assetworks management

Priorities

- MPS International Teacher Recruitment Program
- MPS Home Office Teacher Evaluation Program
- MSA 1-2-3 Renewals, MSA 4-6 Merger
- Org Charts
- CALSAAS Assignment monitoring coordination, follow up.



Operations' Department

Human Resources



Derya Hajmeirza
Director of Human Resources



Murat Akbas
Human Resources Manager



Barbara Torres
HR Administrator & Board
Secretary

GLOWS

- **Additional HR Team Member!!!**
- **Onboarding**
 - Utilizing Paycom (welcome letter, online offer letter, direct deposit)
 - Online agreements
 - Creation of New Hire Request form and process
 - Online Orientation Video
 - Setting up retirement plans
- **Additional Employee Benefits**
 - Collaboration with benefits broker
 - Life Insurance (incl. dependents) , short/long term disability, employee assistance program
 - Continued fully covered health benefits for employee and family
- **Year-End Paycom Checklist**
 - W2 Forms
 - 1095 C
- **Compliance in HR documentation**
 - Extra support in teaching credentialing process through HR consultant
 - Review and submission of ESSA grids
 - Mandatory training process improved all in one system
 - Change in payroll check dates
 - Payroll calendar on Paycom
 - I9 Form
- **Policies and procedures**
 - Employee Handbook
 - Telework Policy (ongoing)
 - MPS Health & Safety Policy for COVID-19
 - COVID-19 case tracking system
- **Recruitment**
 - Use of multiple outlets (Edjoin, Indeed, LinkedIn, etc.)
 - Email blasts to all interested candidates on Edjoin
- **Collaboration**
 - Ongoing collaboration with the finance department during payroll periods
- **Technology**
 - Usage of “Kiosks (Chromebooks)” for staff to log into Paycom, upload documents, complete checklists.

GROWS

- **FRISK Process**
 - Developing “Step by Step” Disciplinary action process for principals to follow will help mitigate risk (for ex: Tardiness, etc.)
- **Recruitment Process Enhancement**
 - Recruitment Strategy
 - Increase University Partnerships
 - Attract more student teachers and retain interns
 - Increase recruitment efforts (job fairs, open houses, etc.)
 - Increase network opportunities
- **Onboarding**
 - Develop a new hire orientation process
 - Pre hire employee verification process
- **Employee engagement:**
 - Prepare employee recognition programs
 - Improve employee retention
 - Staff Surveys
- **Policies**
 - Tuition Reimbursement
 - Employee Handbook (ongoing)
- **Paycom Usage**
 - Increase feature usage (leave of absence, interview, VOE, scheduling)
- **Additional MPS Employee Processes**
 - Termination Process
 - Leave of Absence tracker
 - Videos on HR Services
- **Drive DEI - Diversity, Equity and Inclusion initiatives across MPS**

PRIORITIES

- **Pandemic Related**
 - Case tracking for symptomatic, positive and close contacts
 - Response to possible positive cases
 - Testing procedures and follow ups for students, parents and staff
 - Vaccination communication to stakeholders
 - Health and Safety org wide committee meetings with school site staff members for reopening planning
 - Implementation of the MPS health & safety policy and IIPP Plan
 - Working with health authorities for compliance and implementation
- **Collaborate with accountability team regarding teacher assignment monitoring**
- **Review and update 2019-20 & 2020-21 CalSAAS data**
- **2021-22 school year recruitment efforts (attending virtual job fairs, organize MPS open house)**
- **Finalize Staff Retention and Recruitment Plan/Strategy**
- **Review of employee relocation requests**
- **Performance-based evaluation for home office staff**
- **Collaboration with finance team on staffing information data transfer to Adaptive Insight**
- **2021-22 staffing review with school site leaders**
- **Updating 2021-22 pay raise scale**
- **2021-22 agreements**



Operations' Department

Information Technology



Rasul Monoshev
IT Director

GLOWS

- Successful and smooth transition to fully distance learning with no major technology related hiccups during this Covid period
- Asset Management current assets all imported and approved by Finance
- Zoom purchased and implemented for the district for distance learning and online meetings
- Adobe Sign purchased for streamlining signature collecting process
- 95% Internet discounts applied for 2020-21 through E-Rate applications
- All MPS sites upgraded to 1GBps internet speed including the Home Office
- Got Microsoft approval for Office 365 free suite for all staff and students. Activation pending.

GROWS

Access to Technology

- Implemented a remote support model (i.e. a remote help desk via Teamviewer and server RDP) to improve responsiveness
- MSA-3 and MSA-4 internet service upgraded to 1Gbps bandwidth
- E-Rate applications for 2021-22 school year planning in progress
- Continuous support for MPS Departments and schools' IT needs
- MPS Board meeting IT support
- Email service is opened for all MPS students

Ongoing and In-progress:

- Review corporate and school bandwidth and adjust as necessary
- Assess online services used by the schools during Covid-19
- The classroom technology for Hybrid model
- Adobe Sign implementation and training

PRIORITIES

Technology Infrastructure

- Internet bandwidth upgrade to 5GBps for all sites through E-Rate
- Setup Educational Technology focus within MPS
- Survey Business Operations and assess status of existing systems
- Continue the process of implementing school systems to match the standard

Governance, Strategic Planning and Budgeting

- Annual review of Policies and Procedures
- Annual review of IT Strategic Plan
- The IT budget is created on-time(before March 30th), and meets cost reduction targets
- Provide each IT staff 24 hours of professional development
- IT staff retention is at an acceptable level

Timeline for measuring goal outcomes

- For existing sites: Within the school year, aligned with the budget of the site



General Counsel & Facilities Department

Presented by Patrick Ontiveros, Esq.
*General Counsel & Director of
Facilities*



Patrick Ontiveros
General Counsel & Director
of Facilities

GLOWS

- Complete MSA-1 high school building and obtain permanent Certificate of Occupancy
- Obtain HVAC maintenance contracts for MSA-1, MSA-7, MSA-San Diego and MSA-Santa Ana
- Move forward sale of portion of MSA-1 parking parcel to City of Los Angeles for construction of a new ice skating rink that MSA-1 will have access to use
- Execute on Prop 39 (energy efficiency upgrade) projects
- Complete Prop 1D expenditure report for MSA-Santa Ana
- Brought a lender to the table who can provide long term financing at competitive rates and on favorable terms for MSA-1, MSA-SA and MSA-SD

GROWS

FACILITIES

- Apply for and maintain property tax exemptions
- Develop a roster of vendors for facilities projects
- Identify software for real property asset management
- Apply for SB740 funding for eligible schools

LEGAL

- Manage matters internally to the greatest extent possible to lower legal costs
- Supervise legal counsel on various legal matters (litigation and dispute resolution)

PRIORITIES

FACILITIES

All Schools:

- As needed, develop strategic facilities plan for schools on district sites.
- Implement asset management system to make sure that preventative maintenance action is taken to avoid large unplanned facilities/capital expenditures.
- Work with C-Team to identify growth and expansion opportunities
- Identify grant funding to allow for growth, expansion or relocation
- Continually assess whether physical environments reflects MPS's mission and values and enhances learning

MSA-1:

- Complete MSA-1 capital improvement projects
- Complete sale of portion of parcel to City and promote City - MSA-1 continued partnership

MSA-7:

- Modify CUP to allow for increased enrollment; work with landlord to allow expansion on site

MSA-SD:

- **Close** bond project
- Complete “Phase 3” items

LEGAL

- **Continue to develop expertise in areas relevant to MPS – Brown Act, Employment Law, Charter School Law** -- to allow for more internal handling of legal matters as facilities matters allows
- **Closely review legal bills to be sure we are not being charged for work we did not authorize**
- Work with MPS team to decrease litigation exposure



School Presentations



Magnolia Science Academy - 1 Reseda

Presented by Mustafa Sahin
Principal



Mustafa Sahin
Principal



Dr. Omar Polat
Assistant Principal/
HS Dean of Academics



Jason Mertell
HS Dean of Students



Azniv Fotolyan
MS Dean of Academics



Lori Morley
MS Dean of Students

GLOWS

Academics:

- Continue to use data meetings (meet twice a week) to effectively roster students into different intervention programs
- Implementation of MyOn to help increase student lexile growth
- Use of peer observations and effective feedback sharing
- Teachers use IAB data and MAP data to inform their instruction
- Providing parents academic support workshops

College:

- Started 2nd dual enrollment program with Valley College
- Increased in number of the students who are taking college courses from 14 to 41
- Increase from 13 state seals of biliteracy to 27 seals
- AP pass rate increased from 52% to 69% being the highest pass rate of our school's history
- Keeping high number of AP classes (13) to maintain MSA1 as the school of choice

School Climate/Culture

- Reorganized reflection committee to combine with PBIS team
- Tier I interventions awards assemblies, weekly incentives, restorative justice circles and check in check out programs have grown
- Started SOS program for suicide prevention
- Provided social emotional support padlet to students and parents
- Provided anxiety/coping skills training to grades 6 and 8
- Provided cyberbullying prevention training
- MSA 1 provides food for students and community
- COVID compliant
- ADA has improved compared to the past school year
- Truancy process has improved

GROWS

Academics:

- Increase communication with parents regarding attendance and academics
- Increase student engagement in the class
- Implement strategies to help decrease the number of failing students
- Increase reclassification rate for English Learners

College:

- Continue to increase the number of students who are taking college courses.
- Increase number of scholarships students receive . Over 100 applications were submitted.

School Culture/Climate:

- Conduct more home visits
- Increase the number of workshops provided to parents
- Increase student participation in school assemblies

PRIORITIES

Academics:

- Opening the campus for hybrid model
- Conduct more informal observations
- Closely monitor our failing students and communicate with families more
- Focus on low performing sub groups (i.e. SPED and EL)
- Use data to inform instruction (i.e. MAP, IAB, etc.)

College:

- Submit college and FAFSA/Dream Act applications in a timely manner
- Continue to offer college courses every semester
- Assure 100% of students graduate on time

School Climate/Culture:

- Increase student engagement in the class
- Conduct more home visits

DATA

- 100% graduation rate
- 72% college and career readiness rate in Dashboard
- 97.7% ADA so far in 2020-2021
- Distributed 400 Chromebooks and 120 hotspots
- Conducted 31 students and 35 homes have been visited
- 69% AP pass rate in 2019/2020
- 10% increase in our enrollment (total of 715 students)
- 91.32% student retention rate
- 4113 books have been read in MyOn, and AVERAGE Lexile Growth (per Grade)+33.8L
- 19 students got reclassified out of 159 EL students, 12%
- Resuming the small group instruction for EL, SPED and struggling students next week, 2/22/2021
- Planning to open for hybrid model for 6th graders

Winter Math MAP Results



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Magnolia Public Schools

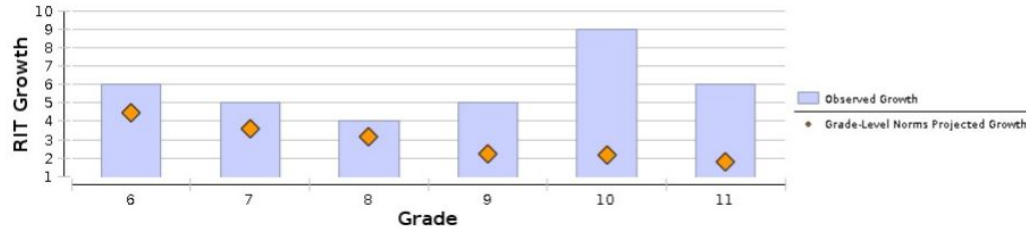
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 20 (Winter 2021)
Grouping: None
Small Group Display: No

Magnolia Science Academy 1

Math: Math K-12

Grade (Winter 2021)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	133	203.4	12.5	7	209.6	13.2	11	6	0.8	4.4	1.40	92	133	76	57	57
7	113	210.7	14.0	14	215.5	15.6	17	5	0.9	3.6	1.03	85	113	68	60	59
8	104	219.9	15.2	30	223.9	16.9	33	4	0.9	3.2	0.61	73	104	61	59	55
9	85	225.4	16.2	46	230.4	19.3	57	5	1.0	2.2	2.50	99	85	57	67	72
10	76	235.6	23.2	74	244.1	22.8	89	9	1.2	2.2	5.47	99	76	58	76	85
11	75	231.9	20.7	51	237.6	22.5	65	6	1.3	1.8	3.42	99	75	50	67	75

Math: Math K-12



Winter English MAP Results



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Magnolia Public Schools

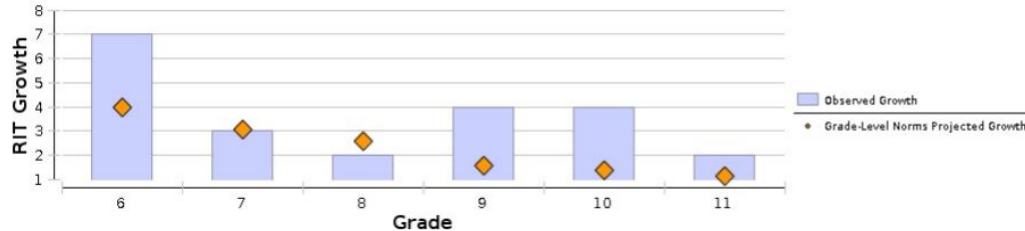
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 20 (Winter 2021)
Grouping: None
Small Group Display: No

Magnolia Science Academy 1

Language Arts: Reading

Grade (Winter 2021)	Growth Count	Comparison Periods						Growth Evaluated Against									
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	128	199.9	14.4	8	207.2	16.0	17	7	1.0	4.0	3.33	99	128	91	71	79	
7	106	206.6	16.3	15	209.9	16.1	16	3	1.1	3.1	0.22	59	106	62	58	60	
8	102	215.3	15.2	37	217.2	16.3	33	2	1.0	2.6	-0.59	28	102	44	43	39	
9	83	220.1	13.8	55	224.5	13.8	66	4	0.9	1.6	2.48	99	83	53	64	68	
10	78	223.9	17.5	61	227.4	16.0	70	4	1.0	1.4	2.25	99	78	49	63	65	
11	75	221.6	17.6	41	223.4	18.3	44	2	1.3	1.1	0.54	70	75	38	51	49	

Language Arts: Reading





Magnolia Science Academy - 2 Valley

*Presented by Dr. David Garner
Principal*



MUSTANGS



GLOWS

- 100% of families have technology devices and internet
- Distributed Chromebooks and hotspots to 100% of students in need during DL
- Distributed meals to all families without transportation who made requests
- Reassignment of office and support staff as “Grade Level Coordinator / Family Engagement Specialists” who made daily phone calls to support student engagement
- Approximately 75 students attend Saturday School program weekly since beginning of September
- Over 40 students enroll in college courses
- Student-driven SEL support (High school mentor SEL support to middle school students)
- Held virtual costume and scary story contest
- One-on-one mental health support with school psychologist
- Conducted virtual risk assessments
- Follow up with PMRT and Department of Mental Health
- Referred students to outside agencies including DCFs for child neglect and abuse follow up
- Behavior interventions and supports related to misuse of technology
- 98.7% average daily attendance over first 4 months
- Made 51 home visits to drop technology, food and check on students’ wellbeing
- Weekly lessons during advisory/SSR classes on ZONES of Regulation
- Wednesdays Testing/Academic Team-Data-Intervention Meeting
- Videos filmed with ASB student government and staff
- Java course started June 22nd 2020 and takes place twice a week online and utilizes the Edhesive Professional Learning Course for AP Computer Science curriculum.Supporting students in being able to pass the AP exam in May,
- Supporting students in being able to pass the OCA (Oracle Certified Associate) exam. These exams can open many doors for students, since many jobs in the future will require coding (arts, music, engineering, architecture etc.)14 students enrolled in program from middle and high school
- 12th grade student enrolled in quantum computing course offered to 5,000 students in US in partnership with IBM & Coding School
- 12th grade student selected as finalist for Questbridge College Match Program which connects the nation’s brightest students from diverse backgrounds with leading institutions of higher education
- 12th grade students are enrolled in AP Calculus AB & BC with UC Scout
- 12th grade student cohort currently enrolled in college ENGLISH 101 for the Fall semester & ENGLISH 102 for Spring semester (15 seniors and 14 juniors)
- Monthly newsletter in English & Spanish
- 100% of informal observations completed
- Thanksgiving Day Camp -65 students daily
- Using online programs very efficient
- Enrollment

GROWS

- Increase efficiency of after school programs / small groups / clubs / office hours
- Increase student engagement in learning
- Increase formal and informal assessment participation rates of students
- Decrease quantity of students failing courses
- Increase social-emotional support to students

PRIORITIES

- Saturday School
- After School Tutoring
- Think Together - Live In-Class Support & During Independent Work Time
- ELD/SPED Support
- A+Math Clubs/Competitions
- Weekly Grade Level Meetings
- Weekly Staff PD
- Weekly Sped Meeting with Admin
- Weekly Sped Meeting with Teachers
- Weekly Department Meetings
- Weekly Office Meetings
- Three O'clock Tea Time with Mustangs
- Friday Coffee With the Principal
- Monthly Mustangs Open Mic

PARTNERSHIPS

- LACOE - PBIS
- Alliant University - Two student teachers
- Pepperdine University - MFT Intern
- LA Mission College - College courses for Juniors and Seniors
- LA Valley College - Early College Program - 9th Grade

PARENT & COMMUNITY ENGAGEMENT

- Parent Technology and Parenting Classes
- School Site Council/ PTF Meetings
- ELAC/ Title 1 Meetings
- Parent-Teacher Conferences
- Back to School Night

ONLINE PROGRAMS

Current:

- | | |
|------------------|----------------|
| ● ALEKS | ● APEX/Odyssey |
| ● Khan Academy | ware |
| ● Flocabulary | ● Edmodo |
| ● myON | ● Code.org |
| ● Brainpop | ● Naviance |
| ● Gizmo- Science | |

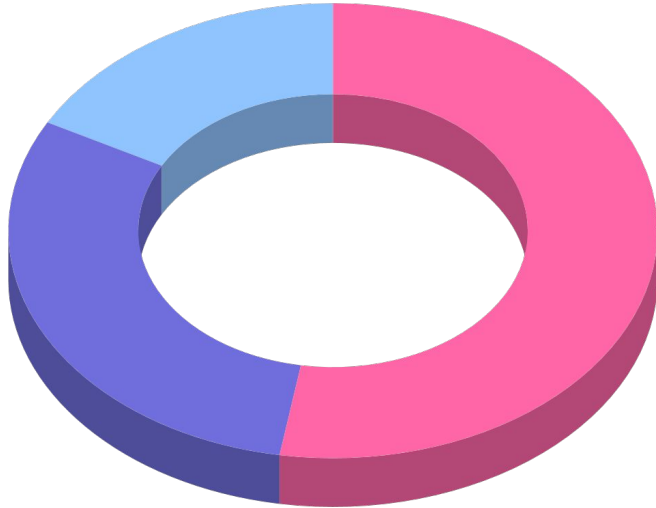
Planned:

- Boardworks
- Quill / Grammar
- Padlet
- Standards Plus
- Generation Genius
- Storyboard
- ClassVR

DATA

- IAB assessments were administered in grades 6th - 11th in English and math
- Fall MAP assessments were administered in grades 6th - 11th in reading and math
- MyON - 1057 books have been finished for middle school students enrolled in SSR classes
- ALEKS - class percentage points increased ranging from 3 points to 10 points per student, and average class time spent ranges from 11.7 to 21.8 hours of usage per student up to date
- College Cohort and Dual Enrollments
- Offering AP classes to 59 students who are schedule to take 63 exams
- 18% (85 students) enrolled in advanced math (1 year ahead)
- 18 students were assessed for ELPAC for 19-20 summative and three are eligible for RFEP
- 5 Initial ELPAC assessment during 20-21 were conducted
- EL students progress 71.4% making progress towards English language proficiency
- 100% graduation rate for 12th grade
- 92% completion of UC/ CSU requirements for 12th grade
- 12th grade student completed Associates Degree from Pierce College concurrently with HS Diploma & was accepted into UCLA as a Junior transfer student
- 12th grade acceptance rate into 4-year university increased by 19% over last year
- AP passing rate increased by 17% over last year
- 12th grade college course passing rate increased by 10% over last year

Class of 2021 - Senior Mustangs



Advanced Diploma

7 students eligible based on cumulative GPA

Standard Diploma

17 students eligible based on cumulative GPA

3 students - State Minimum Requirements

Honors Diploma

13 students eligible based on cumulative GPA

❖ 40 seniors

❖ Number diploma types will be finalized after meeting all requirements



Status of Current Seniors

- **All seniors except for three (37) are on track to meet A-G requirements (*final determination after completion of all requirements - June 2021*)**
 - Three SPED seniors are working toward state minimum requirements for standard diploma
- **Drop out**
 - One Senior (CC) enrolled in October, left in November for rehab
 - One Freshman (AC) enrolled 9/17/2020, left 9/28/2020 - possible return to home country
- **All seniors are on track for graduation if all classes are completed successfully**
 - One senior working on credit recovery with online courses

Status of Current Seniors

- **Dual Enrolled Seniors**

- 22 Students
- 18 passed at least one course, 4 additional currently taking a college course

