



Magnolia Public Schools

Regular Academic Committee Meeting

Date and Time

Thursday May 20, 2021 at 6:00 PM PDT

Location

<https://zoom.us/j/97480490186?pwd=Y2UyaDFkc0EzVkitYWU5aHkySHFRZz09>

Meeting ID: 974 8049 0186 | Passcode: 194204

One tap mobile

+16699009128,,97480490186# US (San Jose)

+12532158782,,97480490186# US (Tacoma)

Location: see above

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

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

Academic Committee Members:

Ms. Sandra Covarrubias, Chair

Mr. Haim Beliak

Dr. Salih Dikbas

Ms. Diane Gonzalez (alternate)

CEO and Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Public Comments			5 m
D. Approval of the Agenda	Vote		1 m
E. Approval of Minutes	Approve Minutes		1 m
Approve minutes for Regular Academic Committee Meeting on December 10, 2020			
II. Discussion Items			6:09 PM
A. Academic Department Updates	Discuss	E. Acar	25 m
B. MPS 2021-22 School Calendars	Discuss	E. Acar	10 m
C. Expanded Learning Opportunities Grant Plans	Discuss	E. Acar	5 m
D. Teacher FX	Discuss	E. Acar	5 m
E. MSA-2- Magnet Program Update	Discuss	E. Acar and D.Garner	5 m
III. Closing Items			6:59 PM
A. Adjourn Meeting	Vote		

Coversheet

Approval of Minutes

Section: I. Opening Items
Item: E. Approval of Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Academic Committee Meeting on December 10, 2020

APPROVED



Magnolia Public Schools

Minutes

Regular Academic Committee Meeting

Date and Time

Thursday December 10, 2020 at 5:00 PM

Location:

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

Meeting ID: 964 8384 5007

Passcode: 728859

One tap mobile +16699009128,,96483845007# US (San Jose)

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

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questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Academic Committee Members:

Ms. Sandra Covarrubias, Chair

Mr. Haim Beliak

Dr. Salih Dikbas

Ms. Diane Gonzalez

CEO and Superintendent:

Mr. Alfredo Rubalcava

Committee Members Present

H. Beliak (remote), S. Covarrubias (remote), S. Dikbas (remote)

Committee Members Absent

D. Gonzalez

Guests Present

J. Obuchi (remote)

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the Academic Committee of Magnolia Public Schools to order on Thursday Dec 10, 2020 at 5:00 PM.

B. Record Attendance and Guests

C. Public Comments

D. Approval of the Agenda

S. Covarrubias made a motion to To approve the agenda as presented.

H. Beliak seconded the motion.

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

Roll Call

H. Beliak Aye

S. Covarrubias Aye

D. Gonzalez Absent

S. Dikbas Aye

E.

Approval of Minutes

S. Covarrubias made a motion to approve the minutes from Regular Academic Committee Meeting on 09-10-19.

H. Beliak seconded the motion.

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

Roll Call

H. Beliak Aye
D. Gonzalez Absent
S. Dikbas Aye
S. Covarrubias Aye

II. Discussion Items

A. Academic Department Updates

E.Acar, Chief Academic Officer, presented a PowerPoint to the Academic Committee with updates on the following: Distance Learning Program, Student Achievement Data, NWEA Map Data (ELA, Math, Growth for English Learners and Students with Disabilities), IAB Benchmark Assessments, MyOn Reading Program, and Failing students. Each member of the Academic Team provided updates on what they have been working on since the school year began.

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

S. Covarrubias made a motion to Skip 2B and 2C since both items will be discussed during the regular board meeting due to a time constraint. The regular board meeting will begin as soon as the regular academic team meeting is adjourned.

S. Dikbas seconded the motion.

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

Roll Call

D. Gonzalez Absent
S. Dikbas Aye
H. Beliak Abstain
S. Covarrubias Aye

C. Data presentation: 2020-21 MPS Demographics

This item was tabled with Item 2B. Please see the notes above.

D. Update on Infinite Campus SIS transition

J. Hook, Assistant Executive Office Manager, provided updates to the Academic Committee on the main reasons why Infinite Campus was selected and on the transition from Illuminate to Infinite Campus. She mentioned that we are in the process of training office staff to prepare for the registration period. Our goal live date with the new platform is July 1.

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

E.Acar, Chief Academic Officer, briefly went over the renewal timeline, progress and process for MSA-1, 2, 3.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:38 PM.

Respectfully Submitted,
S. Covarrubias

Coversheet

Academic Department Updates

Section: II. Discussion Items
Item: A. Academic Department Updates
Purpose: Discuss
Submitted by:
Related Material: Item#IIA-MPS Academic Department Updates.pdf



Board Agenda Item #	Item # IIA- Discussion item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Recommendation

N/A

Background

MPS Academics departments will update board members on the following programs, activities and events.

- Transition to in-person(hybrid) instruction
- What is remaining in this school year
- New programs and initiatives and for the upcoming school year(s)
- Professional Development Plans
- COVID Funding for Academic Programs
- Student Achievement Data and Progress
- Updates from Directors and Coordinators

Attachments

[Slides](#)



Academic Committee Meeting

Academic Updates | Date: May 20, 2021

Transition to in-person(hybrid) instruction



- All schools reopened for hybrid learning. Students receive two days of in-person instruction
- Providing ongoing support for hybrid learning in terms of strategies and effective practices
- Updated MPS grading policy
- Updated MPS assessment plans
- Monitoring student engagement, academic progress and social emotional well-being.

In-Person Student Counts

MPS	Total Enrollment	On Site Student Totals	On Site Student %
MSA-SA (Elem)	287	135	47%
MSA-SA (Secondary)	256	2	1%
MSA-San Diego	429	225	52%
MSA-Bell	439	80	18%
MSA-1 (MS)	390	57	15%
MSA-1 (HS)	321	55	17%
MSA-2	468	43	9%
MSA-3	421	32	8%
MSA-4	101	14	14%
MSA-5	290	51	18%
MSA-6	161	22	14%
MSA-7	292	122	42%
TOTAL	<u>3855</u>	<u>838</u>	22%



What is remaining in this school year?



- Social emotional wellbeing and health of students and staff
- Assessments (NWEA MAP, SBAC, ELPAC, AP Exams, Finals)
- Gifted and Talented Program Assessment for CALPADS Deadline
- Graduations and promotions
- Portrait of a graduate work by June 10
- Plans for addressing MSA-I Significant Disproportionality
- Completing Disproportionality Process for MSA I, 5 and SD
- SPED/ 504 Assessments - IEP and Strategies for Inclusion-SIM Meetings
- SPED and EL Coordinators EOY 4 CALPADS Data
- MSA-4 School Improvement Plans
- Leadership Academy June 16-17, 2021
- Summer Schools (July 6-23)
- MTSS – Summer institute and next steps

New programs and initiatives and for the upcoming school year(s)



- Extended School Year (TBD) – Instructional time – Teacher planning and collaboration
- New Positions
 - College Career Counselor Position
 - Teachers on Special Assignments – Org Wide
 - Social Workers
 - Special Education Coordinator/CMO (TBD)
- New Student Information System – InfiniteCampus.com – trainings started – more in the summer
- Developing Comprehensive GATE curriculum and programs
- Restarting the CIF Athletics Programs
- Expanding Dual/Concurrent enrollment programs and impact – CCAP Agreements
- Restarting MPS STEAM EXPO
- New Programs IXL, NWEA Accelerator, NWEA MAP Fluency for grades TK-2
- New Math Curriculum Adoption Project
- Expand NGSS Science Curriculum adoption
- Adopting Ethnic Studies Curriculum



Professional Development Plans

Focus on MPS-wide Professional Development

- Culturally Relevant Teaching (CRT)
- Universal Design for Learning (UDL)
- Project Based Learning (PBL)
- MTSS- Multi-tiered Systems of Support
- Social Emotional Learning (SEL) and wellbeing

Timeline

- Leadership Academy – June 16-17, 2021
- Summer Symposium (in-person)
 - August 2 - School Leaders
 - August 4 – All Staff
 - August 6 – New Teachers
- School in-services and orientations (TBD Aug 9-13)

COVID Funding for Academic Programs



Excited and thankful for the much needed extra funding

- Coordination of expenditures from funds including Care Act, AB86, American Rescue Plan (ARP Act), ESSER Fund, GEER, GF, ESSER II Fund (CRRSA Act), GEER II, In-Person Instruction (IPI), Expanded Learning Opportunities (ELOG)
- School Expanded Learning Opportunities Grant (ELOG) plans will be submitted to the MPS Board on May 27 and to the county office of educations before June 5.