- **Passing an AP with a score of 3 or better**

- 20 students

- **College & Career Ready**

- **26 students prepared (65%)**
 - A-G On track + at least one AP OR College Course
 - Seal of Biliteracy
 - No SBAC scores for junior year - can't use that criteria
- **Approaching prepared (28%)**
 - At least 11 other students (with meeting A-G requirements)
- **Not prepared (8%)**
 - 3 students working on state minimum requirements



Early College Program

- **Started Summer 2020**
- **Courses offered/offering/planning to offer**
 - **Counseling 20** - Summer 2020 - 44 students
 - **Anthropology 1** - Fall 2020 - 31 students
 - **Cinema 103** - Fall 2020 - 20 students
 - **Art 501** - Spring 2021
- **Four-Year Plan (in progress)**



College Courses - LA Mission College

- **Fall 2020**

- **English 101 (29 Juniors & Seniors)**
- **Business 101 (17 Juniors & Seniors)**

- **Spring 2021**

- **English 102**
- **Chem 65 with Lab**



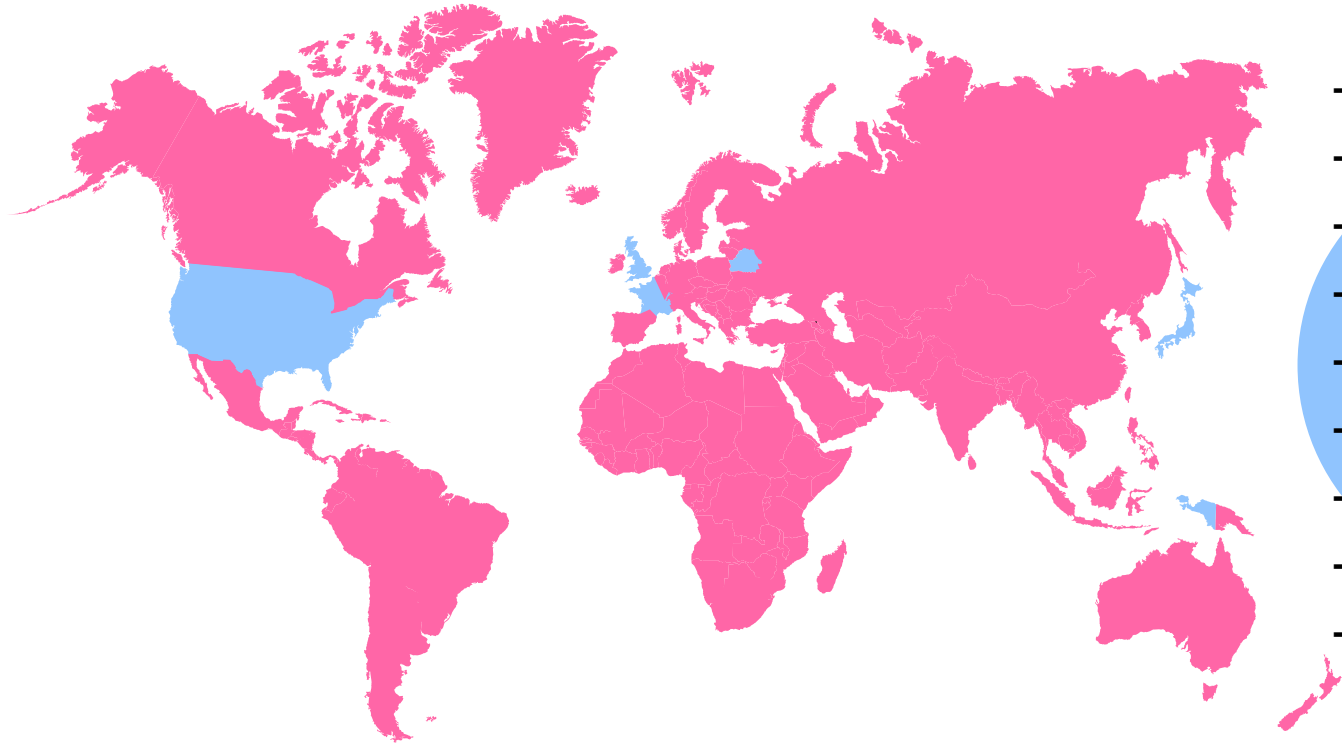
College Courses - Past Courses

- **Child Growth & Development Child Dev 1 - Spring 2018 - 37 Students**
- **Elementary Astronomy - Astronomy 1 - Spring 2019 - (31 Students)**
- **Physical Geography - Geography 1 - Fall 2019 - (39 Students)**
- **Probability & Statistics - Math 227 - Spring 2020 - (10 Students)**



Powered by BoardOnTrack

MSA-2 School Demographic Distribution

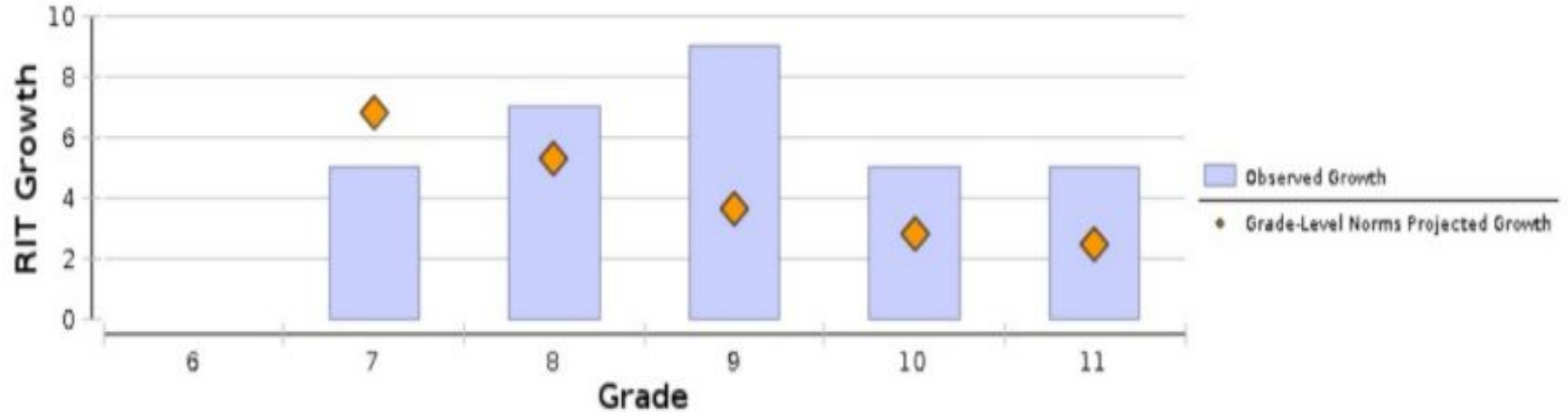


- **466 students**
- **13% EL (60 students)**
- **15% SPED (70 students)**
- **85% Hispanic / Latino**
- **7% Asian**
- **5% White**
- **2% African American**
- **83% Free of Reduced**
- **9% GATE students (42 students)**

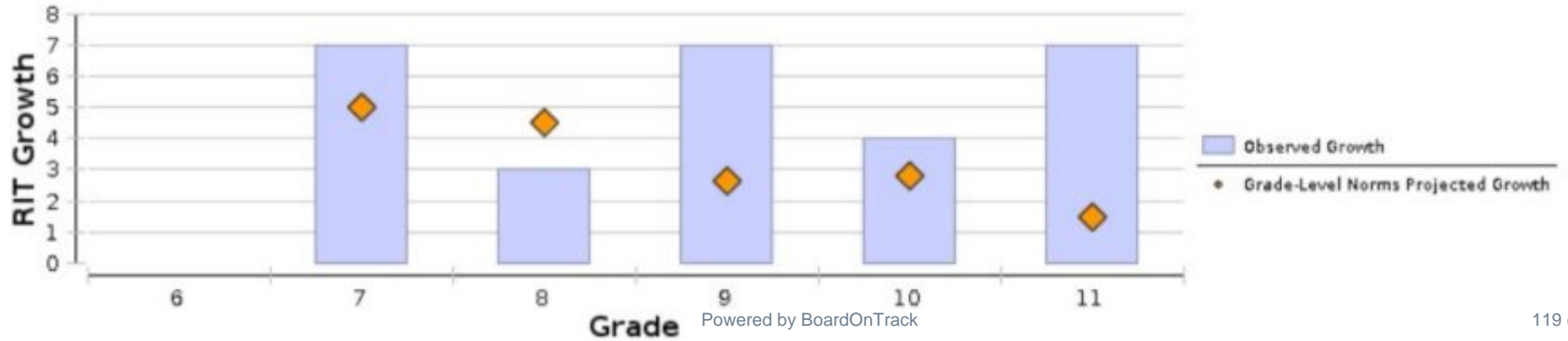
MAP Growth & Proficiency

	Math	Reading	
ALL School	14.81% 53.1%	30.71% 58.3%	Proficiency Growth
ELL	45.00%	40.54%	Growth
SPED	51.11%	40.48%	Growth

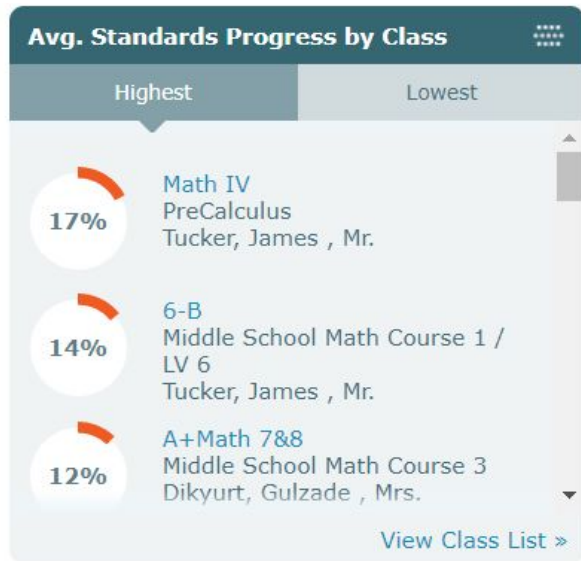
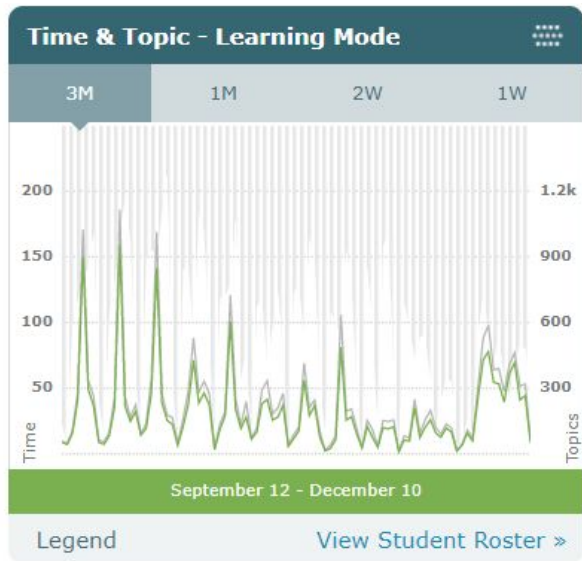
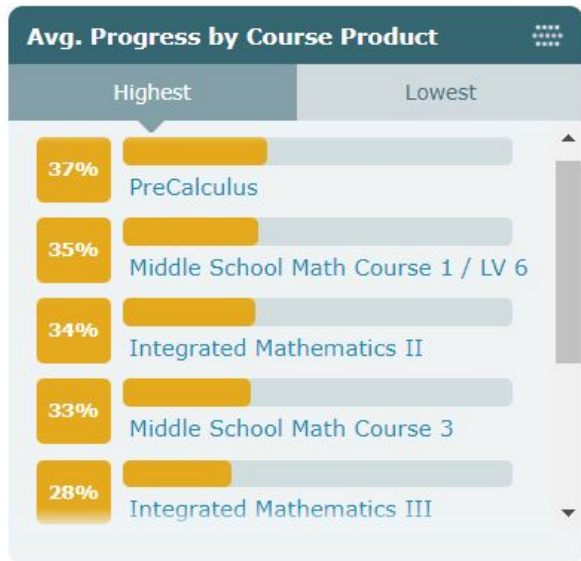




Language Arts: Reading



ALEKS-MATH



Student Progress on ALEKS During DL

Magnolia Science Academy 2 [8461]

Average Progress Report

Based on ALEKS use from 09/14/2020 to 12/10/2020





Summary of all courses

ALEKS course	Number of students	Average hours spent in ALEKS	Beginning Knowledge (student avg)	Ending Knowledge (student avg)	Percentage Points Gained
Integrated Mathematics I	32	21.0	19%	23%	4
Integrated Mathematics II	57	19.4	23%	34%	11
Integrated Mathematics III	36	25.7	21%	29%	8
Middle School Math Course 1 / LV 6	103	13.0	26%	36%	10
Middle School Math Course 2	65	14.3	17%	27%	10
Middle School Math Course 3	78	18.5	29%	35%	6
PreCalculus	10	32.3	26%	37%	11

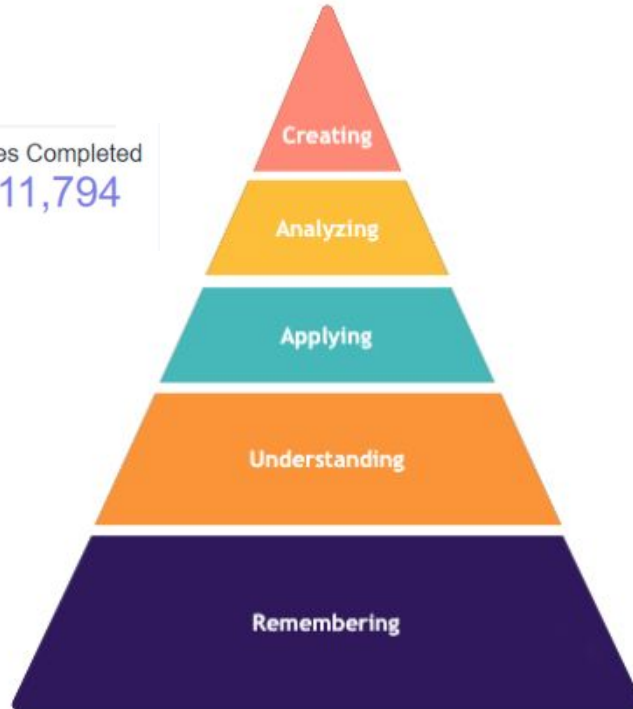
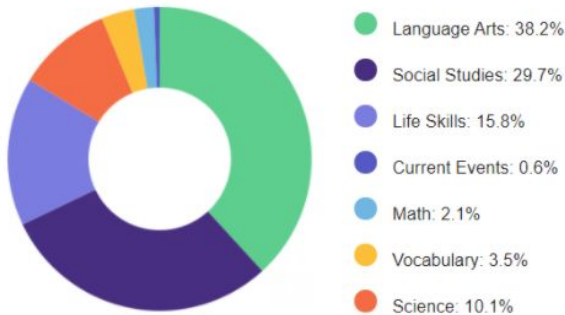
Flocabulary- ELD

Support/Power English

Usage by Bloom's Taxonomy Level

Active Educators  16 Active Students  511 Rostered Classes  67 Activities Completed  11,794

Usage by Subject Area



CREATING

Lyric Labs Written: 429

ANALYZING

Read & Responds: 1,656

APPLYING

Vocab Card Sets Created: 1,509
Quizzes Taken: 2,135

UNDERSTANDING

Vocab Games Played: 2,232

REMEMBERING

Videos Watched: 3,833

IAB Math

Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
6	Grade 6 MATH - The Number Sys...	2020-21	Overall	81		2500 ± 8	43%	50%	6%
7	Grade 7 MATH - The Number Sys...	2020-21	Overall	73		2567 ± 12	20%	53%	26%
8	Grade 8 MATH - Expressions and ...	2020-21	Overall	75		2571 ± 14	26%	56%	17%
	Grade 8 MATH - The Number Sys...	2020-21	Overall	80		2612 ± 19	26%	35%	38%
11	High School MATH - Algebra and ...	2020-21	Overall	119		2593 ± 10	40%	48%	10%
	High School MATH - Algebra and ...	2020-21	Overall	38		2619 ± 15	10%	76%	13%
	High School MATH - Seeing Struc...	2020-21	Overall	48		2648 ± 16	14%	58%	27%

IAB ELA

Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
6	Grade 6 ELA - Brief Writes (IAB)	2020-21	Overall	84		2611 ± 13	3%	33%	63%
	Grade 6 ELA - Listen/Interpret (F...)	2020-21	Overall	70		2493 ± 12	27%	61%	11%
	Grade 6 ELA - Research (IAB)	2020-21	Overall	79		2497 ± 11	39%	43%	17%
7	Grade 7 ELA - Brief Writes (IAB)	2020-21	Overall	68		2534 ± 20	26%	44%	29%
	Grade 7 ELA - Listen/Interpret (F...)	2020-21	Overall	63		2508 ± 15	38%	50%	11%
	Grade 7 ELA - Research (IAB)	2020-21	Overall	74		2492 ± 12	29%	58%	12%
8	Grade 8 ELA - Brief Writes (IAB)	2020-21	Overall	64		2637 ± 20	12%	29%	57%
	Grade 8 ELA - Listen/Interpret (F...)	2020-21	Overall	72		2532 ± 12	27%	61%	11%
	Grade 8 ELA - Research (IAB)	2020-21	Overall	74		2520 ± 13	41%	45%	12%
11	High School ELA - Brief Writes (I...)	2020-21	Overall	100		2638 ± 17	18%	35%	47%
	High School ELA - Language and ...	2020-21	Overall	36		2468 ± 19	58%	36%	5%
	High School ELA - Listen/Interpr...	2020-21	Overall	45		2546 ± 22	35%	46%	17%
	High School ELA - Research (IAB)	2020-21	Overall	110		2580 ± 11	23%	50%	25%
	High School ELA - Revision (IAB)	2020-21	Overall	41		2495 ± 19	51%	39%	9%

+32.0LAVG Lexile Growth
(per Student)

myON

RENAISSANCE
myON

My School



News



Library

Building Admin

Magnolia Science Academ...

Magnolia Science Academy 2 » **Dashboard****21**

Faculty Members

397

Students

1,057

Books Finished

1,232 hr 18 min

Time Spent Reading

Grade ▲	Students ▼	Average Lexile ▼	Books Finished ▼	Time Spent Reading ▼
6th Grade	102	625L	267	262 hr 06 min
7th Grade	93	640L	491	616 hr 37 min
8th Grade	90	640L	247	295 hr 51 min
9th Grade	54	810L	41	53 hr 27 min
10th Grade	42	795L	11	4 hr 16 min



Magnolia Science Academy - 3 Carson

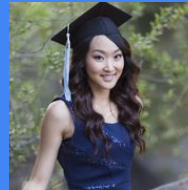
Presented by Zekeriya Ocel
Principal



Zekeriya Ocel
Principal



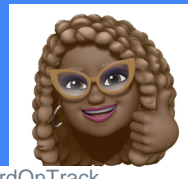
Roy Thomas
Dean of Students (MS)



Sarah Kang
Dean of Academics (HS)



Roy Thomas
Dean of Students (HS)



Sarah Kang
Dean of Academics (HS)



- IAB pacing guides are followed as closely as possible and scores show an improvement from last year.
- MyON lexile level improved 26 pts schoolwide, 43 pts SWD and 41 pts for EL.
- Attendance improved from average from 180 students (at least one period attendance) to 90 students (at least one period) absences.
- Positive parent feedback received during Zoom w/ Admin meetings.
- Math & ELA Intervention Systems are in place for level 2 and level 1 students with after school/saturday school/power class.
- Catering to the needs of advanced students with advanced math classes, small group honor classes, and a Mathcounts team.
- Parent engagement/training meetings (ELAC, SSC, PAC (Zoom w/Admin,) SEL, workshop on instructional tools (MyON, Clever etc.)).
- PDs are well organized and facilitated by rotating admin with clear agenda items.
- Staff satisfaction rate improved to 80%.
- Hiring of EL Coordinator, Title 1 Coordinator, Psychologist, Office Manager.
- Hiring Process improved to involve more stakeholders.
- Distributed leadership responsibilities allow MSA-3 admin to address issues more effectively.



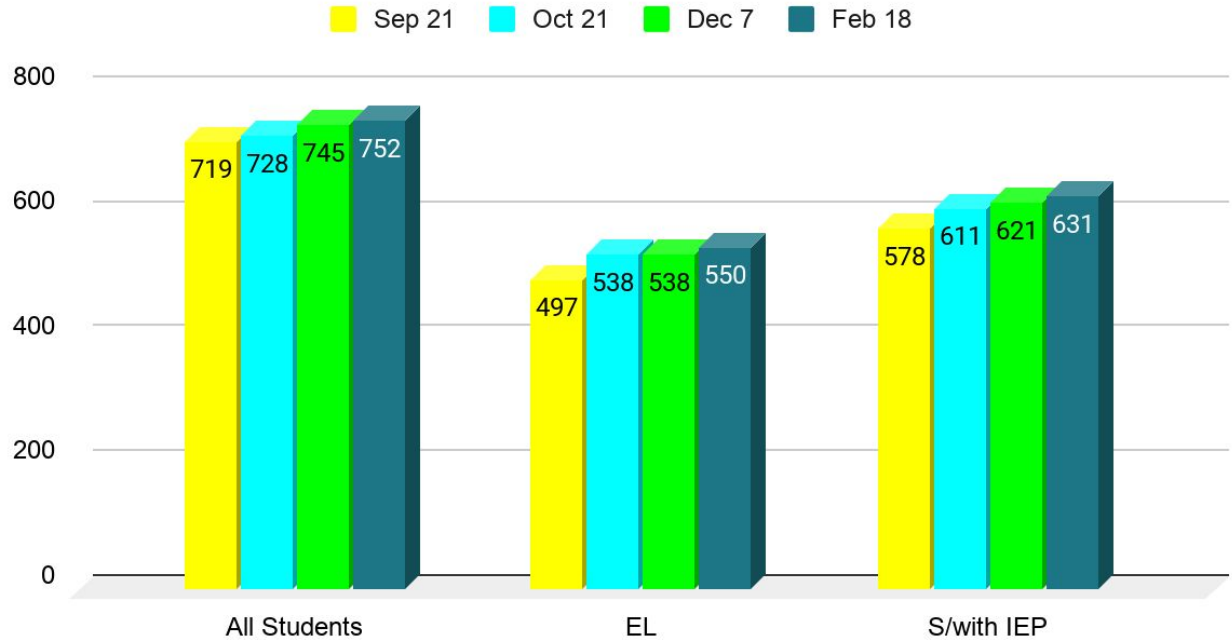
- Number of failing students is alarming. (including EL & SWD students)
- Enrollment practices, advertisement, social media platforms, online school reviews (GreatSchool, Google ratings)
- School Website update
- Instructional Engagement Strategies
- Parent Engagement
 - Parent Saturday Workshops
 - How to navigate through online Platforms
 - How to support student with distance learning
 - Fundraising activities

PRIORITIES


- 1) Reopening Plans for Hybrid Models
 - PPE orders (adding air purifiers, student/teacher barriers, hand washing station)
 - Working on Hybrid model details
- 2) Academic SST meetings/follow up for failing students. (SWD, EL)
- 3) Instructional Engagement Strategies.
- 4) Enrollment practices, advertisement, social media platforms, online school reviews (GreatSchool, Google ratings); School Website update
- 5) Parent Engagement
 - a) Parent Saturday Workshops
 - i) How to navigate through online Platforms
 - ii) How to support student with distance learning
 - b) Fundraising activities

DATA

MSA-3 MyON LEXILE DATA



Summary

Select a Visualization: Summary 

1.2

AVG Lexiles Taken
(per Student)

715L

AVG Starting Lexile Score in
Period
(per Student)

768L

AVG First Lexile Score in Period
(per Student)

752L

AVG Ending Lexile Score in
Period
(per Student)

+54.0L

AVG Lexile Growth
(per Student)

LA Valley College Partnership

First at MSA-3

This is to inform you that an instructor has been assigned to the dual enrollment course below:

Notes	Class #	Course	Days	Dates	Start	End	High School	Instructor
Synchronous	28130	PSYCH 001	W F	02/08/2021 - 06/13/2021	1:00PM	2:30PM	Magnolia Science Academy 3	Jose Luna

Math Counts

MATHCOUNTS®

CHAPTER CERTIFICATE OF RECOGNITION

FOR PROVEN EXCELLENCE IN THE MATHCOUNTS CHAPTER COMPETITION

THIS CERTIFICATE OF RECOGNITION IS AWARDED TO

The screenshot shows a table of students with columns for checkboxes, names, IDs, scores, and C-Ranks. A 'Qualified' label is highlighted in a red box next to Mariela D Vasquez. Below the table is a 'Teams' section with a table listing team members and their positions.

#	Member 1	Member 2	Member 3	Member 4	P1	P2	P3	
1	Jayden J Jiles	Jaz'Cidi B Mitchell	Lennox Ford	Mariela D Vasquez				Edit Team Remove Team

[Add Team](#)

MATHCOUNTS®

Jaz' Cidi M.

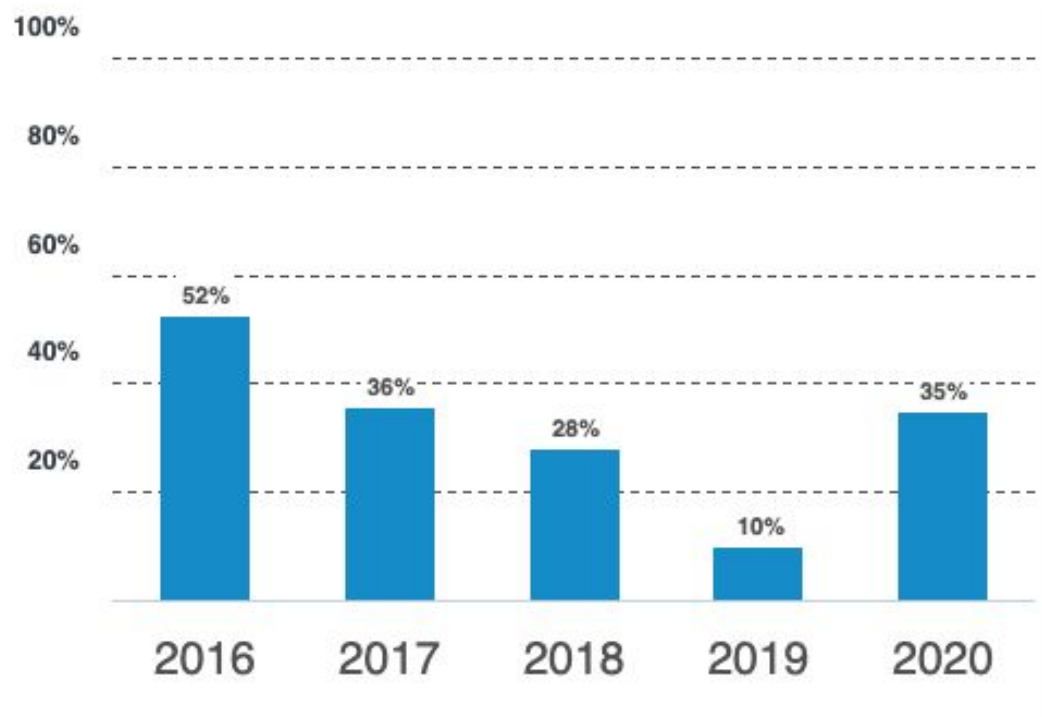
Brandon P.

Jayden J.

Lennox F.

Mariela V.

AP Passing Percentage



DATA

IAB Math

School	Overall Projected Proficiency (6,7,8,11)	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
MSA-3	30.97%	14.50%	41.00%	23.70%	49.00%	43.00%	51%

DATA

IAB Reading

School	Overall Projected Proficiency (6, 7, 8, 11)	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
MSA-3	43.15%	36.67%	40.00%	35.38%	34.21%	36.27%	65.57%

Attendance DATA (as of 12/9/20)

- First Semester Attendance Rate - 97.4%
- Highest Attendance Grade Level - 98.6%
- Lowest Attendance Grade Level - 95.6%
- Chronically Absent Population (31/418 students) - 7.4%

Magnolia Science Academy 3 - Attendance Periods #1-5 (08-18-2020 to 01-01-2021)

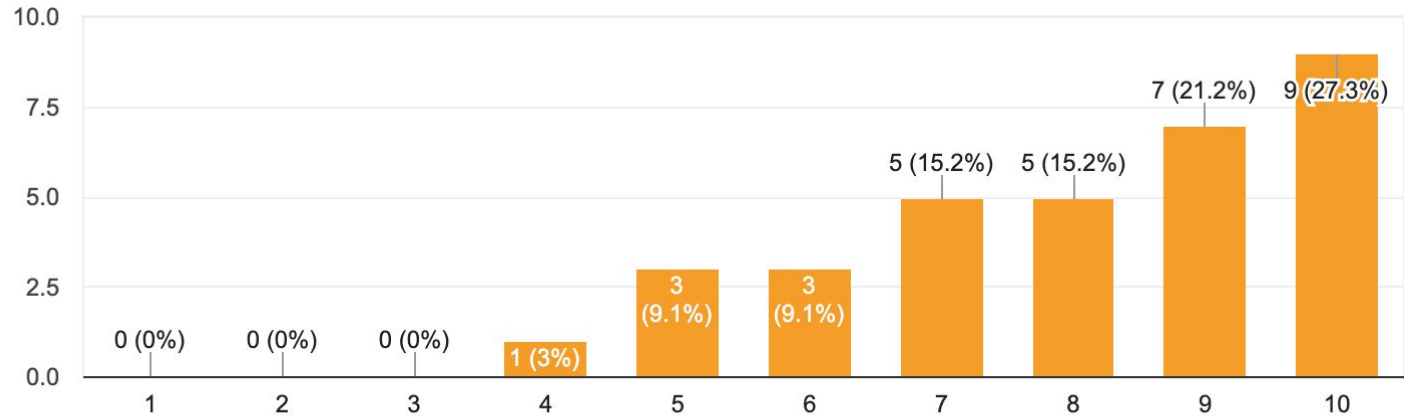
Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Loss	End	Last Day Exit	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	6	81	0	33	33	2	1	34	0	34	18	120	39	81	0	2634	2754	32.519	95.643%
Regular Education	7	81	0	68	68	2	1	69	0	69	36	137	35	102	0	5416	5553	66.864	97.533%
Regular Education	8	81	0	88	88	1	1	88	0	88	15	97	32	65	0	7034	7131	86.840	98.640%
Regular Education	9	81	0	67	67	3	1	69	69	0	24	141	40	101	0	5400	5541	66.667	97.455%
Regular Education	10	81	0	63	63	0	1	62	62	0	2	113	31	82	0	4925	5038	60.802	97.757%
Regular Education	11	81	0	50	50	1	0	51	51	0	6	106	39	67	0	4019	4125	49.617	97.430%
Regular Education	12	81	0	45	45	0	0	45	45	0	0	149	38	111	0	3496	3645	43.160	95.912%
Regular Education	All	81	0	414	414	9	5	418	227	191	101	863	254	609	0	32924	33787	406.469	97.446%
All	All	81	0	414	414	9	5	418	227	191	101	863	254	609	0	32924	33787	406.469	97.446%

DATA

Staff Satisfaction Survey- Dec 1

Overall, I am satisfied and would recommend MSA-3 to other students / parents / educators

33 responses



DATA

Parent Meeting #s

Two School Site Council Meeting (11/5, 11/18)

Two ELAC Meeting (10/14, 11/18)

Three Zoom with Admin meeting (One of them is Title-1 meeting) (10/8, 11/12, 12/10)

SEL

Town Hall Meeting for Instructional tools



Magnolia Science Academy - 4 Venice

Presented by **Musa Avsar**
Principal



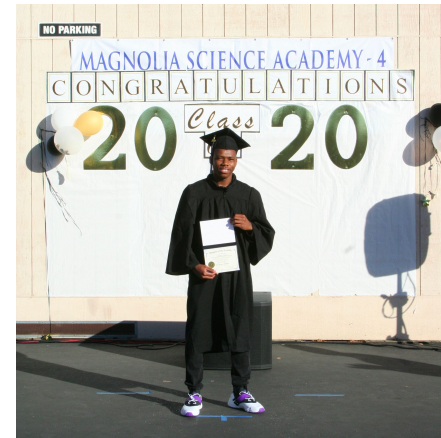
Mr. Musa Avsar
Principal



Mr. Kamil Veli
Vice Principal

GLOWS

- Fully staffed as of August 18.
- Teacher attendance rate; improved by 5.2%
- Percentage of completion of the informal classroom observations by the school administration: 100%
- 100% of students have technology devices and internet
- 100% of students have access to digital textbook in all classes.
- Percentage of students meeting their growth targets on MAP-Reading assessment from Fall to Winter: 65%
- Percentage of students improved their MAP-Reading assessment score from Fall to Winter: 60 %
- Average Lexile Growth (L) from fall to spring: +139.1L
- Percentage of cohort graduates meeting UC/CSU requirements: 100%
- Partnering with LA Valley College and offering college courses to our students
- Percentage of graduating cohort who completed at least one college coursework : 48%
- Percentage of all students who completed at least one college coursework : 26%
- Implementation of SEL and Mindfulness Fridays
- Virtual PBIS Assemblies
- Percentage of students who have been home-visited by the teachers per year: 31%
- Mentoring
- Family Survey Participation Rate: improved by 48.5%
- Student Survey approval rate: improved by 6%
- Staff Survey approval rate- improved by 4%
- Family Survey approval rate- 95% ; improved by 1%
- Student retention rate: 98%
- Implementation of Parent College and High participation rate
- Number of activities/events for parent involvement: 21 parent events



GROWS


- Average Daily Attendance (ADA) Rate- Goal: 95%
- Percentage of students who have received a grade of “C” or better- Goal 90%
- Percentage of students meeting or exceeding standard on the CAASPP-ELA/Math assessments- Goals: 15% (Math) ; 33% ELA
- Percentage of all AP exam takers in the current year with a score of 3 or higher- Goal: 42%
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually- Goal: 15%
- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year- Goal 100%
- Graduation Rate- Goal 100%
- 4-year college going-rate- Goal 60%
- Percentage of cohort graduates earning an Advanced or Honors MPS Diploma- Goal: 30%
- Student Suspension Rate- Goal: 0%
- Chronic Absenteeism Rate- Goal: Below 10%

PRIORITIES

- Safe School Reopening
- Student Wellbeing- Implementation Virtual Social Events
- Student Engagement
- Average Daily Attendance (ADA) Rate
- Percentage of students meeting or exceeding standard on the CAASPP-ELA/Math assessments
- Reclassified to Fluent English Proficient (RFEP) rate
- Improving the Graduation Rate
- Improving the number of students taking college courses
- College awareness and Improving the college going rate
- Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI Goal: 65%
- Improvement of student reading comprehension and Out-Of-School Reading
- Implementation of Life Skills Lessons during Advisory
- MSA-4 and MSA-6 Merger
- Enrollment of MSA-6's 8th graders to MSA-4- Goal 40 students
- Teacher Development and Wellbeing- PDs (SEL and Culturally Responsive Teaching) and Team Building events
- Parent Involvement

DATA-Lexile Growth

Summary

Select a Visualization: Summary 

3.3

AVG Lexiles Taken
(per Student)

697L

AVG Starting Lexile Score in
Period
(per Student)

798L

AVG First Lexile Score in Period
(per Student)

847L

AVG Ending Lexile Score in
Period
(per Student)

+139.1L

AVG Lexile Growth
(per Student)

DATA- MAP Reading Winter Scores

- School Progress:
 - Projected Growth Target Met (Reading): %64
 - Projected Growth Target Met (Math): %60
- Focus Group Progress:
 - Projected Growth Target Met (Reading): 78%
 - Projected Growth Target Met (Math): 80%
- SPED Group Progress:
 - Projected Growth Target Met (Reading): 47%
 - Projected Growth Target Met (Math): 78%

DATA- Parent Events/Involvement

- 1 COVID-19 Town Hall Meeting in English
- 1 COVID-19 Town Hall Meeting in Spanish
- 1 Orientation
- 1 Back to School Night
- 6 Parent Academy sessions in English
- 6 Parent Academy sessions in Spanish
- 4 PTF/SSC
- 1 ELAC
- 31 home visits
- 42 attendance and engagement meetings
- 285 SIS Communication Log Entry

DATA- Student Well-Being

- 4 PBIS Assemblies
- 1 mentorship/career day event
- 9 Mindfulness Friday events
- Completed all Zone of Regulation Lessons
- 13 students receiving counseling
- Mentoring: 9 staff and 12 students
- Club Offering: Calm Club (meditation and relaxation strategies)
- Eagle Gazette

DATA- Average Daily Attendance

- ADA as of Feb 18: **95.550%**

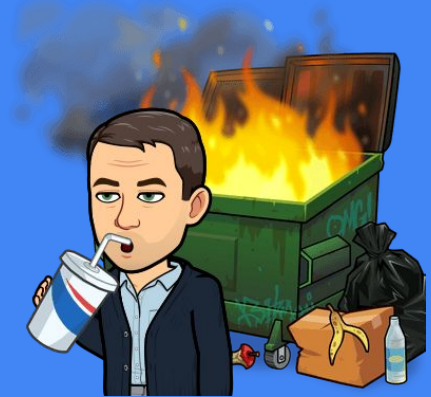
Magnolia Science Academy 4 - Attendance Periods #1-6 (08-18-2020 to 02-19-2021)

Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Loss	End	Last Day Exit	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	9	109	0	24	24	2	3	23	0	23	40	165	40	125	0	2468	2633	22.642	93.733%
Regular Education	10	109	0	25	25	3	0	28	0	28	24	156	46	110	0	2782	2938	25.523	94.690%
Regular Education	11	109	0	26	26	0	0	26	0	26	0	31	14	17	0	2803	2834	25.716	98.906%
Regular Education	12	109	0	23	23	1	1	23	0	23	13	133	41	92	0	2361	2494	21.661	94.667%
Regular Education	All	109	0	98	98	6	4	100	0	100	77	485	141	344	0	10414	10899	95.541	95.550%
All	All	109	0	98	98	6	4	100	0	100	77	485	141	344	0	10414	10899	95.541	95.550%



Magnolia Science Academy - 5 Lobos

Presented by Brad Plonka
Principal



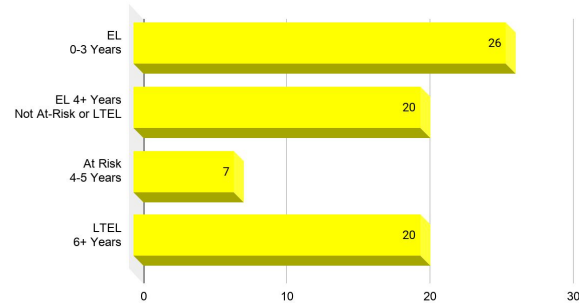


- ADA Growth, Exceeding our ADA target goal of 96% (Current 96.43%)
- Monthly Engagement PDs tied to our Teacher Observation Tool
- Mental Health presentations delivered to our Staff and Students by our school psychologist
- Innovative academic programs; Gimkit, Listenwise, Soundtrap, Flocabulary
- Paraprofessionals provide support to SWD and EL students through mentorship, small group instruction, and in-class support
- Bi-weekly Special Education Department meetings provides collaborative supports to SWD
- 100% graduation rate (2019-20)
- 91% of our seniors are UC/CSU college-bound & 100% graduation on time
- Successfully administered Summative/Initial ELPAC and reclassified 4 out of 7 EL students tested
- High school ELD class is a HS graduation credit bearing course and ELD classes are taught by the grade level English teachers
- Successfully completed over 10 Bi-lingual Parent Engagement 101 classes
- Mitchell Family Counselors taught SEL lessons during our PE classes

Public & private schools ▾		PreK	Elementary	Middle	High
Showing 1 to 13 of 13 schools found in 91335					
Overview		Ratings Snapshot		Equity: Test scores	
School	Type				
Grover Cleveland Charter High School 8140 Vanalden Avenue, Reseda, CA, 91335 Homes for sale	Public charter				
Sherman Oaks Center For Enriched Studies 18605 Erwin Street, Reseda, CA, 91335 Homes for sale	Public district				
Magnolia Science Academy 5 18230 Kittridge Street (Campus is located off of Etiwanda Ave.), Reseda, CA, 91335 Homes for sale	Public charter				
Magnolia Science Academy 18238 Sherman Way, Reseda, CA, 91335 Homes for sale	Public charter				
Reseda Senior High School 18230 Kittridge Street, Reseda, CA, 91335 Homes for sale	Public district				
Homes for sale 18230 Kittridge Street, Reseda, CA, 91335 Homes for sale	Public district				

GROWS

- Higher number of home visits - 22 so far
- Parent meetings with students who failed one or more classes during first semester
- Fortified SBAC readiness and action plan considering distance learning
- Student/teacher mentoring from the first week of second semester.
- More UDL trainings to provide support to diverse learning needs
- Raise the rate of seniors who apply to 4-year college/universities - 20% 19-20
- Increase EL parent engagement for Middle School
- 34 parents responded to parent mental health survey, 19/24 staff members responded to the staff mental health survey, we would like for 100% turn-in rate
- We would like for at least 20% of our parents to be participating in our Parent engagement courses and meetings



Level 3&4	Math	Reading
MAP Overall	6.12%	21.58%
Growth	Math	Reading
MAP	56.50%	57.10%