2020-2021

Student Achievement Data and Progress



Failing Students Data

Site	Fall Semester # of students	Fall 20-21 Progress Report 1		Fall 20-21 Progress Report 2		Fall 20-21 Report Card	
		# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade
MSA-1	717	375	52%	392	55%	271	38%
MSA-2	465	251	54%	275	59%	120	26%
MSA-3	417	225	54%	222	53%	110	26%
MSA-4	100	48	48%	42	42%	21	21%
MSA-5	291	152	52%	167	57%	80	27%
MSA-6	162	75	46%	80	50%	33	20%
MSA-7	294	137	47%	0	0%	109	37%
MSA-8	442	212	48%	219	49%	141	32%
MSA-SD	440	182	41%	157	36%	108	25%
MSA-SA	544	228	42%	156	51%	170	31%
MPS Total	3872	1885	49%	1710	47%	1163	30%



NWEA MAP

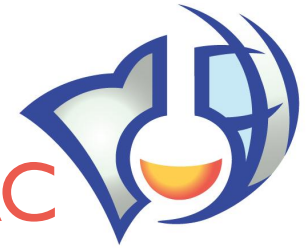
Fall 20-21 to Winter 20-21 - for school administered

	Math	Reading
MPS	54.8%	52.6%
MSA1	63.1%	58.9%
MSA2	68.3%	60.8%
MSA3	55.6%	55.9%
MSA4	71.7%	68.1%
MSA5	N/A	N/A
MSA6	N/A	N/A
MSA7	26.8%	32.5%
MSA8	56.6%	47.0%
MSASD*	47.4%	N/A
MSASA	N/A	N/A

Percent of students meeting the growth targets. Goal is 60%. Not all schools administered Winter MAP tests. * MSA-SD tested targeted group of students.

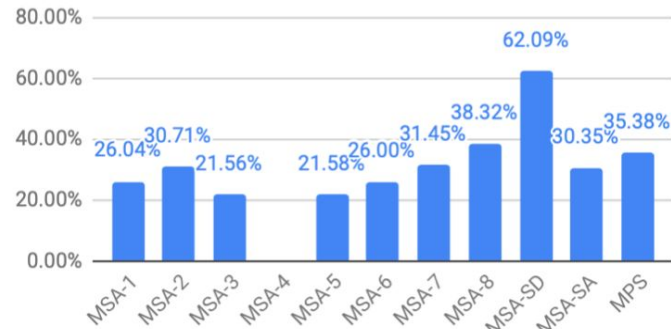
NWEA MAP

ELA Achievement Projection on 2021 SBAC



		2018-19:	2020-21:	Fall 2019	MAP Reading - Fall 2020			Exceeded Target by	On Target?
		(All Students)	(All Students)	Proficiency Projection for 2019-20 SBAC	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC		
		Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Reading)					
	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

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



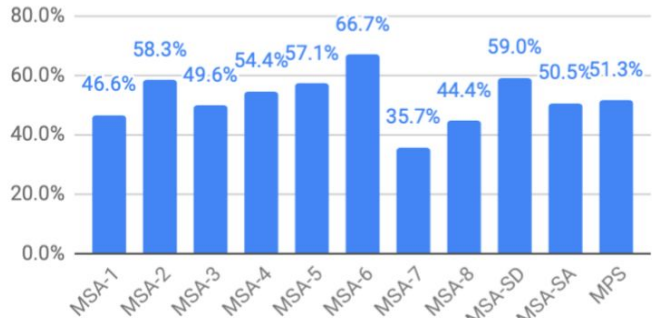
NWEA MAP

Math Achievement Projection on 2021 SBAC



	2018-19: (Fall to Spring)	2020-21: (Fall to Spring)	Fall 2018 to Fall 2019 Percent Met Growth Projection	MAP Reading - Fall 2019 to Fall 2020				
	Baseline	Target	Baseline	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?
MSA-1	54.2%	56.0%	53.2%	414	193	46.6%	-9.4%	N
MSA-2	58.6%	60.0%	56.9%	278	162	58.3%	-1.7%	Y
MSA-3	50.6%	53.0%	62.6%	256	127	49.6%	-3.4%	P
MSA-4	51.8%	56.0%	62.5%	68	37	54.4%	-1.6%	P
MSA-5	64.8%	65.0%	44.9%	170	97	57.1%	-7.9%	Y
MSA-6	59.4%	60.0%	61.3%	90	60	66.7%	6.7%	Y
MSA-7	48.7%	49.0%	38.5%	115	41	35.7%	-13.3%	P
MSA-8	61.8%	62.0%	56.9%	286	127	44.4%	-17.6%	N
MSA-SD	59.6%	60.0%	60.7%	251	148	59.0%	-1.0%	Y
MSA-SA	50.4%	52.0%	55.6%	325	164	50.5%	-1.5%	P
MPS	56.2%	60.0%	55.5%	2,253	1,156	51.3%	-8.7%	P

Fall 2019 to Fall 2020 MAP Reading - Percent Met Growth Projection



NWEA MAP Growth English Language Learners



	2018-19: (English Learners)	2020-21: (English Learners)	Fall 2018 to Fall 2019 Percent Met Growth Projection (EL)	Fall 2020 to Spring 2021 (EL)	MAP Reading - Fall 2019 to Fall 2020 (EL)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceede d Target by	On Target?
MSA-1	67.8 points below standard	64.0 points below standard	44.3%	50.0%	74	28	37.8%	-12.2%	N
MSA-2	62.1 points below standard	59.0 points below standard	51.6%	56.0%	37	15	40.5%	-15.5%	N
MSA-3	87.6 points below standard	82.0 points below standard	90.0%	53.0%	12	8	66.7%	13.7%	Y
MSA-4	114.4 points below standard	110.0 points below standard	50.0%	56.0%	10	6	60.0%	4.0%	Y
MSA-5	43.3 points below standard	40.3 points below standard	48.6%	69.0%	45	20	44.4%	-24.6%	P
MSA-6	48.3 points below standard	45.3 points below standard	52.9%	50.0%	22	13	59.1%	9.1%	Y
MSA-7	24.1 points below standard	20.0 points below standard	40.9%	60.0%	31	12	38.7%	-21.3%	N
MSA-8	70.7 points below standard	67.7 points below standard	64.3%	52.0%	35	16	45.7%	-6.3%	P
MSA-SD	8.3 points above standard	9.0 points above standard	40.0%	35.0%	13	6	46.2%	11.2%	Y
MSA-SA	68.0 points below standard	65.0 points below standard	58.9%	46.0%	112	54	48.2%	2.2%	Y
MPS			53.4%	60.0%	391	178	45.5%	-14.5%	P

Percent of students meeting the goal target is variable.