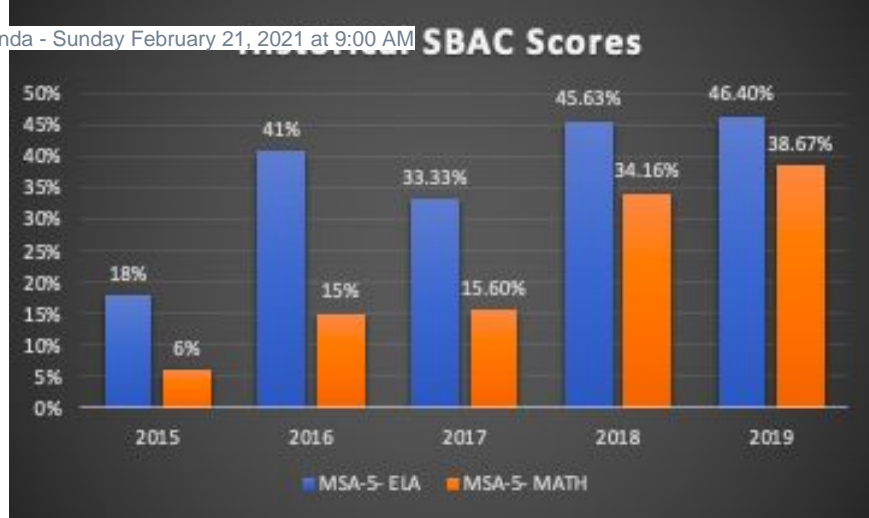
PRIORITIES

- **School Culture and Attendance**
 - Increase Engagement Strategies during instruction (i.e. Fishbowl discussions)
 - Minimize chronic absenteeism
 - Utilize PBIS/MTSS to engage students & promote success
 - SSPT meetings for students that are failing multiple classes/chronically absent
- **Supports**
 - Continue to improve our SEL Lessons and supports
 - Increase Student, Staff, and Family Participation in school surveys
 - On-time FAFSA and Dream Act Apps
 - Career/College readiness guidance
- **Student Data and Instruction**
 - Passage rates - AP, Grades, Reclassification
 - CAASPP & MAP Improvement in all subgroups
 - Effective utilization of school purchased programs
 - Establish self-monitoring practices for all students

DATA by ozkay

- 96.6% ADA as of 12/15/20
- 7 out of 10 on Greatschools.org
- 100% High School Graduation
- Lexile Growth +66.6L; 733 Average Lexile

Subject	Score	Grade Level	School Name	Teacher
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	11th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	4	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	3	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	3	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	3	10th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	3	11th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira
Spanish Language and Culture	3	11th Grade	Magnolia Science Academy 5	Kadic-Hopovac; Indira



Attendance ADA as of 2/16/21 (96.661%)

Magnolia Science Academy 5 - Custom Date Range: 08-17-2020 to 02-15-2021

Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Loss	End	Last Day Exit	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	6	105	0	46	46	4	2	48	0	48	185	119	28	91	0	4946	5065	47.105	97.651%
Regular Education	7	105	0	52	52	0	3	49	0	49	219	213	15	198	0	5028	5241	47.886	95.936%
Regular Education	8	105	0	59	59	0	0	59	0	59	0	195	30	165	0	6000	6195	57.143	96.852%
Regular Education	9	105	0	38	38	1	1	38	0	38	130	194	12	182	0	3771	3965	35.914	95.107%
Regular Education	10	105	0	47	47	0	1	46	0	46	78	161	33	128	0	4696	4857	44.724	96.685%
Regular Education	11	105	0	30	30	0	2	28	0	28	174	121	6	115	0	2855	2976	27.190	95.934%
Regular Education	12	105	0	21	21	2	0	23	0	23	76	20	15	5	0	2319	2339	22.086	99.145%
Regular Education	All	105	0	293	293	7	9	291	0	291	862	1023	139	884	0	29615	30638	282.048	96.661%
All	All	105	0	293	293	7	9	291	0	291	862	1023	139	884	0	29615	30638	282.048	96.661%



Magnolia Science Academy - 6 Palms

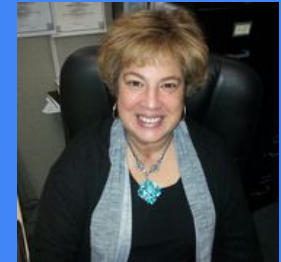
Presented by John Terzi
Principal



Mr. John Terzi
Principal



Mr. James Choe
Assistant Principal

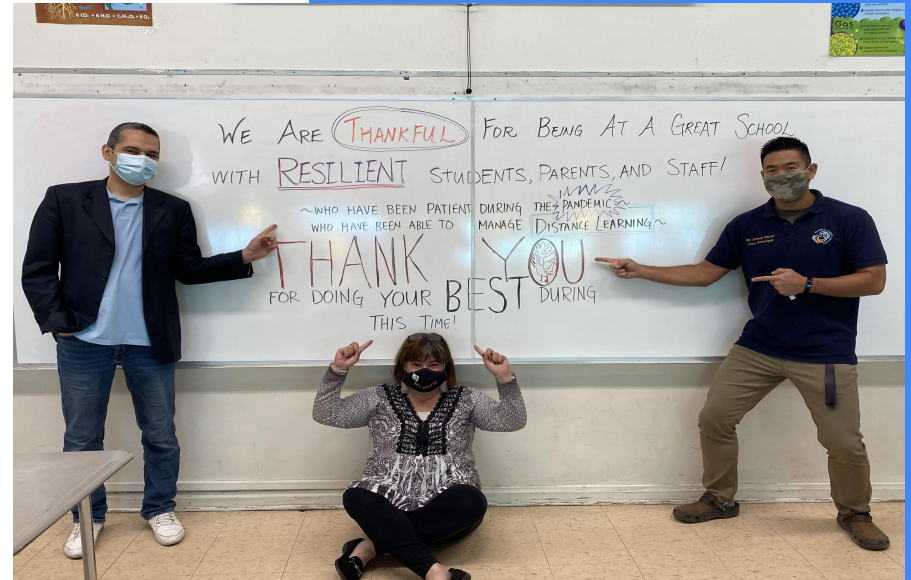


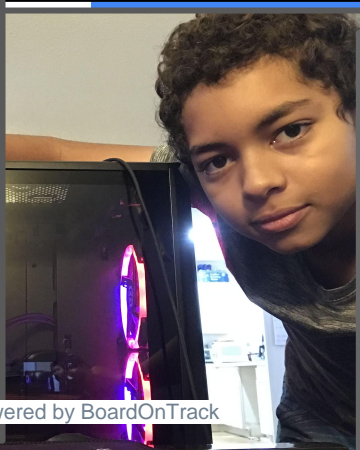
Ms. Maria Huevo
Office Manager



Magnolia Science Academy - 6 Palms

Presented by John Terzi
Principal





GLOWS

- Enrollment has increased from 134 to 163. ADA is 95.55%
- Hotspots, chromebooks, and textbooks were distributed by Aug.18th.
- Stakeholder meetings were held to inform parents, teachers and students regarding distance learning program
- School office was open every day until last week to help parents and students for their needs/questions. Our online Helpdesk is available every day for technical support.
- We followed internal assessment calendar and administered MAP testing and IAB's. Data analysis was made in the staff meeting and students were placed in after school tutoring for math and ELA
- Saturday school and mandatory tutoring programs were provided for students to close learning loss
- Our health and wellness coach provided SEL support for all students. He also provided live workout sessions twice a week and did home visits with our AP.
- Counselors (CSUN and Pepperdine) provided counseling for students who needed social-emotional support
- We held 3 parent college sessions and around 10 parents are attending this program
- We were able to hire a RSP teacher and TA for students who have IEP's.

GROWS

- Meeting needs of students who have learning disabilities and EL's
- Student engagement
- Number of failing students
- Supporting teacher more through Distance Learning
- Giving more SEL Support throughout DL
- We still need to continue giving tech support to students/families
- Finding some incentives, something that kids can strive for, for PBIS to work more efficiently.
- Enrichment classes

PRIORITIES

- Keeping a SPED teacher on-board for the rest of the school year.
- Holding the IEP meetings on-time.
- Engagement
- Keeping a high ADA (attendance)
- Supporting staff socially emotionally.
- LAUSD visit - March 16th, 2021
- SARC report - January 12, 2021
- Enrollment for 2021-2022
- Merger for MSA6 and MSA4
- Test prepping for the SBAC

MAP DATA - Math

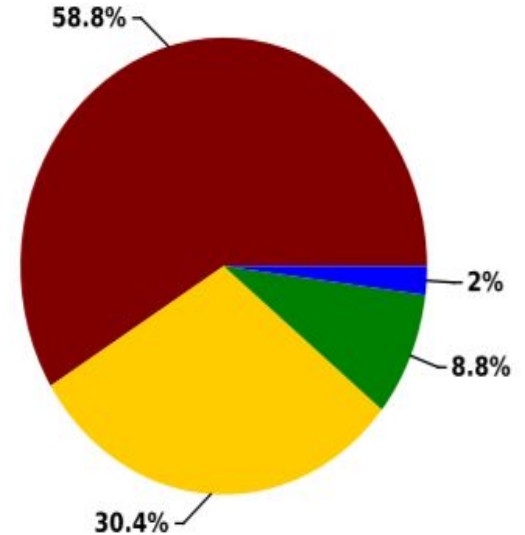
Math: Math K-12

Magnolia Science Academy 6

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	47	26	55.3%	15	31.9%	6	12.8%	0	0.0%
7	43	23	53.5%	14	32.6%	5	11.6%	1	2.3%
8	58	38	65.5%	16	27.6%	2	3.4%	2	3.4%
Total	148	87	58.8%	45	30.4%	13	8.8%	3	2.0%



MAP DATA - ELA

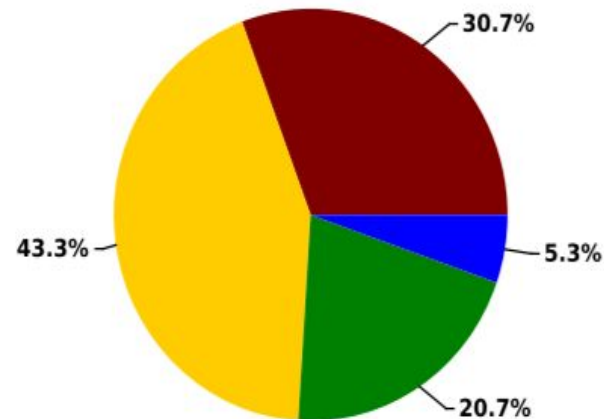
Language Arts: Reading

Magnolia Science Academy 6

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	46	10	21.7%	22	47.8%	12	26.1%	2	4.3%
7	43	13	30.2%	18	41.9%	8	18.6%	4	9.3%
8	61	23	37.7%	25	41.0%	11	18.0%	2	3.3%
Total	150	46	30.7%	65	43.3%	31	20.7%	8	5.3%






IAB DATA - 6th

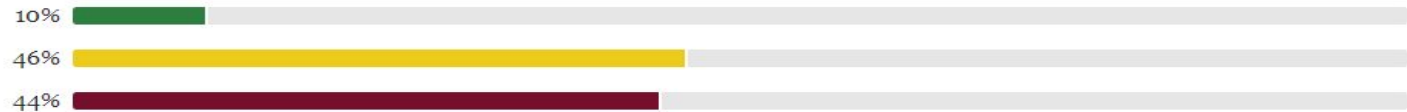
G6 Grade 6 ELA - Research (IAB)

Average Scale Score
for **39** results

2468 ± 14[Ⓢ]

Student Score Distribution

Above Standard 
Near Standard 
Below Standard 






Show Results 

G6 Grade 6 ELA - Research: Analyze and Integrate Information (FIAB)

Average Scale Score
for **27** results

2445 ± 28[Ⓢ]

Student Score Distribution

Above Standard 
Near Standard 
Below Standard 



Show Results 




IAB DATA - 6th

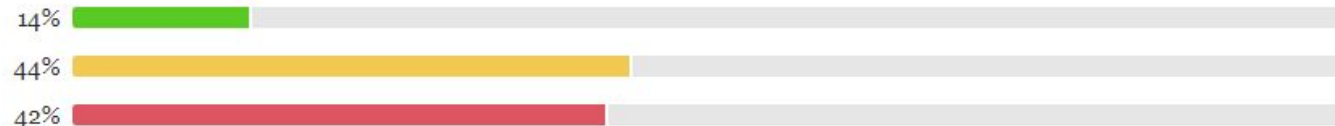
G6 Grade 6 ELA - Brief Writes (IAB)

Average Scale Score
for **50** results

2439 ± 20[Ⓢ]

Student Score Distribution

Above Standard 
Near Standard 
Below Standard 



IAB DATA - 6th

G6 Grade 6 MATH - Ratios and Proportional Relationships (FIAB)


Average Scale Score
for **44** results

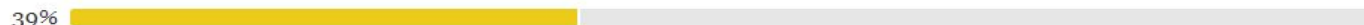
2505 ± 18^o


Student Score Distribution

Above Standard 



Near Standard 



Below Standard 




Show Results 

G6 Grade 6 MATH - The Number System (IAB)


Average Scale Score
for **47** results

2523 ± 13^o

Student Score Distribution

Above Standard 



Near Standard 



Below Standard 



Show Results 
Powered by BoardOnTrack


IAB DATA - 7th


G7 Grade 7 ELA - Read Literary Texts (IAB)


Average Scale Score
for **52** results

2478 ± 17 °

Student Score Distribution

Above Standard  10%

Near Standard  44%

Below Standard  46%


Show Results ▾


G7 Grade 7 ELA - Research (IAB)


Average Scale Score
for **34** results

2513 ± 22 °

Student Score Distribution

Above Standard  15%

Near Standard  53%

Below Standard  32%


Show Results ▾

G7 Grade 7 MATH - Ratios and Proportional Relationships (FIAB)

Average Scale Score
for **3** results

2604 ± 82 °

Student Score Distribution

Above Standard  67%

Near Standard 0%

Below Standard  33%

Show Results ▾

Powered by BoardOnTrack

LAB DATA - 7th

G7 Grade 7 MATH - The Number System (FIAB)

Average Scale Score
for 45 results

2523 ± 18 ⓘ

Student Score Distribution

Above Standard ⓘ

18%



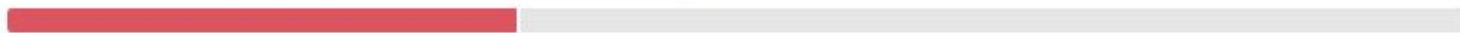
Near Standard ⓘ

47%



Below Standard ⓘ

35%



Show Results ▼

IAB DATA - 8th ELA

G8 Grade 8 ELA - Read Literary Texts (IAB)


Average Scale Score
for **56** results

2514 ± 13[Ⓢ]


Student Score Distribution

Above Standard 

14%

Near Standard 

38%

Below Standard 

48%


Show Results 

G8 Grade 8 ELA - Research (IAB)

Average Scale Score
for **27** results

2565 ± 19[Ⓢ]

Student Score Distribution

Above Standard 

22%

Near Standard 

48%

Below Standard 

30%

Powered by BoardOnTrack


IAB DATA - 8th Math

G8 Grade 8 MATH - Expressions and Equations I (IAB)

Average Scale Score
for **65** results

2443 \pm 14 [Ⓢ]

Student Score Distribution

Above Standard 

3%

Near Standard 

25%

Below Standard 

72%


Show Results 

G8 Grade 8 MATH - Expressions and Equations II (FIAB)


Average Scale Score
for **51** results

2458 \pm 15 [Ⓢ]


Student Score Distribution

Above Standard 

6%

Near Standard 

25%

Below Standard 

69%

SPowered by BoardOnTrack




LAB DATA - 8th Math

G8 Grade 8 MATH - Functions (FIAB)

Average Scale Score
for **39** results

2454 \pm 16[Ⓢ]

Student Score Distribution

Above Standard 
Near Standard 
Below Standard 



Show Results 

MYON Data - LEXILE

By Grade

Building Admin, Magnolia Science Academy 6

Period: 2020-07-20 to 2020-12-16

Your Goals 

Save as Your Goals

--	--

Grade	Number of Students	Number of Lexiles Taken	Number of Project Lexiles Taken	Lexile Frequency (Days)	AVG Starting Lexile Score in Period	AVG First Lexile Score in Period	AVG Ending Lexile Score in Period	Lexile Growth	AVG Growth per Lexile Test	Yearly Growth Trajectory
6th Grade	49	112	0	65	—	573L	590L	+17.6L	+0.1L	+117.2L
7th Grade	49	71	40	103	629L	741L	702L	+73.4L	+1.0L	+94.7L
8th Grade	64	61	32	157	740L	706L	749L	+8.4L	+0.1L	+86.1L

MYON Data - LEXILE

By Grade

Building Admin, Magnolia Science Academy 6

Period: 2020-07-20 to 2021-02-18

Your Goals



Save as Your Goals

Grade	Number of Students	Number of Lexiles Taken	Number of Project Lexiles Taken	Lexile Frequency (Days)	AVG Starting Lexile Score in Period	AVG First Lexile Score in Period	AVG Ending Lexile Score in Period	Lexile Growth	AVG Growth per Lexile Test	Yearly Growth Trajectory
6th Grade	49	136	0	77	—	573L	597L	+24.5L	+0.1L	+115.9L
7th Grade	49	113	72	92	629L	763L	734L	+105.3L	+0.9L	+88.4L
8th Grade	65	72	32	193	744L	706L	754L	+9.3L	+0.1L	+84.9L

MYON Data - Books completed

By Grade

Building Admin, Magnolia Science Academy 6

Period: 2020-07-20 to 2020-12-16

Your Goals  Save as Your Goals

Grade	Number of Students	Days With Reading	Books	Books Completed	% of Completed Books	Pages Read	AVG Pages per Week	Minutes Read	AVG Minutes per Week	Lexile
6th Grade	49	22%	2,252	1,070	47%	58,433	2,726.8	39,958.4	1,864.7	590L
7th Grade	49	12%	1,054	400	37%	24,829	1,158.6	17,270.8	805.9	702L
8th Grade	64	10%	708	329	46%	19,266	899.0	18,062.1	842.9	749L

MYON Data - Books completed

By Grade

Building Admin, Magnolia Science Academy 6

Period: 2020-07-20 to 2021-02-18

Your Goals



Save as Your Goals

Grade	Number of Students	Days With Reading	Books	Books Completed	% of Completed Books	Pages Read	AVG Pages per Week	Minutes Read	AVG Minutes per Week	Lexile
6th Grade	49	22%	2,937	1,374	46%	76,913	2,515.8	55,073.6	1,801.4	597L
7th Grade	49	11%	1,417	522	36%	32,728	1,070.5	22,139.8	724.2	734L
8th Grade	65	10%	1,032	471	45%	29,911	978.3	26,573.1	869.2	754L



Magnolia Science Academy - 7 Northridge

Presented by Meagan Wittek,
Principal



Gilbert Yoon,
Vice Principal





- EL Students who met growth targets on math MAP assessment was up 30.6% from Fall 2018 - Fall 2019 to Fall 2019 - Fall 2020
- 97% Average Daily Attendance
- Family participation rate on the stakeholder survey increased from 83.3% (2019) to 99.6% (2020) and maintained 98% approval rating
- Implemented more school-wide SEL programs for students and provided training for staff and workshops for parents
- Intervention programs to address learning loss during Distance Learning - targeted small group support, Saturday Learning Academy, after school tutoring & enrichment, daily check-ins with students by staff members, on-site & online small group support for SPED and EL students
- Hired additional support staff for ELD program & additional RSP Teacher for SPED program
- Ensuring needs of students & families are met: 100% technology connectivity through Chromebook & Hotspot distribution, connection to community resources and meals, grocery gift cards donated to families in need, Winter Care Packages provided to every student, robust communication systems with families
- Worked with community partner The Chicago School of Psychology to develop and implement a staff wellness program to prevent burnout

GROWS

- Increase proficiency levels and language development for EL students
- Decrease number of students receiving “not passing” scores
- Increase percentage of students meeting their growth targets on reading MAP assessment
- Increase parent engagement for meetings and weekly workshops
- Increase number of informal observations and peer observations
- Increase participation & engagement for students with IEPs

PRIORITIES

- Develop and implement plans to reopen while adhering to health and safety protocols
- Continue to develop and refine systems to address learning loss
- Adjust grading procedures and interventions as needed to address students failing grades
- Have new ELD team member implement direct intervention to EL students in person
- Find strategies to increase parent engagement in this setting
- Continue to develop and provide on-site services for students with IEPs

DATA: MAP (ALL STUDENTS)

Student Growth Summary Fall 2019 to Fall 2020 NWEA MAP MATH - All Students

MSA7	Math			
	Grade	Count with projection	Count met projection	Percent met projection
	2	50	15	30%
	3	53	33	62%
	4	29	15	52%
	5	28	16	62%
	Overall	160	79	49.37%

Student Growth Summary Fall 2020 to Winter 2021 NWEA MAP MATH - All Students

MSA7	Math			
	Grade	Count with projection	Count met projection	Percent met projection
	2	47	8	17%
	3	47	12	26%
	4	46	14	30%
	5	24	10	42%
	Overall	164	44	26.82%

Student Growth Summary Fall 2019 to Winter 2020 NWEA MAP ELA - All Students

MSA 7	ELA			
	Grade	Count with projection	Count met projection	Percent met projection
	2	51	15	29%
	3	53	21	40%
	4	29	7	24%
	5	28	12	43%
	Overall	161	79	34.16%

Student Growth Summary Fall 2020 to Winter 2021 NWEA MAP ELA - All Students

MSA7	ELA			
	Grade	Count with projection	Count met projection	Percent met projection
	2	50	10	20%
	3	47	8	17%
	4	46	21	46%
	5	23	15	65%
	Overall	166	32	32.53%

DATA: MAP (EL STUDENTS)

Student Growth Summary Fall 2019 to Winter 2020 NWEA MAP MATH - EL Students

MSA7	Math			
	Grade	Count with projection	Count met projection	Percent met projection
	2	16	5	31%
	3	9	6	67%
	4	10	4	40%
	5	6	4	67%
	Overall	41	19	46.34%

Student Growth Summary Fall 2020 to Winter 2021 NWEA MAP MATH - EL Students

MSA7	Math			
	Grade	Count with projection	Count met projection	Percent met projection
	2	18	3	17%
	3	13	3	23%
	4	9	3	33%
	5	7	2	29%
	Overall	41	11	26.82%

Student Growth Summary Fall 2019 to Winter 2020 NWEA MAP ELA - EL Students

MSA 7	ELA			
	Grade	Count with projection	Count met projection	Percent met projection
	2	16	3	19%
	3	9	5	56%
	4	10	2	20%
	5	6	2	33%
	Overall	41	12	29.26%

Student Growth Summary Fall 2020 to Winter 2021 NWEA MAP ELA - EL Students

MSA7	ELA			
	Grade	Count with projection	Count met projection	Percent met projection
	2	19	4	21%
	3	14	4	29%
	4	9	5	56%
	5	5	0	0%
	Overall	47	13	27.65%

DATA: LAB (MATH)

	% of Students Standard Exceeded	# of Students Standard Exceeded	% of Students Standard Met/Nearly Met	# of Students Standard Met/Nearly Met	% of Students Standards Not Met	# of Students Standards Not Met	Total Tested
Operations & Algebraic Thinking (3rd Grade)	5%	2	30%	13	65%	28	43
Numbers & Operations- Base Ten (4th grade)	15%	7	60%	29	25%	12	48
Numbers & Operations- Base Ten (5th grade)	9%	2	27%	6	64%	14	181 of 235 22

DATA: IAB (ELA)

	% of Students Standard Exceeded	# of Students Standard Exceeded	% of Students Standard Met/Nearly Met	# of Students Standard Met/Nearly Met	% of Students Standards Not Met	# of Students Standards Not Met	Total Tested
Brief Writes (3rd Grade)	38%	14	62%	23	0%	0	37
Language and Vocabulary Use (Writing) (FIAB) (3rd grade)	11%	5	53%	25	36%	17	47
Brief Writes (4th grade)	71%	30	24%	10	5%	2	42
Language and Vocabulary Use (Writing) (FIAB) (4th grade)	13%	6	49%	23	38%	18	47
Brief Writes (5th grade)	61%	11	33%	6	6%	1	18
Language and Vocabulary Use (Writing) (FIAB) (5th grade)	4%	1	32%	7	64%	14	22

DATA: ATTENDANCE

Magnolia Science Academy 7 - Custom Date Range: 08-18-2020 to 02-12-2021

Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Loss	End	Last Day	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	TK	105	0	6	6	0	0	6	0	6	0	9	8	1	0	621	630	5.914	98.571%
Regular Education	K	105	0	43	43	6	3	46	0	46	337	182	135	47	0	4626	4808	44.057	96.215%
Regular Education	1	105	0	56	56	2	2	56	0	56	225	211	167	44	0	5654	5865	53.848	96.402%
Regular Education	2	105	0	56	56	1	1	56	0	56	112	142	116	26	0	5731	5873	54.581	97.582%
Regular Education	3	105	0	49	49	2	2	49	0	49	118	128	81	47	0	5109	5237	48.657	97.556%
Regular Education	4	105	0	50	50	0	1	49	0	49	15	94	61	33	0	5141	5235	48.962	98.204%
Regular Education	5	105	0	30	30	0	0	30	0	30	0	137	97	40	0	3013	3150	28.695	95.651%
Regular Education	All	105	0	290	290	11	9	292	0	292	807	903	665	238	0	29895	30798	284.714	97.068%
All	All	105	0	290	290	11	9	292	0	292	807	903	665	238	0	29895	30798	284.714	97.068%

DATA: Stakeholder Surveys

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	98.2%	99.6%	90.3%
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Change since Spring 2019: <i>(percentage points)</i>	-0.9%	+16.3%	-9.7
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

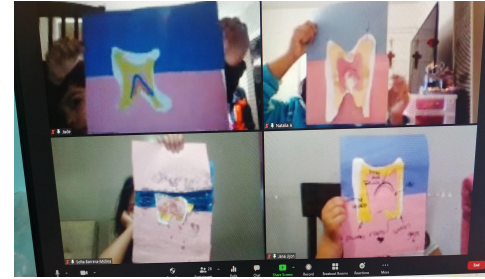
Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	89%	98%	93%
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Change since Spring 2019: <i>(percentage points)</i>	0%	0%	-2%
Next Year Overall Satisfaction Targets:	≥90.0%	≥90.0%	≥90.0%

Currently Administering Stakeholder Surveys for 2020-21 School Year

DISTANCE LEARNING HIGHLIGHTS: K-2



Students practicing listening & speaking skills using Flipgrid videos



Art Integrated lesson to teach dental hygiene

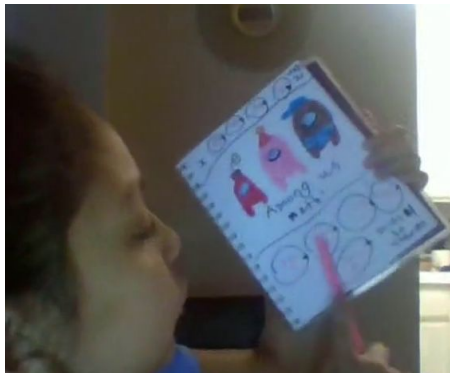
Hands-on Science instruction with at-home materials



Hands-on engineering activities to apply skills of physics



DISTANCE LEARNING HIGHLIGHTS: 3-5

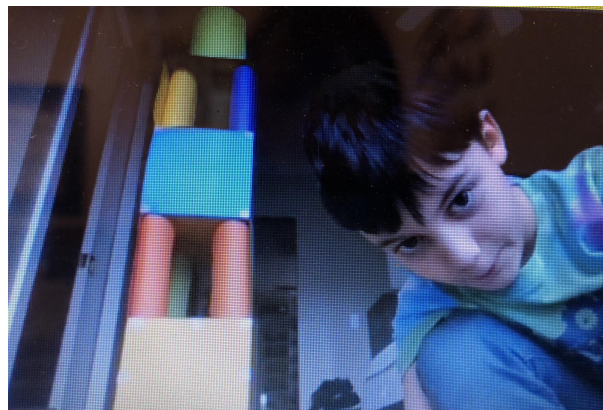


Cross-curricular lessons & activities: Writing & Art

Building relationships and connections with students



Students learning how to use more technology tools to create an complete work



Cross Curricular lessons & activities: Math & Science

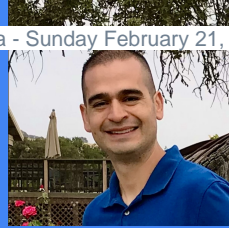


School-wide Artist of the Month Activities



Magnolia Science Academy - 8 Bell

Presented by Jason Hernandez
Principal



Jason Hernandez
Principal



Arturo Prado
Dean of Students



Maria Mendoza
Dean of Academics

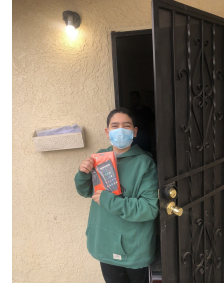
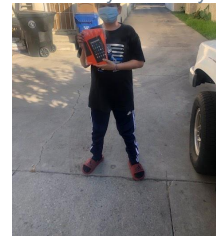


Sam Fargnoli
Dean of Academics



GLOWS

- 98.7% Average Daily Attendance
- Physical Fitness Test administered
- Mentorship Implementation
 - 95% set new goals in last week
 - 93% check-in in last 2 weeks (5 min. avg.)
- Teacher/Staff Support and Availability
- [MSA Bell 2020-21 Showcase](#)
- PAWS Campaign
- Reopening Plans
 - Planning for in-person learning March 15, 2021
 - [Orchard Academies - MSA Bell PLAYBOOK Secondary](#)
 - [ADDENDUM Orchard Academies - MSA Bell PLAYBOOK Secondary.docx](#)
- Professional Development
 - [2021 SEL Survey Analysis](#)
 - [WASC Collaboration Tool 2021](#)




1:1 Mentorship
Students meet weekly with a mentor to ensure daily actions and progress align with long-term goals.



Individual Pathways
Students are empowered to set goals and deeply understand content by consuming it in a way that is best for them.



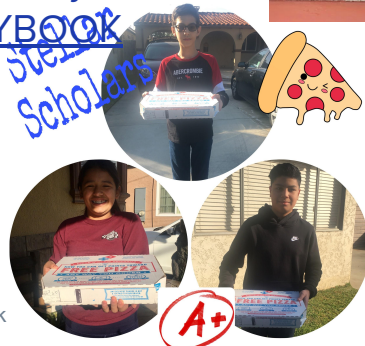
Magnolia Science Academy Bell

Show Your P.A.W.S. 🐾

We are a learning community committed to providing a safe, respectful, and positive environment that ensures academic and social success for all.

**Positive Attitude
Act Responsibly
Wise & Safe Choices
Show Respect**

Scholar
Scholars



Carl's Jr.

Your Carl's Jr gift card
Powered by BoardOnTrack



GROWS

- Engagement vs. Attendance (student and family)
 - SEL component/[2021 SEL Survey Analysis](#)
- Adjustment of instructional practices from promising practices in the 1st Semester
 - [Academic Study MSA Bell 2020-21](#)
- Stakeholders accessing platforms to support learning
- Working with all stakeholders to ensure safety protocols for hybrid

Projects



Math Units



PRIORITIES

- Expand SEL and Wellness efforts for all stakeholders
 - [Orchard Academies - MSA Bell PLAYBOOK Secondary](#)
 - [ADDENDUM Orchard Academies - MSA Bell PLAYBOOK Secondary.docx](#)
- Systematization of Tier 1 Supports to expand learning opportunities
 - [Academic Study MSA Bell 2020-21](#)
- Mitigate Learning Loss due to the Pandemic
- Stakeholder workshops and interventions to effectively access schoolwide platforms and resources
- Outreach to the Community

1:1 Mentoring Implementation



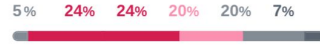
Data as of 2/17/21

Self-Directed Learning Implementation



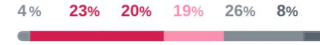
Data as of 2/17/21

Mathematics



● No Score ● No Percentile ● Low, < 21st

Reading



● Below, 21-40th ● Average, 41-60th

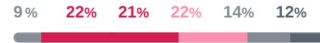
Language

Your school hasn't uploaded any Language results yet.

● High, 61-80th ● Advanced, > 80th

NWEA MAP

Mathematics



● No Score ● No Percentile ● Low, < 21st

Reading



● Below, 21-40th ● Average, 41-60th

Language

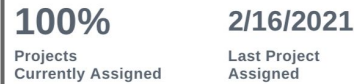
Your school hasn't uploaded any Language results yet.

● High, 61-80th ● Advanced, > 80th

Summit Platform Comparison

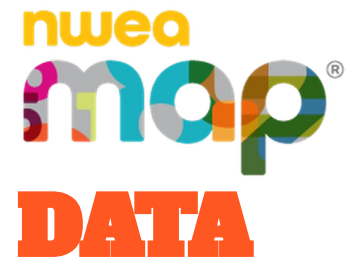
Category	2019-20 (12/15/2019)	2020-21 (12/14/2020)
Goal Setting (7 days)	27%	75%
Check-ins (2 weeks)	17%	78%
Check-ins (4 weeks)	27%	94%
>2 Projects Overdue	60%	48%
Feedback Given (2 weeks)	69%	95%
>3 PFAs Off-Track	49%	66%

Project Based Learning Implementation



Data as of 2/17/21

NWEA MAP and IAB and Lexile Analysis - [MPS Board copy LAUSD Data Set 2021.pptx](#)



NWEA MAP DATA Fall 2020

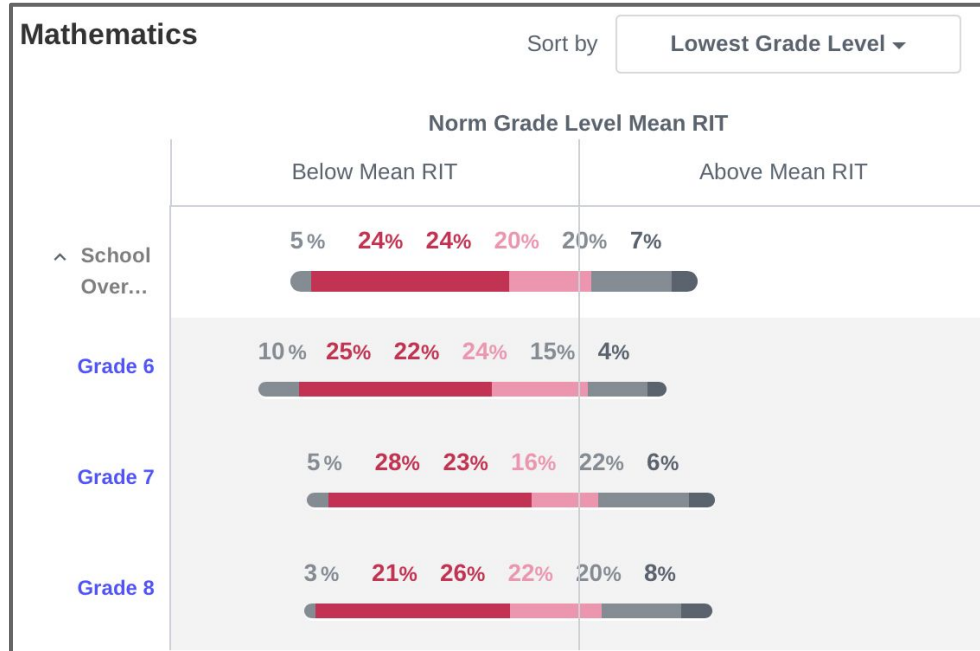
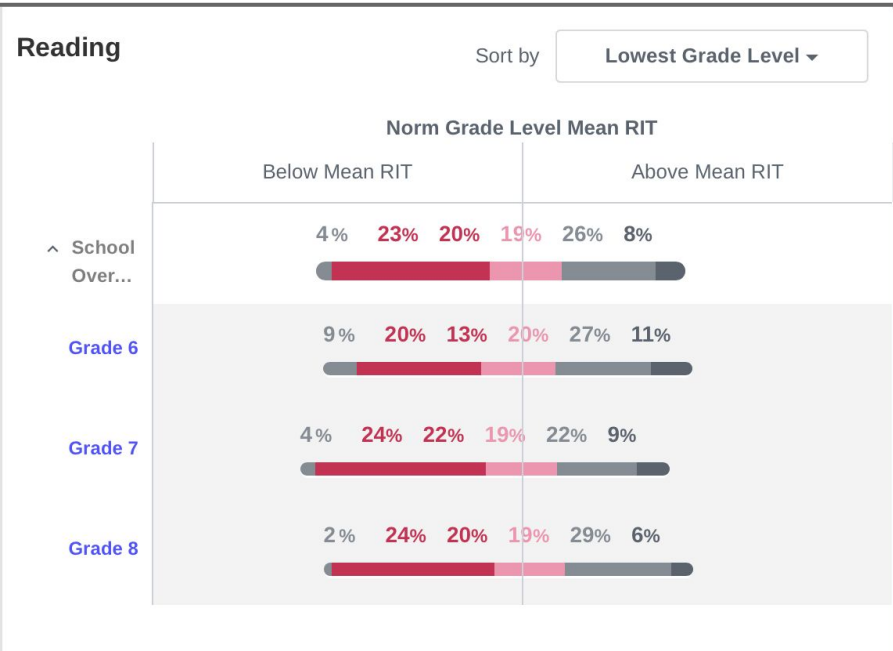
https://www.summitlearning.org/school_data/52/map_quintile?term_year%5B%5D=20-21+Fall

420 /444

Students with Valid Scores

112 /444

Students At or Above Norm Grade Level RIT

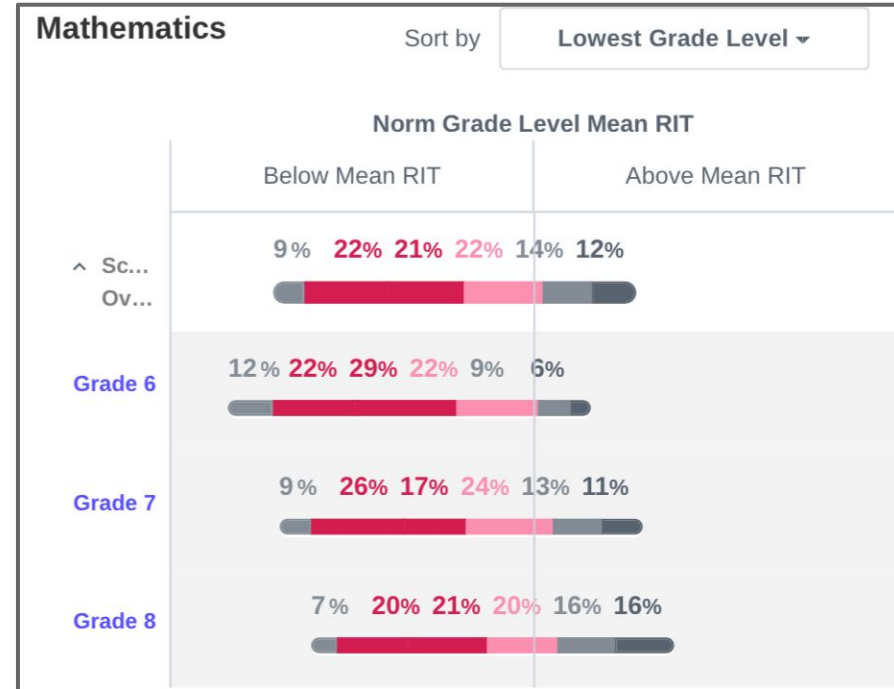
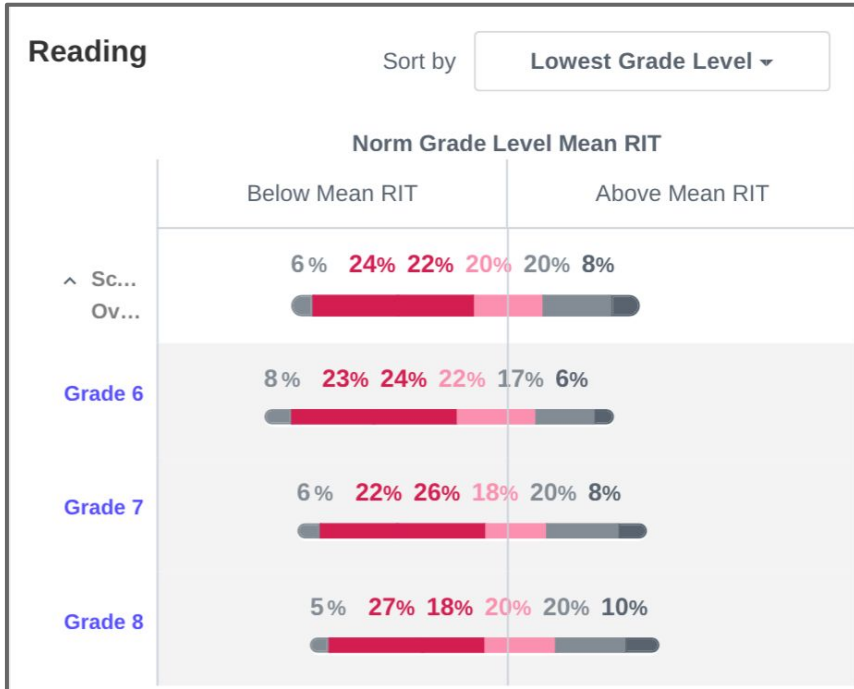


396 /444

Students with Valid Scores

111 /444

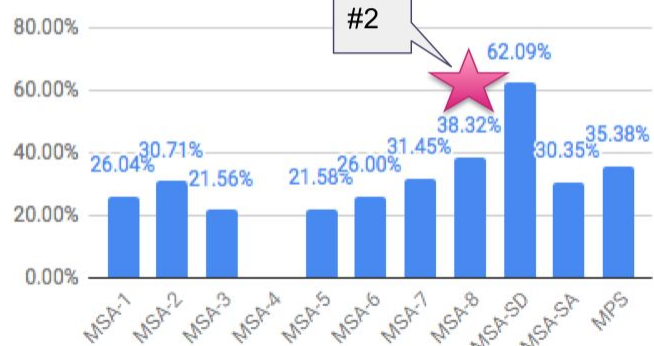
Students At or Above Norm
Grade Level RIT