NWEA MAP Growth Students with Disabilities

	2018-19: (SWD)	2020-21: (SWD)	Fall 2018 to Fall 2019 Percent Met Growth Projection (SWD)	Fall 2020 to Spring 2021 (SWD)	MAP Reading - Fall 2019 to Fall 2020 (SWD)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceede d Target by	On Target?
MSA-1	96.0 points below standard	90.0 points below standard	47.4%	40.0%	58	21	36.2%	-3.8%	N
MSA-2	79.9 points below standard	76.0 points below standard	55.3%	63.0%	42	17	40.5%	-22.5%	N
MSA-3	139.3 points below standard	130.0 points below standard	77.8%	50.0%	21	10	47.6%	-2.4%	P
MSA-4	98.6 points below standard	90.0 points below standard	53.3%	62.0%	22	11	50.0%	-12.0%	P
MSA-5	72.7 points below standard	69.7 points below standard	47.6%	56.0%	29	13	44.8%	-11.2%	P
MSA-6	97.8 points below standard	90.0 points below standard	55.6%	56.0%	15	9	60.0%	4.0%	Y
MSA-7	50.8 points below standard	45.0 points below standard	45.0%	46.0%	15	3	20.0%	-26.0%	N
MSA-8	88.3 points below standard	85.3 points below standard	56.5%	55.0%	27	12	44.4%	-10.6%	P
MSA-SD	53.9 points below standard	53.0 points below standard	74.2%	50.0%	40	21	52.5%	2.5%	Y
MSA-SA	80.2 points below standard	76.0 points below standard	62.5%	52.0%	58	25	43.1%	-8.9%	P
MPS			57.1%	60.0%	327	142	43.4%	-16.6%	P

Percent of students meeting the growth target Powered by BoardOnTracks variable.

IAB - Interim Benchmark Assessments



ELA	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	278	14.09%	956	48.45%	739		
MSA-2	365	23.47%	726	46.69%	464	29.84%	1555	46.82%
MSA-3	108	16.02%	294	43.62%	272	40.36%	674	37.83%
MSA-4	61	34.27%	76	42.70%	41	23.03%	178	55.62%
MSA-5	136	17.78%	347	45.36%	282	36.86%	765	40.46%
MSA-6	80	15.09%	246	46.42%	204	38.49%	530	38.30%
MSA-7	105	24.76%	185	43.63%	134	31.60%	424	46.58%
MSA-Bell	531	27.95%	883	46.47%	486	25.58%	1900	51.18%
MSA-SD	795	38.29%	924	44.51%	357	17.20%	2076	60.55%
MSA-SA	242	17.07%	669	47.18%	507	35.75%	1418	40.66%
MPS	2701	23.50%	5306	46.17%	3486	30.33%	11493	46.58%

MATH	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	183	12.99%	562	39.89%	664		
MSA-2	159	18.73%	373	43.93%	317	37.34%	849	40.69%
MSA-3	130	13.57%	417	43.53%	411	42.92%	958	35.33%
MSA-4	12	10.43%	66	57.39%	37	32.17%	115	39.13%
MSA-5	98	16.98%	218	37.78%	261	45.23%	577	35.88%
MSA-6	110	21.32%	201	38.95%	205	39.73%	516	40.79%
MSA-7	35	10.17%	145	42.15%	164	47.67%	344	31.25%
MSA-Bell	206	14.47%	703	49.37%	515	36.17%	1424	39.15%
MSA-SD	552	39.80%	540	38.93%	295	21.27%	1387	59.26%
MSA-SA	155	21.68%	266	37.20%	294	41.12%	715	40.28%
MPS	1640	19.77%	3491	42.09%	3163	38.14%	8294	40.82%

Projected proficiency is numerically calculated value based on assessed learning targets. Not all targets were assessed.

MyOn Reading Program Data



MyOn Data 2020-21

Dates- August 18- May 7	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA-E	MSA-SA-S	MPS-wide
Number of Students	394	399	428	103	269	163	446	293	256	2,751
Days with Reading	13%	6%	14%	25%	15%	15%	4%	19%	10%	14%
Books Read	10.7k	5.05k	8.86k	2.22k	7.92k	7.08k	3.87k	24.1k	4.26k	74.1k
Pages Read	364k	148k	303k	98.1k	280k	182k	98.0k	727k	183k	2.38m
AVG Pages per week	24.6	9.9	18.8	25.3	27.7	29.8	5.8	66.0	19.0	7.05k
Minutes Read	346k	135k	335k	162k	298k	140k	76.1k	460k	213k	2.17m
AVG Minutes per week	23.4	9.0	20.8	41.8	29.5	22.9	4.5	41.8	22.1	6.40k
Books in Projects Read	550	1.21k	399	0	150	466	1	423	0	3.20k
AVG % Time Spent Reading Non-Fiction	41%	55%	35%	38%	54%	54%	58%	38%	30%	41%
Minutes Read Without Audio	141k	59.0k	176k	125k	175k	64.0k	44.7k	138k	126k	1.05m
AVG % Time Spent W/out Audio	44%	50%	58%	74%	55%	53%	65%	31%	61%	51%
Minutes Read in Projects	22.4k	32.3k	17.8k	0.0	3.85k	9.41k	6.7	3.61k	0.0	89.5k
AVG Time Spent Reading in Projects	7%	35%	8%	0%	1%	10%	0%	1%	0%	4%
AVG Lexile	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Taken	2.1	1.2	1.7	4.4	2.7	2.3	6.3	6.3	1.9	986.8
AVG Starting Lexile Score in period	605L	660L	715L	697L	689L	699L	849L	365L	805L	676L
AVG First Lexile Score in Period	648L	684L	775L	797L	765L	676L	814L	426L	845L	714L
AVG Ending Lexile Score in Period	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Growth	+ 52.5L	+ 48.5L	+ 67.3L	+ 151.6L	+ 73.9L	+ 67.1L	+ 120.7L	+ 192.4L	+ 51.0L	+ 65.6L
Minutes Read Below Lexile	113k	51.3k	150k	71.3k	124k	49.3k	38.4k	145k	142k	883k
Minutes Read at Lexile	103k	35.1k	93.8k	52.8k	81.8k	37.6k	25.0k	113k	43.2k	585k
Minutes Read Above Lexile	131k	48.8k	89.5k	37.6k	92.8k	53.7k	12.5k	201k	28.0k	695k
AVG Below Lexile (per student)	26%	32%	40%	42%	35%	32%	45%	25%	59%	42
AVG at Lexile (per student)	30%	21%	29%	32%	28%	28%	35%	24%	22%	27%
AVG Above Lexile (per student)	42%	45%	30%	25%	35%	38%	18%	49%	17%	29%
Most Popular Book #1	Ann Fights for Freedom: An Underground Railroad Survival Story	The Wizard of Oz	Cabin Fever (Diary of a Wimpy Kid #6)	Altered	Power at the Plate	Ann Fights for Freedom: An Underground Railroad Survival Story	Ann Fights for Freedom: An Underground Railroad Survival Story	Harrison P. Spader, Personal Space Invader	Cabin Fever (Diary of a Wimpy Kid #6)	
Most Popular Book #2	Paintball Punk	Anatomy of a Pandemic	Sophie Quire and the Last Storyguard	Witch & Wizard	Reality Check	George Washington: The Rise of America's First President	Paintball Punk	Attack of the Mutant Lunch Lady: A Buzz Beaker Brainstorm	The 1918 Flu Pandemic	
Most Popular Book #3	Goldiclucks and the Three Bears	Top 10 UFO and Alien Mysteries	The Undercover Cheerleader	Grow	The Real Alexander Hamilton: The Truth Behind the Legend	Romeo and Juliet: A Graphic Novel	Werewolf Skin	Robot Rampage: A Buzz Beaker Brainstorm	Clara Barton: Angel of the Battlefield	
Minutes Read: Weekends	8.92k	4.54k	6.84k	1.97k	12.8k	3.12k	1.55k	12.1k	4.14k	56.0k
Out-Of-School Reading Student Average	17%	18%	12%	9%	23%	8%	6%	36%	25%	19%
AVG Lexile Growth	52.5	48.5	67.3	151.6	73.9	67.1	120.7	126.5	51.0	65.6