District MAP Comparison: FALL ELA

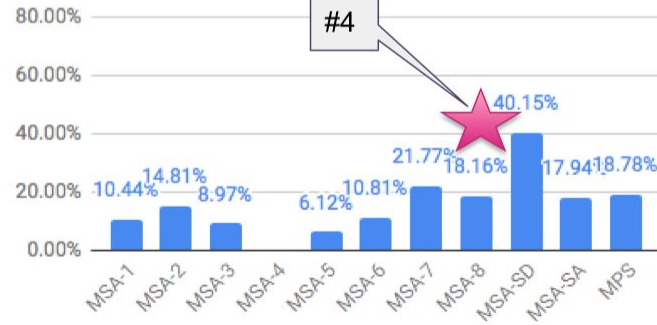
		2018-19: (All Students)	2020-21: (All Students)	Fall 2019 Proficiency Projection for 2019-20 SBAC	MAP Reading - Fall 2020				
		Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Reading)	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC	Exceeded Target by	On Target?
	MSA-1	45.06%	46.00%	32.42%	361	94	26.04%	-19.96%	P
	MSA-2	41.81%	44.00%	25.75%	254	78	30.71%	-13.29%	Y
	MSA-3	35.67%	36.00%	21.03%	167	36	21.56%	-14.44%	P
	MSA-4	27.12%	30.00%	15.63%	0	0			N/A
	MSA-5	46.96%	48.00%	16.67%	139	30			Y
	MSA-6	46.26%	48.00%	17.32%	150	39			Y
	MSA-7	44.54%	48.00%	33.04%	124	39	31.45%	-16.55%	P
	MSA-8	43.07%	45.00%	31.09%	428	164	38.32%	-6.68%	Y
	MSA-SD	69.31%	70.00%	56.78%	401	249	62.09%	-7.91%	Y
	MSA-SA	34.23%	35.00%	25.91%	257	78	30.35%	-4.65%	Y
	MPS	44.70%	50.00%	31.85%	2,281	807	35.38%	-14.62%	Y

Fall 2020 MAP Reading - Proficiency Projection for 2020-21 SBAC



District MAP Comparison: FALL MATH

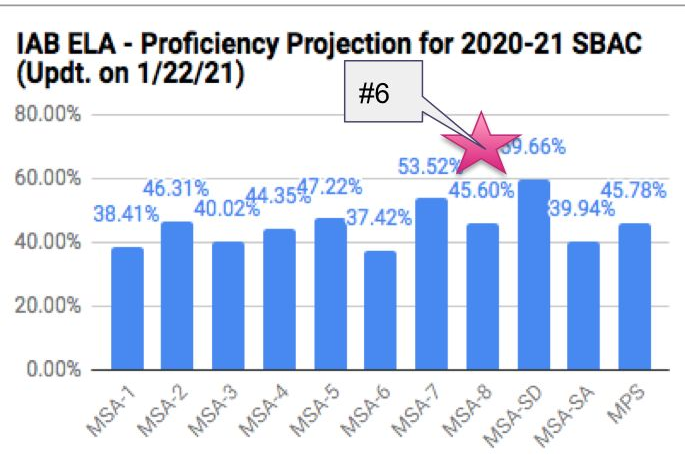
Fall 2020 MAP Mathematics - Proficiency Projection for 2020-21 SBAC



	2018-19: (All Students)	2020-21: (All Students)	Fall 2019 Proficiency Projection for 2019-20 SBAC	MAP Mathematics - Fall 2020			Exceeded Target by	On Target?
	Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Math)	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC		
MSA-1	30.13%	31.00%	12.73%	364	38	10.44%	-20.56%	P
MSA-2	27.87%	28.00%	13.43%	270	40	14.81%	-13.19%	Y
MSA-3	17.37%	20.00%	5.88%			8.97%	-11.03%	P
MSA-4	8.47%	11.00%	21.21%			N/A	N/A	N/A
MSA-5	38.67%	39.00%	7.14%			12%	-32.88%	N
MSA-6	38.36%	39.00%	9.16%			10.81%	-28.19%	Y
MSA-7	32.14%	35.00%	26.79%	124	27	21.77%	-13.23%	P
MSA-8	23.86%	26.00%	17.65%	424	77	18.16%	-7.84%	P
MSA-SD	60.62%	61.00%	41.69%	411	165	40.15%	-20.85%	Y
MSA-SA	28.61%	29.00%	17.92%	262	47	17.94%	-11.06%	P
MPS	32.13%	35.00%	18.93%	2,306	433	18.78%	-16.22%	P

On Target For SBAC: No (In Progress)

District IAB Comparison: ELA



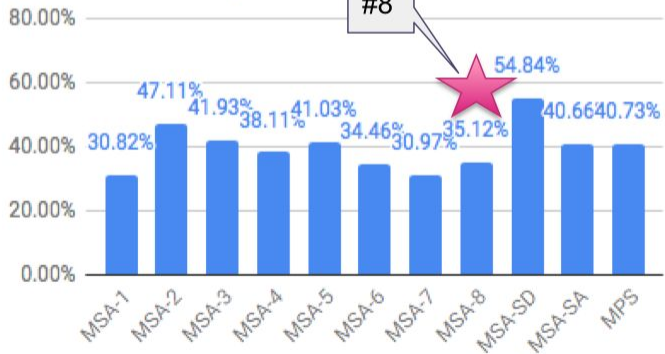
	2018-19: (All Students)	2020-21: (All Students)	IAB ELA Level 3 and 4 Projection (1/22/21)	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
	Baseline (CAASPP)	Target (CAASPP)	Progress						
MSA-1	45.06%	46.00%	38.41%					-7.59%	P
MSA-2	41.81%	44.00%	46.31%					2.31%	Y
MSA-3	35.67%	36.00%	40.02%					4.02%	Y
MSA-4	27.12%	30.00%	44.35%					14.35%	Y
MSA-5	46.96%	48.00%	47.22%					-0.78%	Y
MSA-6	46.26%	48.00%	37.42%					-10.58%	P
MSA-7	44.54%	48.00%	53.52%					5.52%	Y
MSA-8	43.07%	45.00%	45.60%					0.60%	Y
MSA-SD	69.31%	70.00%	59.66%					-10.34%	P
MSA-SA	34.23%	35.00%	39.94%					4.94%	Y
MPS	44.70%	50.00%	45.78%					-4.22%	P

On Target for SBAC: YES

District IAB Comparison: MATH



IAB Math - Proficiency Projection for 2020-21 SBAC (Updt. on 1/22/21)



	2018-19: (All Students)	2020-21: (All Students)	IAB Math Level 3 and 4 Projection (1/22/21)						
	Baseline (CAASPP)	Target (CAASPP)	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?	
MSA-1	30.13%	31.00%	30.82%				-0.18%	Y	
MSA-2	27.87%	28.00%	47.11%				19.11%	Y	
MSA-3	17.37%	20.00%	41.93%				21.93%	Y	
MSA-4	8.47%	11.00%	38.11%				27.11%	Y	
MSA-5	38.67%	39.00%	41.03%				2.03%	Y	
MSA-6	38.36%	39.00%	34.46%				-4.54%	P	
MSA-7	32.14%	35.00%	30.97%				-4.03%	P	
MSA-8	23.86%	26.00%	35.12%				9.12%	Y	
MSA-SD	60.62%	61.00%	54.84%				-6.16%	P	
MSA-SA	28.61%	29.00%	40.66%				11.66%	Y	
MPS	32.13%	35.00%	40.73%				5.73%	Y	

On Target
For SBAC:
YES



Magnolia Science Academy - Santa Ana

Presented by Steven Keskindurk
Principal



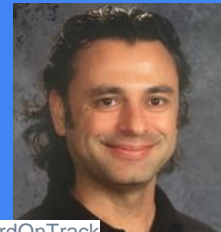
Steven Keskindurk
Principal



Maria Rowell
Assistant Principal
-Elementary



Cobi Luciani
Dean of Academics



Melik Sayin
Dean of Academics

Academics:

- Implemented Distance Learning for all grade levels
- Provided all parents and students with technology resources needed for Distance Learning (ex. Chromebooks, Internet Hotspots, etc..)
- Improved MyOn with monthly follow ups to help increase student lexile growth
- Teachers used IAB data and MAP data to inform their instruction
- Used Week at a Glance (WAG) effectively to communicate with stakeholders
- Increased College related events and communications
- Provided high number of AP courses (8)
- Continued Dual Enrollment Program with Santa Ana College
- Continued to hold data driven meetings with teachers

Finance:

- Properly used LLM Funds

Accountability:

- Received WASC Accreditation Renewal for 3 more years
- Submitted SPSA Successfully

School Climate/Culture

- Established a strong Student Government (Secondary) and Student Council (Elementary)
- Organized multiple Zoom Assemblies and Spirit Weeks with a collaborative effort by teachers, students, and school administration
- Implemented PBIS and strategized close follow up with student behavior concerns
- Used Social Emotional Learning (SEL) curriculum in SSR/Advisory classes
- Provided social emotional support padlet to students and parents.
- Started SOS program for suicide prevention
- Maintained daily student attendance of 96% and above
- Improved truancy issues by consistently communicating with parents
- Increased satisfaction rates in surveys by all stakeholders (teachers, students, and parents)

Operations:

- Improved organizational chart

Facilities:

- Compliant with COVID regulations
 - Improved school safety with covering windows and repairing the entrance gate
- Powered by BoardOnTrack

Parent and Community Communication:

- Communicated frequently with all stakeholders by using tools (ParentSquare) and holding Zoom Town Hall Meetings to increase involvement in decision making
- Engaged parents and community with holding School Site Council and other meetings
- Added Congressman Lou Correa's office member as a community member to our School Site Council
- Improved community involvement with the building several partnerships with local organizations
- Applied to the CA Community Schools Partnership Program grant
- Increased social media usage
- Run a successful Fundraising Campaign
- Opened Parent and Community Engagement (PACE) Coordinator position

Staff Support:

- Deans held meetings with teachers to check with them
- Completed formal observations to give immediate feedback to teachers by using
- Use of peer observations for positive feedback

GLOWS

Academics:

- Planning for an effective hybrid/in-person reopening
- Improving Distance Learning program
- Improving student engagement and assignment completion by implementing the Kickboard online PBIS follow up tool
- Improving intervention programs by rostering the students during data meetings
- Improving College Counselor Individual meetings to increase college readiness
- Decreasing the number of failing students in second semester with a closer follow up
- Increase efficiency of small group interventions with stronger after school program and Saturday School
- Providing more small group instruction to support students with attendance concerns
- Working on the new Math Curriculum adoption with the home office

School Climate/Culture

- Becoming a Community School by serving all students in the community with a whole child approach
- Implementing the Kickboard virtual PBIS system
- Supporting students, staff and parents with connecting them to social emotional and mental health programs and services
- Added CIF Sports culture at the secondary level *E sports
- Virtual Art Wall Tk-12th Grades

Accountability:

- Preparing for the CDE Site Visit

Facilities:

- Improving the campus to become more competitive in CIF Sports

Parent and Community Communication:

- Focusing on marketing to increase enrollment
- Providing more support for parent technology usage and increase number of parent workshops
- Increasing number of Home Visits

Staff Support:

- Providing staff new professional developments on Distance Learning.
- Supporting Staff and all Stakeholders with Mental Health and Wellness questions
- Providing training for Staff and on Kickboard virtual PBIS system

PRIORITIES

Academics:

Planning for an effective hybrid/in-person reopening.

Parent and Community

Communication:

Focus on more resources for parent capacity building.

Academics:

Improving Distance Learning program by providing staff new professional developments on Distance Learning.

School Climate/Culture:

Supporting Staff and all Stakeholders with Mental Health and Wellness questions.

Academics:

Decreasing the number of failing students in second semester with a closer follow up.

Facilities:

Improving the campus to become more competitive in CIF Sports.

We Believe in Our Students and Families

544 Students, 361 Families

Elementary: 289

Secondary : 255

5.3 % Homeless

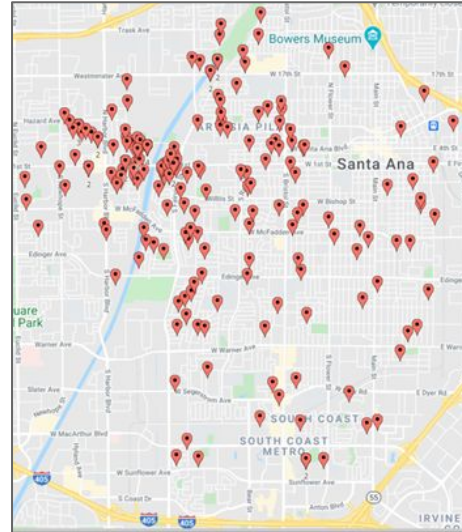
0.18 % Foster Youth

30.8 % English Learners

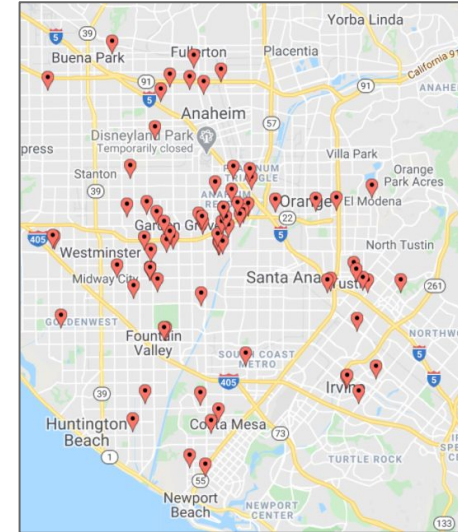
**16.9 % Students with
Disabilities**

**84.2 % Socioeconomically
Disadvantaged**

**Santa Ana
273 families**



**Other OC Cities
88 Families**



89.7 % Hispanic / Latino

5.3 % White

2.2 % African American

1.8 % Asian

**Recruitment Updates:
As we partner and are more
exposed via news media, social
media and virtual open house/
Town Halls
Our enrollment goal is 550**

We Believe in Academics (MyON)

MyOn Elementary

2nd Grade

2.5 AVG Lexiles Taken (per Student)	156L AVG Starting Lexile Score in Period (per Student)	299L AVG First Lexile Score in Period (per Student)
257L AVG Ending Lexile Score in Period (per Student)	+90.0L AVG Lexile Growth (per Student)	

3rd Grade

3.6 AVG Lexiles Taken (per Student)	79L AVG Starting Lexile Score in Period (per Student)	189L AVG First Lexile Score in Period (per Student)
214L AVG Ending Lexile Score in Period (per Student)	+44.5L AVG Lexile Growth (per Student)	

5th Grade

6.1 AVG Lexiles Taken (per Student)	278L AVG Starting Lexile Score in Period (per Student)	404L AVG First Lexile Score in Period (per Student)
468L AVG Ending Lexile Score in Period (per Student)	+196.4L AVG Lexile Growth (per Student)	

4th Grade

2.8 AVG Lexiles Taken (per Student)	276L AVG Starting Lexile Score in Period (per Student)	483L AVG First Lexile Score in Period (per Student)
544L AVG Ending Lexile Score in Period (per Student)	+258.9L AVG Lexile Growth (per Student)	

6th Grade

5.5 AVG Lexiles Taken (per Student)	690L AVG Starting Lexile Score in Period (per Student)	671L AVG First Lexile Score in Period (per Student)
749L AVG Ending Lexile Score in Period (per Student)	+64.5L AVG Lexile Growth (per Student)	

MyOn Secondary

7th Grade

3.0 AVG Lexiles Taken (per Student)	722L AVG Starting Lexile Score in Period (per Student)	817L AVG First Lexile Score in Period (per Student)
820L AVG Ending Lexile Score in Period (per Student)	+126.9L AVG Lexile Growth (per Student)	

8th Grade

2.2 AVG Lexiles Taken (per Student)	815L AVG Starting Lexile Score in Period (per Student)	885L AVG First Lexile Score in Period (per Student)
860L AVG Ending Lexile Score in Period (per Student)	+52.8L AVG Lexile Growth (per Student)	

9th Grade

0.1 AVG Lexiles Taken (per Student)	676L AVG Starting Lexile Score in Period (per Student)	760L AVG First Lexile Score in Period (per Student)
687L AVG Ending Lexile Score in Period (per Student)	+11.7L AVG Lexile Growth (per Student)	

10th Grade

0.0 AVG Lexiles Taken (per Student)	872L AVG Starting Lexile Score in Period (per Student)	1053L AVG First Lexile Score in Period (per Student)
873L AVG Ending Lexile Score in Period (per Student)	+0.8L AVG Lexile Growth (per Student)	

We Believe in Academics (MyON)

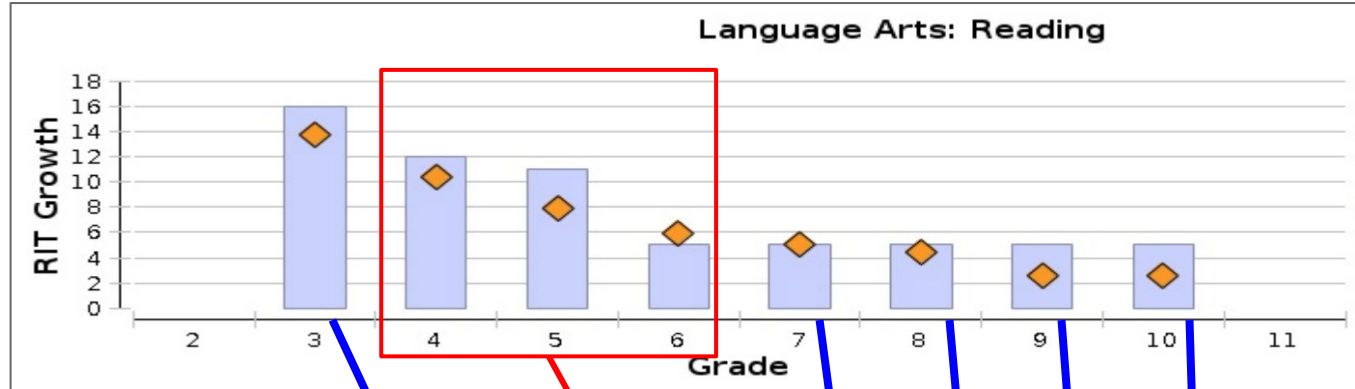
- Books read so far is 11.8K in Elementary and 2.41K in Middle School.
- Avg starting **lexile in Elementary** is 365L and ending is 468L, which is a **98pt growth**.
- Avg starting lexile in **Middle School** is 805L and ending agt 833L, which is a **28pts growth**.
- Avg above lexile per student is 51% in Elementary and 15% in Middle School.
- At the Elementary Level students are learning to read vs at the Middle School students are reading to learn.