Dr. Artis Callaham

Director of Special Education & Support Services



Supporting Reopening Plans

- Member of MPS Hybrid Taskforce emphasis on Universal Design for Learning Pedagogy/ Special Needs Students
- Developing and sending Prior Written Notices Outlining SPED/504 Support and Determining Loss Mitigation Needs for 21-22'
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools/ Developing Enrichment Program for 21-20'
- SPED/504 Survey Implementation / Utilizing the body of Information to assist MPS Teams in supporting SPED/504 students
- Conduct Virtual Monthly Meetings for SPED Coordinators/ Mental Health Team (W/ Dr. Lopez) and SPED Team Site Meetings

Supporting School Sites with Special Education Compliance and Service Provision

- Created and Utilize Uniform Compliance Guide for Special Education for Onboarding and Referencing/YM&C Editing
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 Support for Obtaining Program Development and STEPS Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with District Validation and Dispro Visitations
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for all MPS Schools as requested
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators and SPED Para's
- Attend all Authorizer and SELPA professional Development Meetings/ Share with SPED and Academic Teams as appropriate
- Coordinate Responses to SPED Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation
- Assist with developing CCEIS Team and Plan for Sig Dispro Requirement

Supporting Student Support Services /Overall Program

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

Other Highlights

- Assisting with researching and determining next steps for developing a comprehensive Gifted and Talented Program MPS wide
- SPED Survey Indicates 95.3% SPED/504 Parent Satisfaction Rate for Distance Learning Overall (SPED/504 Parent Survey)
- SPED Survey Indicates 80.0% SPED/504 Student Satisfaction Rate for Distance Learning Overall (SPED/504 Student Survey)
- Assisting with Developing New Mental Health and Wellness - Social Worker Positions MPS Wide

Dr. Brenda D. Lopez

Director of Student Services



Supporting Reopening Planning

- Member of MPS Reopening Taskforce
- Outlined and provided options for Attendance protocols and procedures for Hybrid instruction model (research, planning, and leadership feedback)
- Provided protocol and procedure template to school leaders for planning purposes and individualized site option
- Supported the writing of the Expanded Opportunities Learning Grant
- Assisting with summer school planning
- Co-facilitated Mental Health Team meeting with Dr. Callaham

Supporting Dean of Students (DoS)

- Collaborated with the Dean of Students on developing the MPS High-Quality Learning Environment Observation Tool
- Held one-on-one meetings for individualized support with each DoS
- Hosted Resume Writing for Beginners, Intermediate and Advanced learners
- Provided ongoing Professional Development based on administrator' and educator needs
- Curated resources based on site' needs
- Maintained and updated SEL and Community Resource Padlet
- Created collaboration opportunities between school leaders

Mental Health and Wellness Standard of Care

- Leveraged partnerships with [PSMHTTC](#), The Chicago School of Professional Psychology, and Mental Health Interns
- Care Solace- Connecting to mental health providers or substance abuse counselors
- Mental Health and Wellness Surveys including reflections
- MPS Wellness Policy revisions incorporating remote learning considerations

Other Highlights

- MPS wide ADA 97.513% as of reporting period number #8 April 16, 2021, Tiered re-engagement strategies to address chronic absenteeism, partner with Truancy Prevention Erika Sandoval, Supervising Attorney and LAUSD Youth Source
- Zero Suspensions or expulsions for the 2020-2021 school year
- Capacity building related to supporting specific student populations, Dr. Jennifer Kottke, LaShona Jenkins, Alisonne Crawford, Kimberly Faulkner, and Carolina Sheinfeld
- Support MPS wide complaint procedures and resolution

Mrs. Traci Lewin

Director of Math Programs



Supporting Reopening Planning

- Member of MPS Reopening Taskforce
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Provided sample hybrid schedules to school leaders for planning purposes
- Supported the writing of the Expanded Opportunities Learning Grant
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning

Supporting Math Teachers

- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Held one-on-one meetings for individualized support and weekly office hour
- Hosted 4 Unit Planning Collaboratives and 2 Data Analysis Workshops
- Provided ongoing Professional Development based on teachers' needs
- Curated resources based on teachers' needs
- Maintained and updated MPS Math Teacher website
- Create opportunities for math teachers to collaborate virtually

Math Materials Adoption Cohort

- Completed Math Materials Adoption Cohort professional development sessions
 - Partnership with CalCurriculum and CDE to support districts and CMOs with creating a materials adoption process to select high-quality materials to support student learning.
 - Ensured all deliverables were met and all focus group sessions were attended
 - Next steps: create internal cohort to create plans for upcoming curriculum adoption in 2022/23

Other Highlights

- Member of Portrait of a Graduate Design Team working on updating the core values, mission, vision and goals for MPS
- Supporting the process to update the Student Learner Outcomes (SLOs)

Mrs. Katie Mann

ELA and EL Program Coordinator



Supporting Reopening Planning

- Member of MPS Reopening and Academic Task Forces
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning
- Supported the mid-assessment cycle transition from remote ELPAC testing to in-person testing
- Supporting the writing of Expanded Learning Opportunities Grant
- Created Parent Surveys for Extended School Year options for 2021-2022

Supporting ELA Teachers

- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Hold one-on-one meetings for individualized support and weekly Office Hour
- Hosted 4 IAB Deep Dive / Planning Collaboratives for both ELA and Social Studies teachers
- Curate resources and professional development opportunities based on teachers' needs
- Maintain and update MPS ELA/ELD Teacher website

Supporting EL Programs

- Provided professional development on our EL Master Plan and Services to all 10 school sites
- Supported LEA EL Coordinators with the completion of 47 Initial ELPAC assessments, and 61 Optional Fall Summative Assessments, as well as the ongoing process to complete 733 Summative ELPAC assessments for Spring 2021 (77% completed as of May 7, 2021)
- Revised the EL Master Plan based on updates to the required NWEA RIT scores needed for Reclassification
- Supported office managers and the Accountability team with reviewing CALPADS data files to ensure our EL students were coded with the correct services
- Revised all Parent Notification Letters to ensure accurate and up-to-date communication

Other Highlights

- Managing updates and subscription renewals for the myON Reading program for all schools
- Member of the CCEIS Leadership team for MSA-I Significant Disproportionality
- Supporting with the process to update the Student Learning Outcomes (SLOs)



Questions or Comments ?

Coversheet

MPS 2021-22 School Calendars

Section: II. Discussion Items
Item: B. MPS 2021-22 School Calendars
Purpose: Discuss
Submitted by:
Related Material: Item#IIB-21-22 School Calendar.pdf



Board Agenda Item #	Agenda Item#IIB- Discussion Item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS 2021-22 School Calendars

Proposed Board Recommendation

N/A

Background

In order to address unfinished learning and overcome trauma due to COVID-19, many charter schools and districts are looking at extending the 2021-2022 school year with the funds available to address the staffing, program and services needs.

We are collecting parent and staff feedback through surveys and presentations on three calendar options for the MPS 2021-2022 school year calendar.

In case the school year extends, the salaries will be adjusted accordingly. Extending the school year would consist of both additional instructional days for students, as well as additional time devoted to teacher professional development.

For the additional time devoted to teacher professional development, Options 1 and 2 allow for schools to follow their Minimum Day schedules every Wednesday. These minimum days would replace the shortened/early dismissal days we typically have for staff meetings, and the additional student-free time would be devoted to planning, collaborative time, PLCs, and other professional development activities.

Attachments

1- [Calendar Options Slides](#)

3- Draft calendars

2- Parent and Staff Surveys

ATTACHMENT 1: Slides

ATTACHMENT 2

MSA 1-8 CALENDAR OPTIONS

Version 2					
DRAFT --- 2021-22 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
	<u>MSA-1 thru 8</u>	<u>MSA-1 thru 8</u>	<u>MSA-1 thru 8</u>		Important Dates
	OPTION 1	OPTION 2	OPTION 3		
Independence Day	7/5	7/5	7/5		
First Day of Instruction	8/11	8/11	8/16		
Labor Day	9/6	9/6	9/6		
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
Last Day of First Semester	12/17	12/17	12/17		
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10		
First Day of Second Semester	1/4	1/10	1/11		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/21	2/21	2/21		
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4		
Cesar Chavez Day	3/28	3/28	3/28		
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15		
Memorial Day	5/30	5/30	5/30		
Last Day of Instruction	6/10	6/10	6/10		
# of Instructional Days:	189	185	180		
# of Staff-Only Days:	2+?	2+?	2+?		
Start date:	5 days earlier than LAUSD	5 days earlier than LAUSD	Same start date as LAUSD		
Winter break:	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD		Recommending: Option 2 with additional (weekly?) minimum days for PD if necessary
End date:	Same end date as LAUSD	Same end date as LAUSD	Same end date as LAUSD		? = summer in-service days

MSA - SA CALENDAR OPTIONS

DRAFT --- 2021-22 MPS ACADEMIC CALENDAR				
				Holidays & Breaks
	MSA-Santa Ana	MSA-Santa Ana	MSA-Santa Ana	Important Dates
	OPTION 1	OPTION 2	OPTION 3	
Independence Day	7/5	7/5	7/5	
First Day of Instruction	8/10	8/10	8/16	
Labor Day	9/6	9/6	9/6	
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15	
Veterans Day	11/11	11/11	11/11	
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26	
Last Day of First Semester	12/17	12/17	12/17	
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10	
First Day of Second Semester	1/4	1/10	1/11	
M. L. King Day	1/17	1/17	1/17	
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21	
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4	
Cesar Chavez Day	3/28	3/28	3/28	
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15	
Memorial Day	5/30	5/30	5/30	
Last Day of Instruction	6/10	6/10	6/10	
# of Instructional Days:	189	185	180	
# of Staff-Only Days:	2+?	2+?	2+?	
Start date:				
Winter break:	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD	
End date:				

MSA - SD CALENDAR OPTIONS

DRAFT --- 2021-22 MPS ACADEMIC CALENDAR				
				Holidays & Breaks
	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>	Important Dates
	OPTION 1	OPTION 2	OPTION 3	
Independence Day	7/5	7/5	7/5	
First Day of Instruction	8/17	8/23	8/30	
Labor Day	9/6	9/6	9/6	
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15	
Veterans Day	11/11	11/11	11/11	
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26	
Winter Break	12/20-1/3	12/20-1/3	12/20-1/3	
Last Day of First Semester	1/21	1/21	1/21	
First Day of Second Semester	1/24	1/24	1/24	
M. L. King Day	1/17	1/17	1/17	
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21	
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4	
Cesar Chavez Day	-	-	-	
Spring Break	3/28-4/1	3/28-4/1	3/28-4/1	
Memorial Day	5/27-5/30	5/27-5/30	5/27-5/30	
Last Day of Instruction	6/17	6/17	6/17	
# of Instructional Days:	189	185	180	
# of Staff-Only Days:	3+?	3+?	3+?	
Start date:	~2-wks earlier than SDUSD	1-wk earlier than SDUSD	Same start date as SDUSD	
Winter break:	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break	
End date:	3-days later than SDUSD	3-days later than SDUSD	3-days later than SDUSD	

ATTACHMENT 3

MPS Academic Calendar Survey
Teacher Version for LA Schools

Please rank order your preference regarding the 2021-2022 school year calendars.

Option 1: 9 additional School Days (189 days, with a 2-week plus one day winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/3
First day of second semester: 1/4/22	Last day of instruction: 6/10/22	Instructional days: 189

- The 2021-2022 school year would have 189 instructional days, which is an increase of 9 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. (*One week earlier than the start of the 2020-2021 school year.*)
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would be two weeks plus one day long, instead of three weeks.
- This option would allocate the most time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have the most planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays).
- Salary increase to reflect the additional days

Option 2: 5 additional School Days (185 days, with a 3-week winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/10/22	Instructional days: 185

- The 2021-2022 school year would have 185 instructional days, which is an increase of 5 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. (*One week earlier than the start of the 2020-2021 school year.*)
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate some additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have more planning and collaborative time, such as PLCs minimum days (Wednesdays).

- Salary increase to reflect the additional days.

Option 3: No Changes (180 days, with a 3-week winter break)

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/3/22	Instructional days: 180

- The 2021-2022 school year would have 180 instructional days, which is the same as in previous years.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. (*One week earlier than the start of the 2020-2021 school year.*)
- The last day of instruction would be one week earlier than in options 1 and 2: June 3, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate no additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would allow teachers to have the same amount of collaborative time as in previous years.
- No salary increase due to calendar updates.



MPS

Academic Calendar Survey

Date: April XX, 2021



of extending the
school year



To address gaps in learning exacerbated by school closures during pandemic and increase planning and collaboration time



In case the school year extends...

It will consist of

- Salaries adjusted to reflect the extended days
- Additional days for students to close the learning gap
- Provide devoted time for teachers professional development

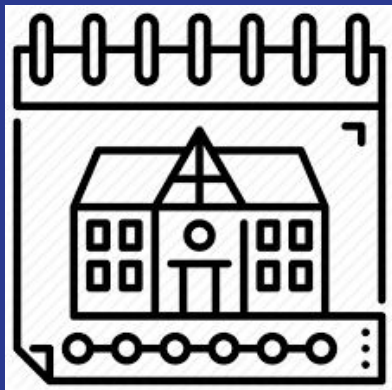
Schedule Changes

- Options 1 and 2 allow for schools to follow their minimum day schedules every Wednesday.
- Minimum days would replace the shortened /early dismissal days we typically have for staff meetings

Extra time devoted to:

- Planning
- Collaborative time
- PLCs
- Other Professional Development activities





Calendar Options

Option 1:

9 additional School Days (189 days, with a 2-week plus one day winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: <input type="checkbox"/> 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/3
First day of second semester: 1/4/22	Last day of instruction: 6/10/22	Instructional days: 189

Pros and Cons of Option 1

- The 2021-2022 school year would have 189 instructional days, which is an increase of 9 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would be two weeks plus one day long, instead of three weeks.
- This option would allocate the most time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have the most planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays).
- Salary increase to reflect the additional days

Option 2:

5 additional School Days (185 days, with a 3-week winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/10/22	Instructional days: 185

Pros and Cons of Option 2

- The 2021-2022 school year would have 185 instructional days, which is an increase of 5 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate some additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have more planning and collaborative time, such as PLCs minimum days (Wednesdays).
- Salary increase to reflect the additional days.

Option 3:

No Changes (180 days, with a 3-week winter break)

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/3/22	Instructional days: 180

Pros and Cons of Option 3

- The 2021-2022 school year would have 180 instructional days, which is the same as in previous years.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be one week earlier than in options 1 and 2: June 3, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate no additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would allow teachers to have the same amount of collaborative time as in previous years.
- No salary increase due to calendar updates.

Survey will be sent to rank
your preference

Questions, Concerns, Comments

Coversheet

Expanded Learning Opportunities Grant Plans

Section: II. Discussion Items
Item: C. Expanded Learning Opportunities Grant Plans
Purpose: Discuss
Submitted by:
Related Material: Item#IIC-ACM Item ELOG Plans.pdf



Board Agenda Item #	Item #IIC-Discussion Item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	MPS Expanded Learning Opportunities Grants

Proposed Board Recommendation

N/A

Overview: Expanded Learning Opportunities Grants

As part of the Assembly Bill (AB) 86 COVID-19 relief package, \$4.6 billion will be distributed to local educational agencies (LEAs) through the Expanded Learning Opportunities Grant. All California educators can use the ELO Learning Recovery Grants to promote the learning and well-being of their students in all settings, in and out-of-school including:

- Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided
- Learning supports – tutoring or similar small group instruction, learning recovery programs, training on accelerated learning strategies
- Integrated pupil supports – health, counseling, mental health services, social and emotional learning
- Community learning hubs – includes access to technology and connectivity
- Support to help credit deficient pupils graduate
- Additional academic services – diagnostic assessments, progress monitoring
- Training for both certificated and classified school staff to learn strategies, including:
 - How to engage pupils and families in addressing pupils’ social-emotional health needs and academic needs, including trauma-informed practices
 - How to facilitate quality and engaging learning opportunities for all pupils

Schools are eligible to receive apportioned funds once their plan has been approved by their governing agency board and their county office of education.