Dates- August 18- December 18	MSA-SA-E	MSA-SA-S	MPS-Wide
Number of Students	292	254	2,736
Books Read	11.8K	2.41K	41.1K
Minutes Read	195K	108K	1.08M
AVG Lexile	463L	833L	716L
AVG Starting Lexile Score in period	365L	805L	676L
AVG Ending Lexile Score in Period	463L	833L	711L
AVG Lexile Growth	+128.5L	+39.6L	40.8L
AVG at Lexile (per student)	25%	23%	28%
AVG Above Lexile (per student)	51%	15%	29%%

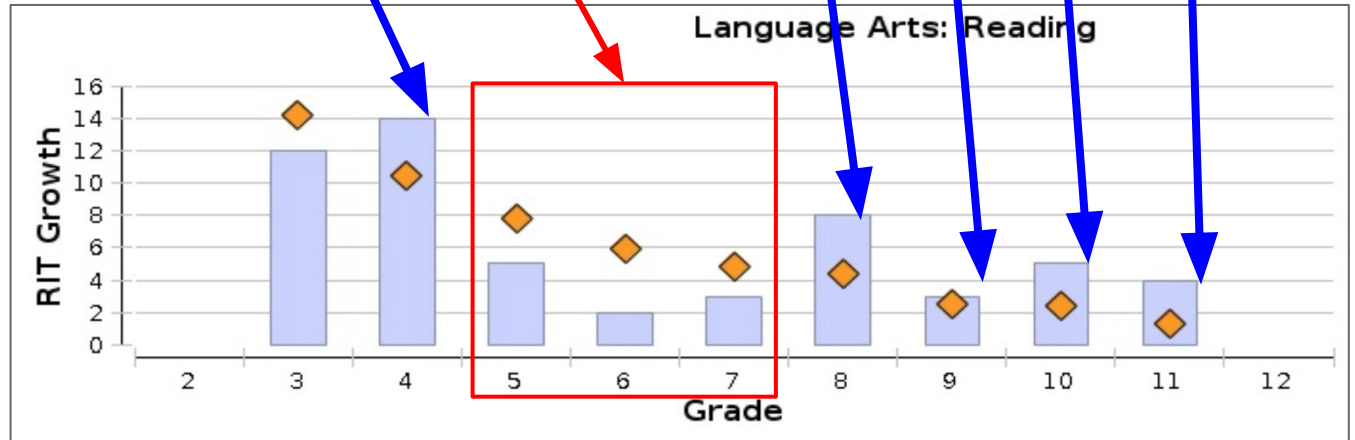
We Believe in Academics (MAP - ELA)

MAP Growth Fall 2019 to Fall 2020	
Reading	
All Grades 3-12	50.5%
ELL	48.2%
SPED	43.1%

Fall 2018 to
Fall 2019



Fall 2019 to
Fall 2020

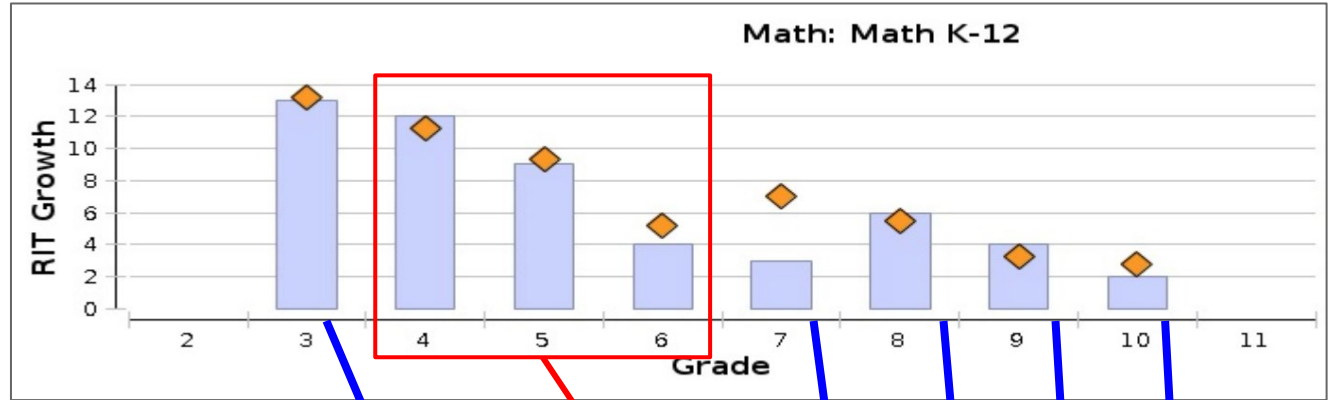


Map was administered remotely during D1 and we think that is a factor for the decline in 5th, 6th, and 7th Grades

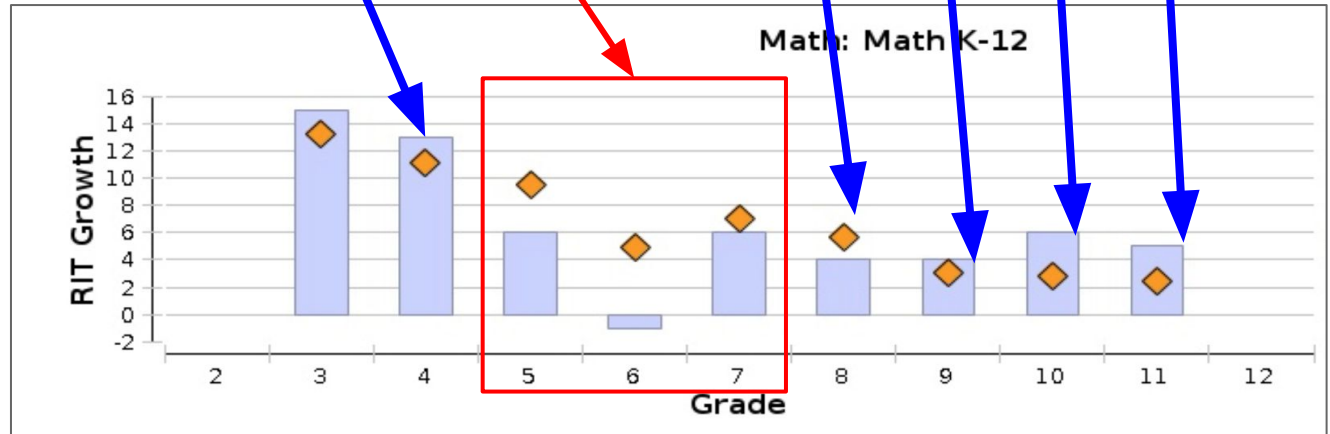
We Believe in Academics (MAP - Math)

MAP Growth Fall 2019 to Fall 2020	
Math	
All Grades 3-12	45.7%
ELL	39.8%
SPED	39.00%

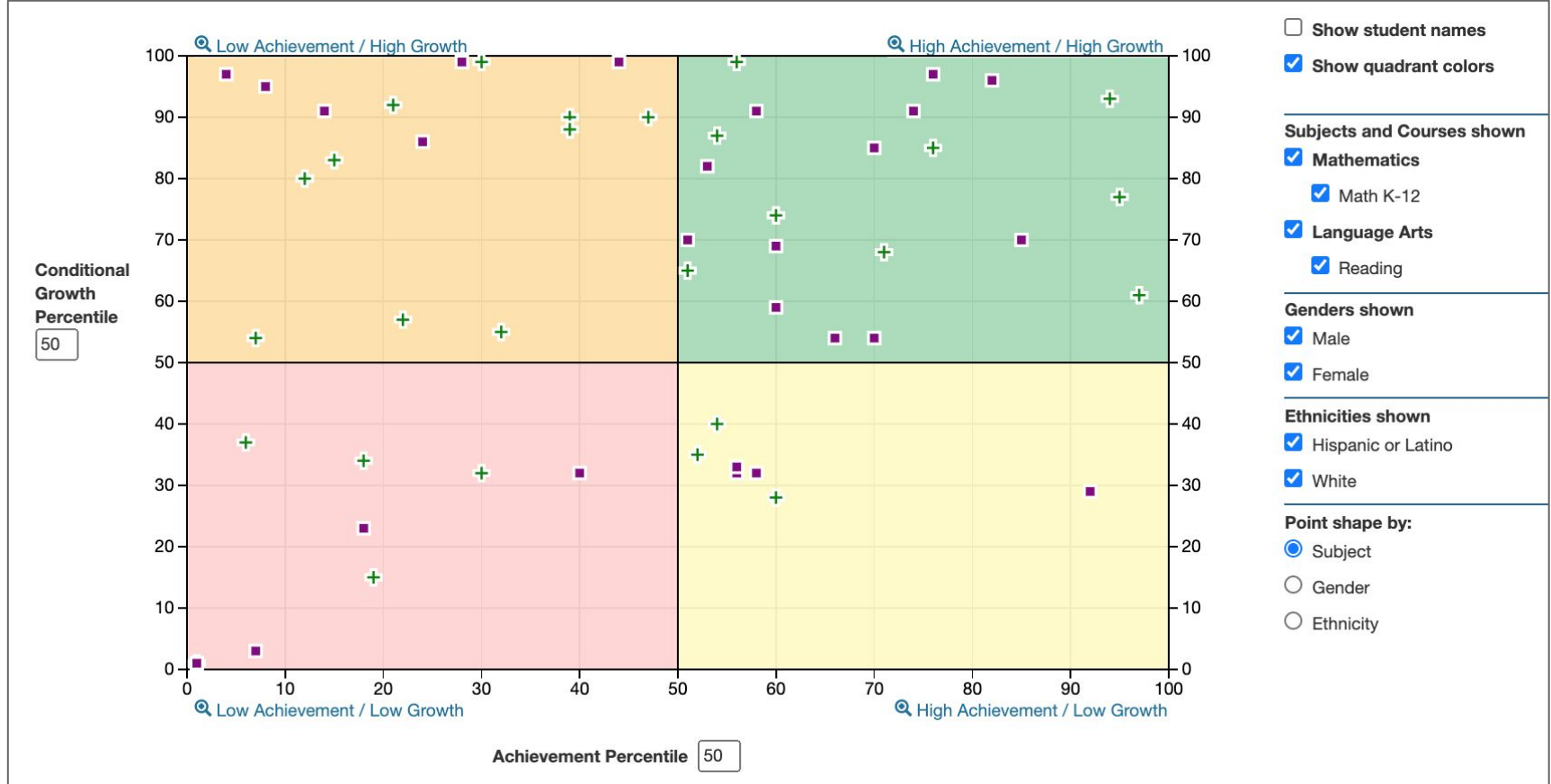
Fall 2018 to
Fall 2019



Fall 2019 to
Fall 2020






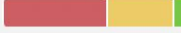
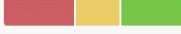






We Believe in Academics (MAP - 11th Grade)



Teachers can run individual reports based on student performance to set goals from fall to spring.

Powered by BoardOnTrack

We Believe in Academics (IABs - Math)

Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
3	Grade 3 MATH - Operations and ...	2020-21	Overall	30		2387 ± 14	60%	36%	3%
4	Grade 4 MATH - Number and Ope...	2020-21	Overall	39		2432 ± 14	51%	38%	10%
5	Grade 5 MATH - Number and Ope...	2020-21	Overall	38		2403 ± 14	86%	13%	0%
	Grade 5 MATH - Number and Ope...	2020-21	Overall	39		2462 ± 14	56%	35%	7%
6	Grade 6 MATH - Ratios and Propo...	2020-21	Overall	53		2541 ± 21	39%	24%	35%
	Grade 6 MATH - The Number Syst...	2020-21	Overall	53		2526 ± 14	32%	41%	26%
7	Grade 7 MATH - Ratios and Propo...	2020-21	Overall	50		2517 ± 17	30%	60%	10%
	Grade 7 MATH - The Number Syst...	2020-21	Overall	46		2552 ± 14	26%	54%	19%
8	Grade 8 MATH - Proportional Rel...	2020-21	Overall	22		2497 ± 25	36%	54%	9%
11	High School MATH - Algebra and ...	2020-21	Overall	34		2612 ± 24	41%	38%	20%
	High School MATH - Solve Equati...	2020-21	Overall	23		2712 ± 25	0%	39%	60%

We Believe in Academics (IABs - Math)

ELEMENTARY

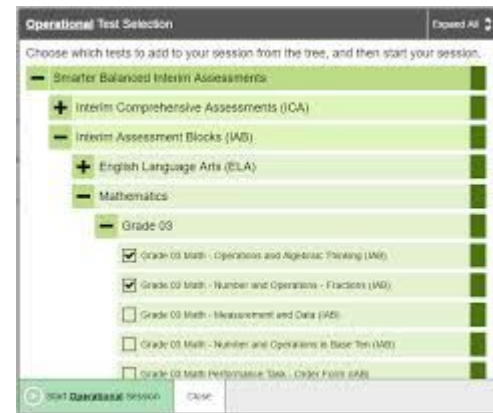
- 3rd - 21.67% projected proficiency
- 4th - 29.49% projected proficiency
- 5th - 26.25% projected proficiency
- 6th - 47.64% projected proficiency



SECONDARY

- 7th - 41.89% projected proficiency
- 8th - 35% projected proficiency
- 11th - 56.36% projected proficiency

Data meetings are happening with our Math teachers and they will come up with a reteaching plan to help bump up the projected proficiency.



We Believe in Academics (IABs -ELA)

Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
3	Grade 3 ELA - Brief Writes (IAB)	2020-21	Overall	30		2229 ± 27	60%	36%	3%
	Grade 3 ELA - Language and Voca...	2020-21	Overall	34		2334 ± 19	64%	29%	5%
4	Grade 4 ELA - Brief Writes (IAB)	2020-21	Overall	21		2602 ± 21	0%	33%	66%
	Grade 4 ELA - Language and Voca...	2020-21	Overall	37		2413 ± 15	51%	43%	5%
5	Grade 5 ELA - Brief Writes (IAB)	2020-21	Overall	38		2483 ± 24	26%	55%	18%
	Grade 5 ELA - Language and Voca...	2020-21	Overall	37		2440 ± 18	45%	45%	8%
6	Grade 6 ELA - Brief Writes (IAB)	2020-21	Overall	25		2409 ± 32	48%	40%	12%
	Grade 6 ELA - Listen/Interpret (FI...	2020-21	Overall	54		2476 ± 16	44%	38%	16%

Assessment Grade	Assessment	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Below Standard	Near Standard	Above Standard
7	Grade 7 ELA - Brief Writes (IAB)	2020-21	Overall	31		2557 ± 32	22%	45%	32%
	Grade 7 ELA - Listen/Interpret (FI...	2020-21	Overall	39		2476 ± 20	46%	46%	7%
	Grade 7 ELA - Research (IAB)	2020-21	Overall	42		2476 ± 16	35%	59%	4%
	Grade 7 ELA - Research: Analyze ...	2020-21	Overall	45		2477 ± 17	31%	62%	6%
8	Grade 8 ELA - Brief Writes (IAB)	2020-21	Overall	22		2611 ± 34	13%	45%	40%
	Grade 8 ELA - Listen/Interpret (FI...	2020-21	Overall	42		2515 ± 15	28%	66%	4%
	Grade 8 ELA - Research (IAB)	2020-21	Overall	46		2508 ± 15	45%	47%	6%
	Grade 8 ELA - Research: Analyze ...	2020-21	Overall	46		2486 ± 18	58%	26%	15%
11	High School ELA - Editing (FIAB)	2020-21	Overall	29		2575 ± 27	24%	51%	24%
	High School ELA - Language and ...	2020-21	Overall	33		2526 ± 25	39%	45%	15%
	High School ELA - Listen/Interpr...	2020-21	Overall			2512 ± 22	42%	48%	9%

We Believe in Academics (IABs -ELA)

ELEMENTARY

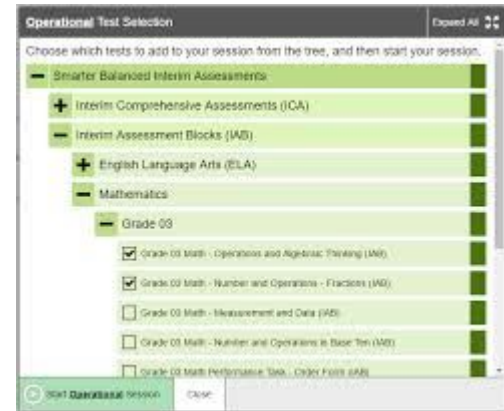
- 3rd - 22.31% projected proficiency
- 4th - 46.61% projected proficiency
- 5th - 37.67% projected proficiency
- 6th - 37.67% projected proficiency



SECONDARY

- 7th - 40.29% projected proficiency
- 8th - 37.33% projected proficiency
- 11th = 46.34% projected proficiency

Data meetings are happening with our Math teachers and they will come up with a reteaching plan to help bump up the projected proficiency.



We Believe in Academics (English Learners)

2018-2019 English Learner Progress * Due to no SBAC from 19-20 school year	2019-2020 RFEP Rate	EL POPULATION % 2018 - 2019	EL POPULATION % 2019 - 2020	EL POPULATION % 2020-2021
41.9%	17.14%	36.4%	29.9%	30.8 %

We Believe in College Readiness

Graduation Rate

96.2% graduation rate for 12th grade

Acceptance Rate

92% accepted into 4-year universities or 2 year colleges

Dual Enrollment

At School:

Biotechnology Lab - Spring 2019

Counseling 116 - Spring 2021

At College:

Multiple Courses

AP Courses

7 AP Courses offered at School

The College/Career Indicator (CCI) MSASA Class of 2020

Magnolia Science Academy

CCI Level	All Students
Percentage Prepared	77.8%
Percentage Approaching Prepared	18.5%
Percentage Not Prepared	3.7%

State of California

CCI Level	All Students
Percentage Prepared	45.8%
Percentage Approaching Prepared	16.7%
Percentage Not Prepared	37.5%

We Believe in College Readiness



We Believe in Extra Curricular Activities

- Student Government
- Student Council
- Academic Decathlon
- Academic Pentathlon
- Science Olympiad
- Congressional Award Program
- Girls and Boys Scouts
- Sport Programs / CIF Sports
- WE Club (service projects)
- Reading Club
- E-Sports
- VEX Robotics
- Drone Club
- 3D Printer

3D Printer



Academic Decathlon Virtual Award Ceremony, February 17, 2021



Brought to you by Secondary Student Gov't

February LOVE
Spirit Week

MON Pet Day - share a pic of the pet you love on our Padlet

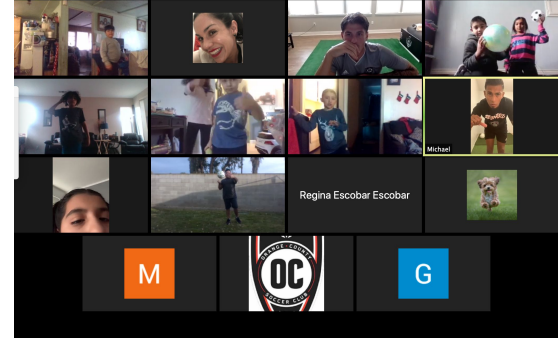
TUES Fam & Besties - share a pic of the family member or best friend you love on our Padlet

We Believe in Extra Curricular Activities

Virtual Veterans Assembly



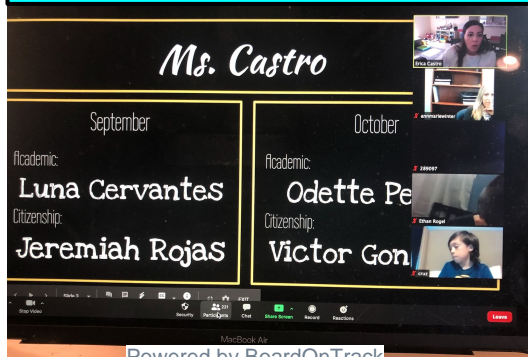
Soccer Clinic and Curriculum with OC Soccer Club



SEL Presentation Fall 2020



Elementary Virtual Fall Awards



Water Awareness Art Contest with Mayor Vicente Sarmiento



We Believe in Parent Involvement

Parent Square:

A Communication Tool/Phone App
Between Parents, Educators, & Students

Parent Meetings:

- Weekly Parent Meetings on Fridays
- PTF, SSC and ELAC Meetings
- Monthly Town Hall Meetings Reopening and Distance Learning Updates

Parent College:

For Magnolia Parents and Santa Ana Community offering Computer Skills and English Language Development Courses

Weekly School Newsletter: Important Upcoming Events

THE HOOK

Weekly Newsletter



Opportunity To Test For COVID-19 Antibodies With The Red Cross 

We are excited to announce that we partnered with American Red Cross and Chairman Andrew Do OC Board of Supervisors First District again, to bring you our next Blood Drive on campus **Wednesday, February 3 2020 12:00 PM to 6:00 PM**. If you missed the last opportunity to donate blood, you can now. Those who donate during the month of February will also get a \$5 Amazon Gift card 

[Click here to schedule your appointment online!](#)

*You must wait at least 8 weeks between whole blood donations and 16 weeks between Power Red donations.

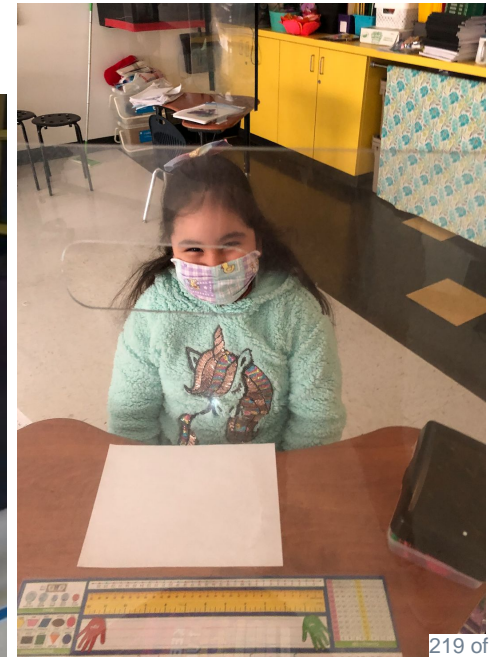


Please give
blood.

We are Ready for Hybrid / Reopening

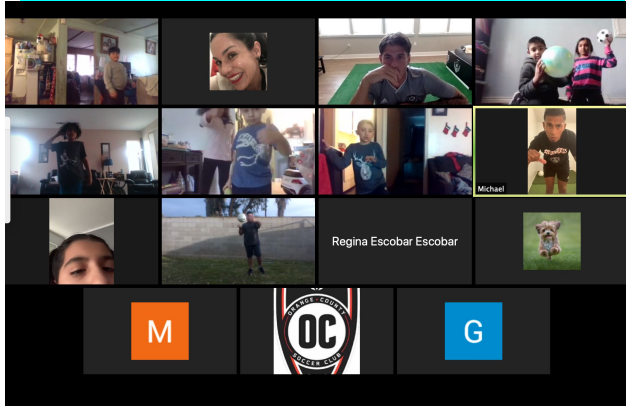
- Held **several Town Hall Meetings with Stakeholders** regarding Reopening and Health and Safety.
- Created signage, videos, and how to maintain social distance and health and safety additions to campus.
- Our goal is to reopen in **Hybrid model** on **March 15th, 2021** for **TK-6 grades**
- Our goal to reopen in **Hybrid model** on **April 15th, 2021** for **Grades 7-12**.