- On or before June 1, 2021, the governing board or body of a LEA that receives funds shall adopt at a public meeting a plan describing how the apportioned funds will be used in accordance with this section. The plan should be submitted within 5 days of adoption. Local educational agencies shall provide an opportunity for parents and school site staff to be involved in the development of the plan.
- Funds apportioned to LEAs will be available for expenditure through August 31, 2022.

LEAs are encouraged to prioritize pupils who would benefit the most from in-person instruction and who have been identified as needing integrated supports or academic interventions, including, but not limited to, pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low-income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, disengaged pupils, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

Attachment

[MPS ELOG Planning presentation](#)

**MPS Academic Calendar Survey
Teacher Version for LA Schools**

[Staff Presentation Link](#)

Please rank order your preference regarding the 2021-2022 school year calendars.

Option 1: 9 additional School Days (189 days, with a 2-week plus one day winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/3
First day of second semester: 1/4/22	Last day of instruction: 6/10/22	Instructional days: 189

- The 2021-2022 school year would have 189 instructional days, which is an increase of 9 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would be two weeks plus one day long, instead of three weeks.
- This option would allocate the most time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have the most planning and collaborative time, such as PLCs and individual protected planning times/days on minimum days (Wednesdays).
- Salary increase to reflect the additional days

Option 2: 5 additional School Days (185 days, with a 3-week winter break, and Minimum Days for all Wednesdays [in lieu of shortened/early dismissal days])

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/10/22	Instructional days: 185

- The 2021-2022 school year would have 185 instructional days, which is an increase of 5 days.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be the same as LAUSD's last day, June 10, 2022.
- Winter break would continue to be three weeks long.

- This option would allocate some additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would also allow teachers to have more planning and collaborative time, such as PLCs minimum days (Wednesdays).
- Salary increase to reflect the additional days.

Option 3: No Changes (180 days, with a 3-week winter break)

First day of instruction: 8/11/21	Last day of first semester: 12/17/21	Winter break: 12/20-1/9
First day of second semester: 1/10/22	Last day of instruction: 6/3/22	Instructional days: 180

- The 2021-2022 school year would have 180 instructional days, which is the same as in previous years.
- The first day of instruction would be the same as LAUSD's first day, August 11, 2021. *(One week earlier than the start of the 2020-2021 school year.)*
- The last day of instruction would be one week earlier than in options 1 and 2: June 3, 2022.
- Winter break would continue to be three weeks long.
- This option would allocate no additional time to address unfinished learning and overcome trauma due to COVID-19.
- This option would allow teachers to have the same amount of collaborative time as in previous years.
- No salary increase due to calendar updates.

MSA 1-8 CALENDAR OPTIONS

Version 2					
DRAFT --- 2021-22 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
	MSA-1 thru 8	MSA-1 thru 8	MSA-1 thru 8		Important Dates
	OPTION 1	OPTION 2	OPTION 3		
Independence Day	7/5	7/5	7/5		
First Day of Instruction	8/11	8/11	8/16		

Labor Day	9/6	9/6	9/6	
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15	
Veterans Day	11/11	11/11	11/11	
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26	
Last Day of First Semester	12/17	12/17	12/17	
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10	
First Day of Second Semester	1/4	1/10	1/11	
M. L. King Day	1/17	1/17	1/17	
Presidents' Day	2/21	2/21	2/21	
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4	
Cesar Chavez Day	3/28	3/28	3/28	
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15	
Memorial Day	5/30	5/30	5/30	
Last Day of Instruction	6/10	6/10	6/10	
# of Instructional Days:	189	185	180	
# of Staff-Only Days:	2+?	2+?	2+?	
Start date:	5 days earlier than LAUSD	5 days earlier than LAUSD	Same start date as LAUSD	
Winter break:	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD	Recommending: Option 2 with additional (weekly?) minimum days for PD if necessary
End date:	Same end date as LAUSD	Same end date as LAUSD	Same end date as LAUSD	? = summer in-service days

MSA - SA CALENDAR OPTIONS

DRAFT --- 2021-22 MPS ACADEMIC CALENDAR				
				Holidays & Breaks
	<u>MSA-Santa Ana</u>	<u>MSA-Santa Ana</u>	<u>MSA-Santa Ana</u>	Important Dates
	OPTION 1	OPTION 2	OPTION 3	
Independence Day	7/5	7/5	7/5	

First Day of Instruction	8/10	8/10	8/16		
Labor Day	9/6	9/6	9/6		
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
Last Day of First Semester	12/17	12/17	12/17		
Winter Break	12/20-1/3	12/20-1/7	12/20-1/10		
First Day of Second Semester	1/4	1/10	1/11		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21		
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4		
Cesar Chavez Day	3/28	3/28	3/28		
Spring Break	4/11-4/15	4/11-4/15	4/11-4/15		
Memorial Day	5/30	5/30	5/30		
Last Day of Instruction	6/10	6/10	6/10		
# of Instructional Days:	189	185	180		
# of Staff-Only Days:	2+?	2+?	2+?		
Start date:					
Winter break:	2-wk plus 1 day Winter Break	3-wk Winter Break	3-wk plus 1 day Winter Break like LAUSD		
End date:					

MSA - SD CALENDAR OPTIONS

DRAFT --- 2021-22 MPS ACADEMIC CALENDAR				
				Holidays & Breaks
	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>	<u>MSA-San Diego</u>	Important Dates
	OPTION 1	OPTION 2	OPTION 3	

Independence Day	7/5	7/5	7/5		
First Day of Instruction	8/17	8/23	8/30		
Labor Day	9/6	9/6	9/6		
Staff P.D. Day (Pupil Free Day)	10/15	10/15	10/15		
Veterans Day	11/11	11/11	11/11		
Thanksgiving Break	11/22-11/26	11/22-11/26	11/22-11/26		
Winter Break	12/20-1/3	12/20-1/3	12/20-1/3		
Last Day of First Semester	1/21	1/21	1/21		
First Day of Second Semester	1/24	1/24	1/24		
M. L. King Day	1/17	1/17	1/17		
Presidents' Day	2/18-2/21	2/18-2/21	2/18-2/21		
Staff P.D. Day (Pupil Free Day)	3/4	3/4	3/4		
Cesar Chavez Day	-	-	-		
Spring Break	3/28-4/1	3/28-4/1	3/28-4/1		
Memorial Day	5/27-5/30	5/27-5/30	5/27-5/30		
Last Day of Instruction	6/17	6/17	6/17		
# of Instructional Days:	189	185	180		
# of Staff-Only Days:	3+?	3+?	3+?		
Start date:	~2-wks earlier than SDUSD	1-wk earlier than SDUSD	Same start date as SDUSD		
Winter break:	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break	2-wk plus 1 day Winter Break		
End date:	3-days later than SDUSD	3-days later than SDUSD	3-days later than SDUSD		

Expanded Opportunities Learning Grant Funding 2021- 2023

Funding



School	ELO Funds Total	15% Distance Max	10% Min on Paras	90% Remaining after 10%	75% Remaining after 25%
MSA-1	\$ 540,894	\$ 81,134	\$ 54,089	\$ 486,805	\$ 405,671
MSA-2	\$ 335,814	\$ 50,372	\$ 33,581	\$ 302,233	\$ 251,861
MSA-3	\$ 346,484	\$ 51,973	\$ 34,648	\$ 311,836	\$ 259,863
MSA-4	\$ 98,031	\$ 14,705	\$ 9,803	\$ 88,228	\$ 73,523
MSA-5	\$ 222,594	\$ 33,389	\$ 22,259	\$ 200,335	\$ 166,946
MSA-6	\$ 111,865	\$ 16,780	\$ 11,187	\$ 100,679	\$ 83,899
MSA-7	\$ 217,235	\$ 32,585	\$ 21,724	\$ 195,512	\$ 162,926
MSA-8	\$ 336,966	\$ 50,545	\$ 33,697	\$ 303,269	\$ 252,725
MSA-SA	\$ 427,018	\$ 64,053	\$ 42,702	\$ 384,316	\$ 320,264
MSA-SD	\$ 260,172	\$ 39,026	\$ 26,017	\$ 234,155	\$ 195,129

ELO Grants - What is it?

- One time funding that will provide supplemental instruction and support that would benefit disadvantaged pupil groups who have faced adverse learning and social-emotional circumstances as a result of the COVID-19 pandemic. This grant encourages LEA's to engage, plan and collaborate in program operation with community partners and expanded learning programs.

Timeframe?

- LEAs must complete an expenditure plan for these funds prior to June 1, 2021, but may expend the funds prior to this time. The funds must be expended by August 31, 2022.

What services will be provided?

- Schools have the ability to decide what services they want to provide, based on **local need**.

(b) Specifically, funds received under subdivision (b) of Section 43521 shall be expended only for any of the following purposes...

(1) Extending instructional learning time in addition to what is required pursuant to Part 24.5 (commencing with Section 43500) of Division 3 for the 2020–21 school year and Chapter 2 (commencing with Section 46100) of Part 26 of, or Chapter 3 (commencing with Section 47610) of, Division 4 and Section 300.106 of Title 34 of the Code of Federal Regulations for the 2021–22 and the 2022–23 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

(2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- (A) **Tutoring or other one-on-one or small group learning** supports provided by certificated or classified staff.
- (B) **Learning recovery programs and materials** designed to accelerate pupil academic proficiency or English language proficiency, or both.
- (C) **Educator training, for both certificated and classified staff,** in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all pupils.

(3) Integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

(4) Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports.

(5) Supports for credit deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

(6) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

(7) Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs.

43522 (h) **Local educational agencies are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs,** and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services provided under this section.

Who will be served?

Who receives services is a **local decision**, but the “**prioritized pupil groups**” must include the following:

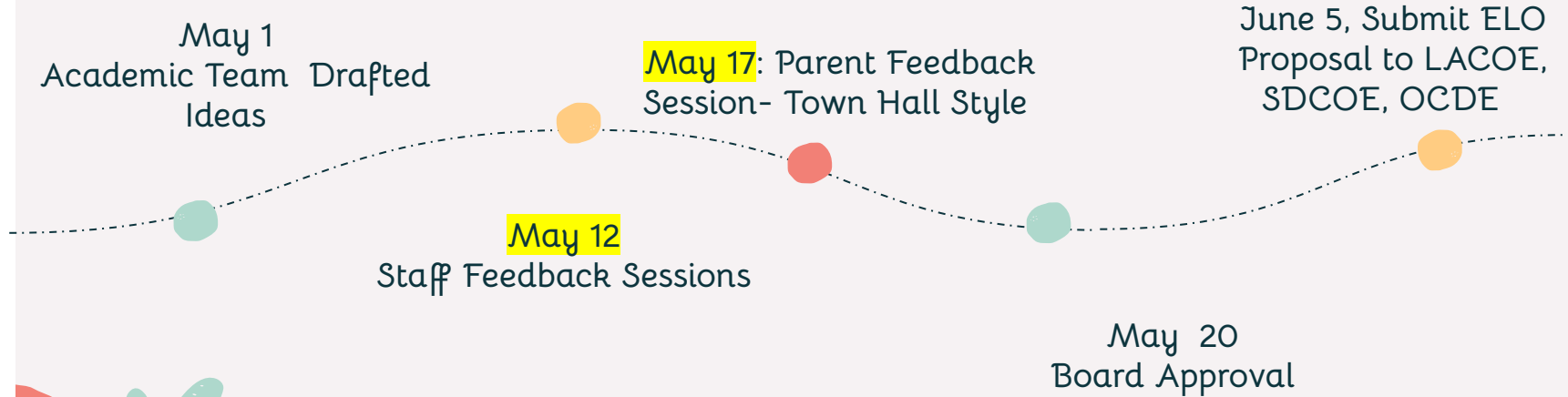
- (A) Pupils at risk for abuse, neglect, or exploitation.
- (B) Homeless pupils.
- (C) Foster youth.
- (D) English learners.
- (E) Pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, as determined by the local educational agency.
- (F) Disengaged pupils.

85% vs. 15% and 10% paraprofessionals

The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.

- The LEA must use at least 10 percent (10%) of its apportionment to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Timeline for Community Engagement



Priority list of expenses 1 of 2

1. Longer summer schools (days/hours)
2. Extending the School Year (adding instructional days and minutes)
3. Bilingual paras/TAs for co-teaching and support (required - 10% funding)
4. Staff PD on focused areas - Org-wide PD Map (do a separate meeting on this UDL, etc)
5. Funding Teachers on Special Assignment Positions
6. New counselor (Social workers) positions - to be shared by schools-recruit counselor interns
7. Create a dedicated space (in class) for students to gather their thoughts and feelings; provide sensory spaces
8. Create time in the academic day to address social-emotional concerns (i.e., advisory, additional minutes added to each class for grounding/check-in time) - with added PD for teachers
9. Development and/or expansion of before/after school programs
10. On campus learning labs open 2x/week (Wednesday/Saturday). Staffing for a computer lab that serves students and families after school and/or weekends
11. After school program studyhalls
12. Hire stand alone college counselors or purchase services
13. Expand dual enrollment opportunities
14. Expand support for students completing online credit recovery- ex: learning lab with adult support after school or on Saturdays or hybrid summer program to allow more time for class (online in June and in person in July)
15. Expanded use of individualized programs for classes and acceleration that allow for diagnostic and progress monitoring (IXL)

Priority list of expenses 2 of 2



16. Assessments for TK-2 (NWEA/RL Star Reading/Math)
17. Staff time for assessments (including diagnostic assessments) of student learning (grading, data analysis and training)
18. Dedicated staff time and training for additional academic progress monitoring
19. Professional learning in the use of diagnostics and its practice in the classroom
20. Professional learning on best practices to assist with the acceleration of learning
21. PD to support Adult SEL and connection
 - a. Implicit Bias Training
 - b. Culturally Responsive Teaching Training
 - c. Alliance for Healthier Generation: RISE
 - d. Programs and PD on coping with grief presentations for all stakeholders
 - e. Community Partners ([PSMHTTC](#) and The Chicago School of Professional Psychology)
22. Character Education Development embedded within SEL Programs
 - f. Zones of Regulation
 - g. [Why Try](#) Curriculum
 - h. [Mind Up](#)
23. Welcome back/re-engagement day to address the new realities of school
 - i. Peer Mentoring LA
 - j. Restorative Practices, School Culture Foundation and Coaching/Consulting
24. MTSS implementation plan review and follow up
 - k. County office partners



Questions, Comments?

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Coversheet

Teacher FX

Section: II. Discussion Items
Item: D. Teacher FX
Purpose: Discuss
Submitted by:
Related Material: Item#IID-Teacher FX.pdf



Board Agenda Item #	Item # IID-Discussion Item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Teacher FX

Proposed Board Recommendation

N/A

Background

MPS Staff will deliver verbal updates

Attachments

None

Coversheet

MSA-2- Magnet Program Update

Section: II. Discussion Items
Item: E. MSA-2- Magnet Program Update
Purpose: Discuss
Submitted by:
Related Material: Item#IIE-MSA-2_Magnet ProgramUpdate_v2.pdf



Board Agenda Item #	Item # IIE-Discussion Item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer and David Garner, MSA-2 Principal
RE:	MSA-2 Magnet Program Updates

Proposed Board Recommendation

N/A

Background

MPS Staff will deliver verbal updates regarding the Magnet program.

Attachments

None



Magnolia Science Academy - 2 Updates for Academic Committee

Presented by:
David Garner

SUCCESS



LOADING...