[COVID-19 School Guidance Checklist](#)
[IIPP COVID-19 Addendum](#)



We are a Community School

Soccer Clinic and Curriculum with OC Soccer Club [\(Click here\)](#)



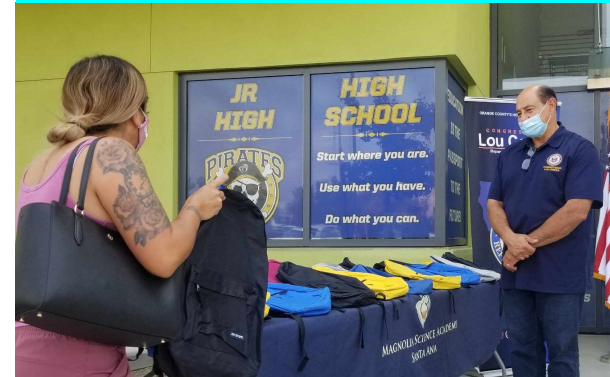
Congressional Recognition for being a Community School



Blood Drive with OC Board of Supervisor Andrew Do [\(Click here\)](#)



Backpack Distribution with Congressman Lou Correa [\(Click here\)](#)



Food Distribution with Power of One Foundation [\(Click here\)](#)



Face Mask Distribution with Project Vietnam Foundation [\(Click here\)](#)



[\(Click here\)](#) Census 2020 with U.S. Census Bureau

We Believe in Community Partnerships

Power of One Foundation

Santa Ana College

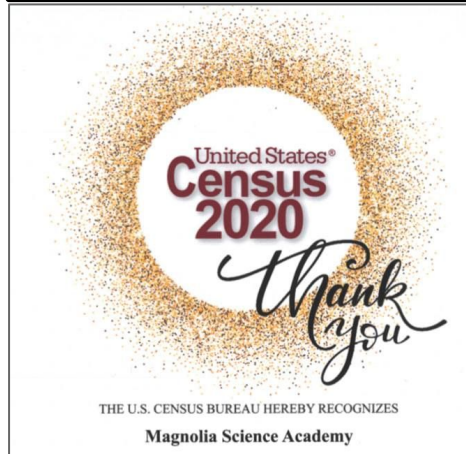
Orange County
Department of Education

Mayor Vicente Sarmiento



OC Supervisor Andrew Do
& his Office

U.S. Census Bureau



Congressman Lou Correa
& his Office



American Red Cross

OC Soccer Club

Project Vietnam Foundation

We Believe in Outreach

MSASA Food Drive on Telemundo 52 [\(click here\)](#)

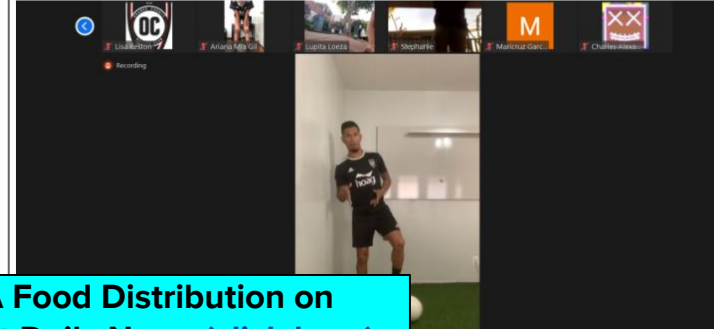


MSASA Food Distribution on ABC 7 [\(click here\)](#)



MSASA Virtual Soccer Clinic on LA Times [\(click here\)](#)

Orange County Soccer Club launches virtual soccer curriculum to keep kids active during pandemic



MSASA Food Distribution on Ngươi Viet Daily News [\(click here\)](#)

1 triệu pound thức ăn miễn phí tại Santa Ana hết sạch trong vài tiếng

Mar 28, 2020 cập nhật lần cuối Mar 28, 2020



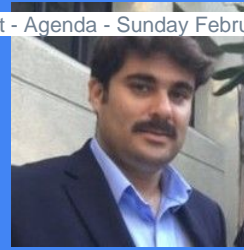
ual soccer clinic to middle-school and high- (Screenshot by Matt Szabo)





Magnolia Science Academy - San Diego

Presented by **Gokhan Serce**
Principal



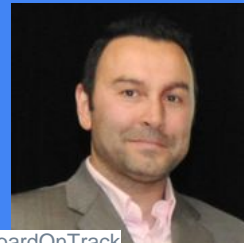
Gokhan Serce
Principal



Megan Craig
Dean of Academics



Neil Egasani
Dean of Students



Halil Akdeniz
Dean of Culture



Magnolia Science Academy - San Diego
Home of the Wizards





- Teachers provided virtual DL workshops for parents.
- 100% of families have technology devices and internet
- Reassigned three of the classified staff members as SEAN (Student Engagement Attendance Network) Team grade level rep. The grade level reps make daily phone calls to support student attendance and engagement.
- Held data meetings to identify 3-4 students per teacher to have a closer follow up system for our vulnerable students.
- 26 of 77 invited students attend Saturday School program weekly since October based on their Math and ELA needs.
- Based on MAP data 101 students are enrolled in Honors Math Program
- Students created presentations with their individual goals and presented to parents and teachers
- We do daily SEL activities in the morning through youtube live broadcast and weekly SEL lessons during SSR.
- Increased counseling services to provide one-on-one mental health support to our students.
- Behavior interventions and supports provided related to misuse of technology
- **98.1%** average daily attendance until winter break
- Offering over 15 virtual student clubs daily.
- Every month a spirit week is scheduled and celebrated with student/parent/staff pictures over Instagram/YouTube
- Sending Weekly Newsletters to all of our stakeholders
- Hosting weekly “Virtual Coffee With Principal Serce” meetings to provide weekly updates and also to answer any parent/student/staff concerns. Recordings of the meetings shared with all stakeholders.
- Invited neighborhood HS principals to share information on their school programs during Coffee with Principal Serce meetings
- Weekly Staff, Local Leadership, Grade Level and Department Meetings. Empowered local teacher leaders to have a smooth communication.
- We did in person home visits to our struggling students until we moved to purple tier
- Continued to offer parent workshops..
- Hosted monthly virtual assemblies for the students
- Change the format of our fundraising events and met our fundraising goal for the first semester.
- Increased stakeholder approval rates Student 80%, Family 95%, Staff 100%



GROWS

- Increase student participation and engagement in the classes with the help of SEAN team
- Implement strategies including new grading policy to decrease the number of failing students
- We need to visit more live classes to provide feedback to all teachers.
- We are still hosting STEAM events but we have limited participation from community members. We are trying to utilize Youtube and Facebook ads to promote our school and events.
- Due to covid-19 the 6th grade group had a lower enrollment this year (124). Many parents chose to keep their students at their K-6th grade schools. A
- We have 77 students that are below 6th grade level in ELA or in Math based on MAP data.
- Our Students with disabilities and two or more races student groups didn't have the same level of growth compared to other student groups in Math. A plan is in place to provide more meaningful support.



PRIORITIES

- Reopening Readiness for In Person Instruction. Scheduling, Facilities, communication, testing, etc...
- New DOA Transition
- Two staff members are on maternity leave. Transitioning the substitute teachers/staff
- Conduct more informal observations
- Implement the new grading policy
- Provide additional support to low performing student groups (i.e. SPED and Two or more races) based on plans in place.
- Continue to use data to inform instruction (i.e. MAP, IAB, etc.) in all classes to help close the achievement gap.
- Increase student engagement in the class
- Conduct more virtual home visits
- We have a new enrollment promotion plan utilizing social media and yard signs. We want to meet our enrollment goal for next year.
- Facility Project Close out and start of phase three (sinks, partitions , lunch shade structure etc..)

MAGNOLIA SCIENCE ACADEMY

WIZARDS DEMONSTRATE:

W - WISDOM

I - INTELLECT

Z - ZEST

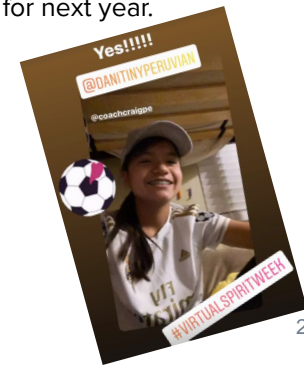
A - ACCOUNTABILITY

R - RESPECT

D - DETERMINATION



Powered by BoardOnTrack



California Dashboard 2018-19

LEARN MORE

English Language Arts

All Students

State



Blue

39.4 points above standard

Increased 17 Points ↕

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE

Mathematics

All Students

State



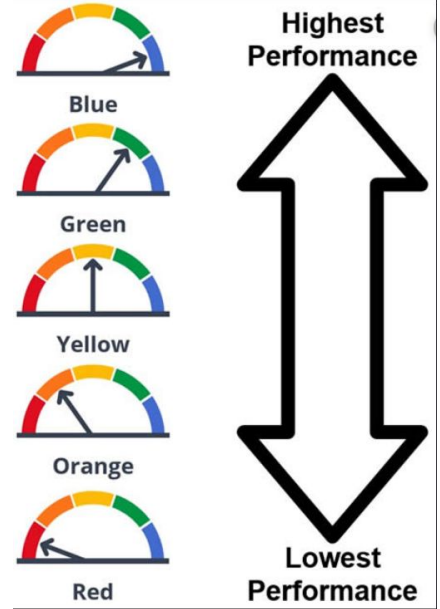
Green

21.8 points above standard

Increased 13.2 Points ↕

EQUITY REPORT

Number of Student Groups in Each Color



Based on the dashboard data, MSA-SD is the highest performing charter middle school in San Diego County, and the highest performing middle school in the neighborhood.

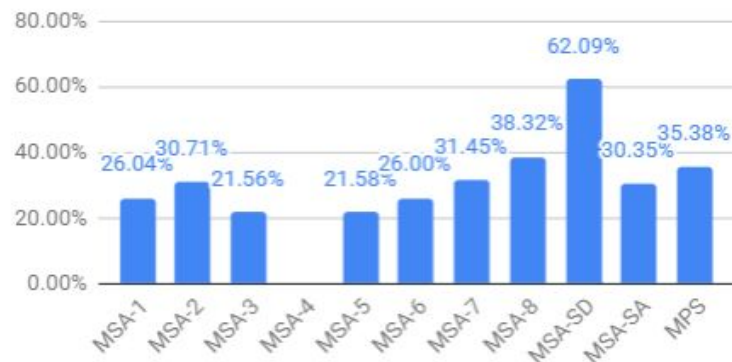


INNOVATION ◆ **CONNECTION** ◆ **EXCELLENCE**

	Standards Met+Exceeded %				
	ELA	Dashboard	Math	Dashboard	ELA&Math Average
MSA-San Diego	69.05%		60.62%		64.84%
Lewis MS	65.55%		63.83%		64.69%
De Portola MS	66.41%		60.53%		63.47%
Pershing MS	62.57%		53.50%		58.04%
Parkway MS	61.69%		46.35%		54.02%
SDUSD	56.85%		48.48%		52.67%
Marston	55.88%		47.59%		51.74%
State	50.87%		39.73%		45.30%
Farb MS	55.98%		33.40%		44.69%
Taft MS	41.79%		36.49%		39.14%
Horace Mann MS	35.73%		24.17%		29.95%
Clark MS	35.10%		23.51%		29.31%
Willson MS	31.98%		18.69%		25.34%
Millenial Tech	22.42%		10.87%		16.65%

Data: MAP ELA 20-21

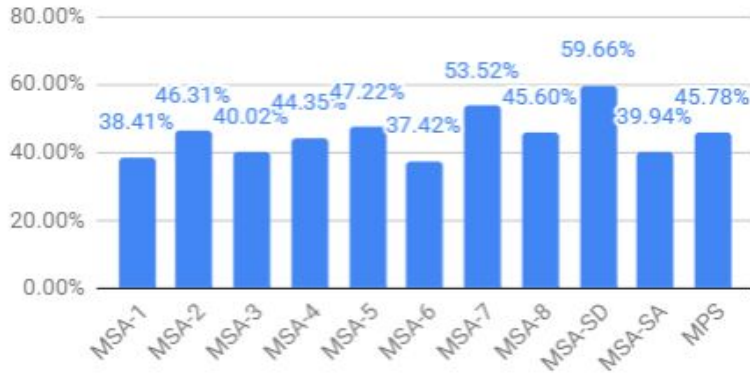
Fall 2020 MAP Reading - Proficiency Projection for 2020-21 SBAC



	2018-19: (All Students)	2020-21: (All Students)	Fall 2019 Proficiency Projection for 2019-20 SBAC	MAP Reading - Fall 2020			Exceeded Target by	On Target?
	Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Reading)	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC		
MSA-1	45.06%	46.00%	32.42%	361	94	26.04%	-19.96%	P
MSA-2	41.81%	44.00%	25.75%	254	78	30.71%	-13.29%	Y
MSA-3	35.67%	36.00%	21.03%	167	36	21.56%	-14.44%	P
MSA-4	27.12%	30.00%	15.63%	0	0	N/A	N/A	N/A
MSA-5	46.96%	48.00%	16.67%	139	30	21.58%	-26.42%	Y
MSA-6	46.26%	48.00%	17.32%	150	39	26.00%	-22.00%	Y
MSA-7	44.54%	48.00%	33.04%	124	39	31.45%	-16.55%	P
MSA-8	43.07%	45.00%	31.09%	428	164	38.32%	-6.68%	Y
MSA-SD	69.31%	70.00%	56.78%	401	249	62.09%	-7.91%	Y
MSA-SA	34.23%	35.00%	25.91%	257	78	30.35%	-4.65%	Y
MPS	44.70%	50.00%	31.85%	2,281	807	35.38%	-14.62%	Y

Data: IAB ELA 20-21

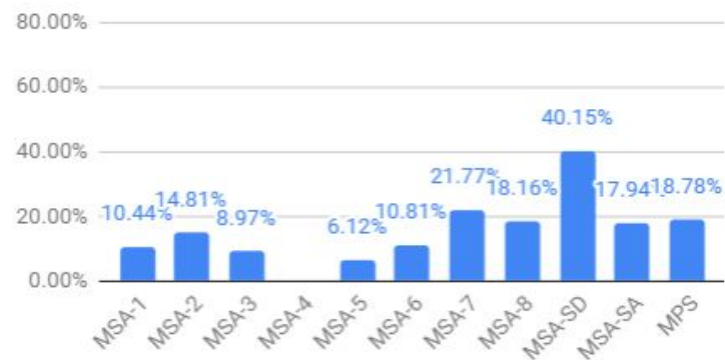
IAB ELA - Proficiency Projection for 2020-21 SBAC (Updt. on 1/22/21)



	2018-19: (All Students) Baseline (CAASPP)	2020-21: (All Students) Target (CAASPP)	IAB ELA Level 3 and 4 Projection (1/22/21) Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-1	45.06%	46.00%	38.41%				-7.59%	P
MSA-2	41.81%	44.00%	46.31%				2.31%	Y
MSA-3	35.67%	36.00%	40.02%				4.02%	Y
MSA-4	27.12%	30.00%	44.35%				14.35%	Y
MSA-5	46.96%	48.00%	47.22%				-0.78%	Y
MSA-6	46.26%	48.00%	37.42%				-10.58%	P
MSA-7	44.54%	48.00%	53.52%				5.52%	Y
MSA-8	43.07%	45.00%	45.60%				0.60%	Y
MSA-SD	69.31%	70.00%	59.66%				-10.34%	P
MSA-SA	34.23%	35.00%	39.94%				4.94%	Y
MPS	44.70%	50.00%	45.78%				-4.22%	P

Data: MAP Math 20-21

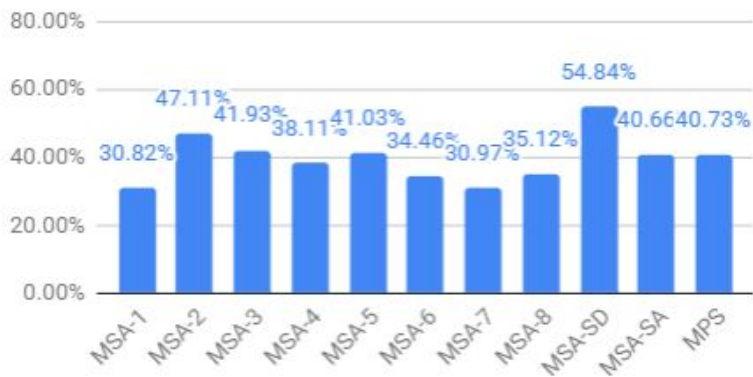
Fall 2020 MAP Mathematics - Proficiency Projection for 2020-21 SBAC



	2018-19: (All Students)	2020-21: (All Students)	Fall 2019 Proficiency Projection for 2019-20 SBAC	MAP Mathematics - Fall 2020				
	Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Math)	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC	Exceeded Target by	On Target?
MSA-1	30.13%	31.00%	12.73%	364	38	10.44%	-20.56%	P
MSA-2	27.87%	28.00%	13.43%	270	40	14.81%	-13.19%	Y
MSA-3	17.37%	20.00%	5.88%	156	14	8.97%	-11.03%	P
MSA-4	8.47%	11.00%	21.21%	0	0	N/A	N/A	N/A
MSA-5	38.67%	39.00%	7.14%	147	9	6.12%	-32.88%	N
MSA-6	38.36%	39.00%	9.16%	148	16	10.81%	-28.19%	Y
MSA-7	32.14%	35.00%	26.79%	124	27	21.77%	-13.23%	P
MSA-8	23.86%	26.00%	17.65%	424	77	18.16%	-7.84%	P
MSA-SD	60.62%	61.00%	41.69%	411	165	40.15%	-20.85%	Y
MSA-SA	28.61%	29.00%	17.92%	262	47	17.94%	-11.06%	P
MPS	32.13%	35.00%	18.93%	2,306	433	18.78%	-16.22%	P

Data: IAB Math 20-21

IAB Math - Proficiency Projection for 2020-21 SBAC (Updt. on 1/22/21)



	2018-19: (All Students)	2020-21: (All Students)	IAB Math Level 3 and 4 Projection (1/22/21)					
	Baseline (CAASPP)	Target (CAASPP)	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-1	30.13%	31.00%	30.82%				-0.18%	Y
MSA-2	27.87%	28.00%	47.11%				19.11%	Y
MSA-3	17.37%	20.00%	41.93%				21.93%	Y
MSA-4	8.47%	11.00%	38.11%				27.11%	Y
MSA-5	38.67%	39.00%	41.03%				2.03%	Y
MSA-6	38.36%	39.00%	34.46%				-4.54%	P
MSA-7	32.14%	35.00%	30.97%				-4.03%	P
MSA-8	23.86%	26.00%	35.12%				9.12%	Y
MSA-SD	60.62%	61.00%	54.84%				-6.16%	P
MSA-SA	28.61%	29.00%	40.66%				11.66%	Y
MPS	32.13%	35.00%	40.73%				5.73%	Y



Daily
Online
News
Uncut
Through
Streaming

MSA San Diego DONUTS in the Morning Broadcast



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QUICK WRITE IN YOUR ZOOM CHAT BOX

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Soothe Soothe Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Overwhelmed Mad Fuming/Hot Out of Control Need Time and Space

Chat
What is something
that you want to get
better at?

To: Everyone More

Type message here Powered by BoardOnTrack

WEATHER NEWS

Wed 09 | Day

69° 4% W 8 mph

Sunshine and clouds mixed. High 69F. Winds W at 5 to 10 mph.

Humidity 49%

UV Index 3 of 10

Sunrise 6:39 am

Sunset 4:42 pm

Wed 09 | Night

50° 6% SE 4 mph

Mostly clear skies. Low around 50F. Winds light and variable.

Humidity 79%

UV Index 0 of 10

Moonrise 12:55 am

Moonset 1:24 pm



Filippi's Pizza Fundraiser



Magnolia Public Schools - Board of Directors Retreat - Agenda - Sunday February 21, 2021 at 9:00 AM

MAGNOLIA SCIENCE ACADEMY

BOOKFAIRS

Magnolia Science Academy
November 6-17th

Barnes & Noble Grossmont Center
5500 Grossmont Center Dr. Suite 331
La Mesa, CA 91942

CAN'T ATTEND OUR BOOKFAIR AT BARNES & NOBLE?
Support us online from 11/6/20 to 11/17/20
by entering Bookfair ID 12600714 at checkout.
#ENBOOKFAIRS



B&N Book Fair & Joint Fundraiser w/Rubio's

rubio's
RESTAURANT

JOIN US FOR A GOOD CAUSE WITH A SIDE OF TACOS

Come in and enjoy our coastal-inspired tacos, burritos, bowls and salads made with responsibly-sourced seafood, all-natural chicken or USDA Choice steak.

Salsa Verde Shrimp Tacos

Contact-Free, Worry-Free Pick Up & Delivery

FUNDRAISER IN SUPPORT OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION MAGNOLIA SCIENCE ACADEMY

Date: 11/13/2020 Time: 4:00 PM - 8:00 PM Location: 5500 Grossmont Center Drive, La Mesa, CA

Order online at rubios.com or through our mobile app, and enter promo code "RubioDonation" at checkout or present this flyer for orders placed in the restaurant.

We will donate 50% of the proceeds from your meal to this cause (certainly 4g+ cards excluded), in hours, receive 50% off for catering orders. Third party delivery orders or orders placed at a different location than your scheduled meal will not apply towards your fundraiser.

BIG GIVE

Everything that we do is made possible through your continued support!

THANKS FOR GIVING

We surpassed our goal and hit \$16,486.81. Your generous donations have made it possible for us to purchase 66 new Chromebooks. Our students will benefit and their online learning will be enhanced. Thank you!

MAGNOLIA SCIENCE ACADEMY Powered by BoardOnTrack