- Java course - Edhesive Professional Learning Course for AP Computer Science curriculum.
- 12th grade student received \$40,000 scholarship from Amazon Future Engineer College Scholarship (1 out of 100 winners)
- Supporting students to pass the OCA (Oracle Certified Associate) exam to open doors for students through coding literacy.
- 14 students enrolled in AP Java Programming program from MS and HS
- Participated in LACOE History Day and competed in CA State History Day finals
- Participated in Math Counts - one student eligible for second round
- AMSP Advanced math programs for 6th graders - 33 students eligible to participate

\$40,000 Scholarship Winner



college
HERE I COME →

Accepted



Berkeley
UNIVERSITY OF CALIFORNIA





- NASA Summer Internship
- A+Math Clubs/Competitions
- LACOE History Day Competitions
- College Signing Day
- Alumni Association Network Meetings
- MSA-2 Math Matters
- AP / College Info Night
- 1-on-1 Meetings with 12th Graders



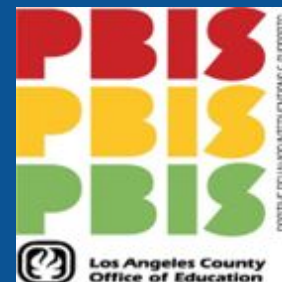


BTSA Induction



Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators





DATA



KNOWLEDGE



ACTION

- MyON - 2,221 books have been finished for middle school students enrolled in SSR classes
- College Cohort and Dual Enrollments - expansion of programs
- 18% (81 students) enrolled in advanced math (1 year ahead)
- 2020-21 Reclassification Rate - 14%

- 100% graduation rate for 12th grade
- 90% completion of UC/ CSU requirements for 12th grade
- 66% of seniors are college and career ready (as of now)
- 100% staff completion, 95% student completion, and 92% parent completion for Panorama stakeholder surveys



MPS Historical Survey Participation Rates - Students

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	83.6%	88.9%	97.0%	99.3%	95.1%

MPS Historical Survey Participation Rates - Families

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	100.0%	100.0%	100.0%	85.8%	91.8%

MPS Historical Survey Participation Rates - Staff

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	89.7%	94.7%	100.0%	100.0%	100.0%

2020-21 Family Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	98%	99%	98%	97%	98%	99%

2020-21 Secondary Student Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	76%	82%	76%	74%	68%	88%

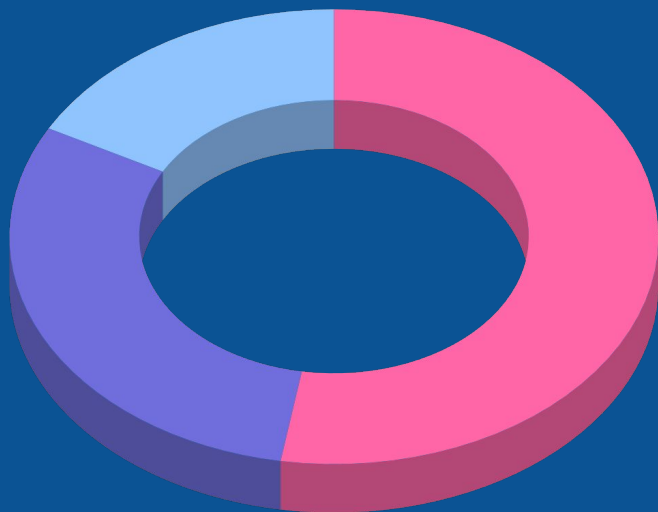
2020-21 Staff Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	94%	99%	93%	94%	91%	98%

**YOUR OPINION
MATTERS**



Class of 2021 - Senior Mustangs



Advanced Diploma

7 students eligible based on cumulative GPA

Standard Diploma

14 students eligible based on cumulative GPA

4 students - State Minimum Requirements

Honors Diploma

16 students eligible based on cumulative GPA

- ❖ 41 seniors
- ❖ 13 students eligible for Golden State Seal Merit Diploma



Status of Current Seniors

- **All seniors except for four (37) are on track to meet A-G requirements 90.2%**
(final determination after completion of all requirements - June 2021)
 - Four seniors are working toward state minimum requirements for standard diploma
 - One student - in danger of drop out, returned to MSA-2 to finish requirements
- **All seniors are on track for graduation if all classes are completed successfully**

Early College Magnet 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
 - **Oceanography 1 &10** - Summer 2021
- Four-Year Plan (in progress)



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)**



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



Incoming 9th Grade Cohort



- **Advanced Math Pathway (8th Grade - Int Math 1)**

- **17 students**

- **Recruitment/Retention**

- **Goal 100% of current 8th graders - 2-on-3 meetings (student/parent with Garner/Ike/Ali to recruit to College Magnet, Counseling 020 summer enrollment)**

- **Enrollment Target (LAVC)**

- **Goal of 100% incoming 9th grade enrollment in LAVC completed by June 14 (start date for Counseling 020 summer course)**

Honors Magnet Middle School



- **Honors Math & Honors ELA Pathways**

- **Goal: 100% Summer MAP administration for 100% of incoming 6th graders**
- **Provide PD to instructors related to enhancing differentiation and enriched instruction in all ELA & math courses (honors coursework taught to /offered to all students, and optional for student completion)**
- **Invite all interested students to enroll in an “Honors Power Math” (2 days/wk) and “Honors Power ELA” (2 days/wk) during Power classes to provide (grades 6-8)**

Future HS Honors Magnet High School



- **Honors Math & Honors ELA Pathways**

- **Launch Honors ELA course for high school students starting in 9th grade**

- **Fall 2021**

- **Goal of 100% incoming 9th grade enrollment in Counseling 020 with LAVC with co-teacher during summer 2021**
- **Goal: 100% of 11th graders enroll in Ethnic Studies with LAVC with co-teacher**
- **Goal: 100% of 12th graders enroll in Counseling 020 with LAVC with co-teacher**

College Readiness Progress

2020-21 Percentage of Cohort Students Anticipated to Earn Prepared on the CCI (Updt. 4/11/21)

2019-20:	2020-21:	2020-21: (First semester)	4/11/21:	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
Baseline	Target	Progress	Progress	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-2	55.0%	63.0%	65.9%	65.9%				2.9%	Y

2020-21 Percentage of Seniors Who Completed at Least One College Course (Updt. 4/11/21)

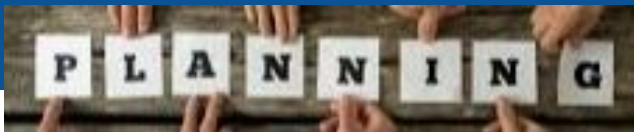
2019-20:	2020-21:	2020-21: (First semester)	4/11/21:	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
Baseline	Target	Progress	Progress	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-2	57.9%	58.0%	57.5%	57.5%				-0.5%	Y

2020-21 Percentage of Graduating Seniors Meeting UC/CSU Requirements (Updt. 5/11/21)

2019-20:	2020-21:	10/16/20:	2020-21: (First semester)	4/11/21:	5/11/21:	Progress	Progress	Exceeded Target by	On Target?
Baseline	Target	Progress	Progress	Progress	Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-2	92.1%	95.0%	92.5%	92.5%	92.5%	90.2%		-4.8%	Y

AP FIVE-YEAR SCHOOL SCORE SUMMARY

		2016	2017	2018	2019	2020
MSA-2	Total AP Students	42	45	43	54	49
	Number of Exams	83	71	89	71	66
	AP Students with Scores 3+	15	21	19	24	30
	Total AP Students with Scores 3+	35.7%	46.7%	44.2%	44.4%	61.2%
	To					



- AP Capstone
- Upcoming College Courses
- Enrollment and Recruitment
- Increased Retention of Incoming 9th Graders
- Increased Partnerships
- Increased STEAM activities
- Increase CTE Programs & Pathways
- Planning to offer honors classes for middle and high school classes (other than math)

Online Programs



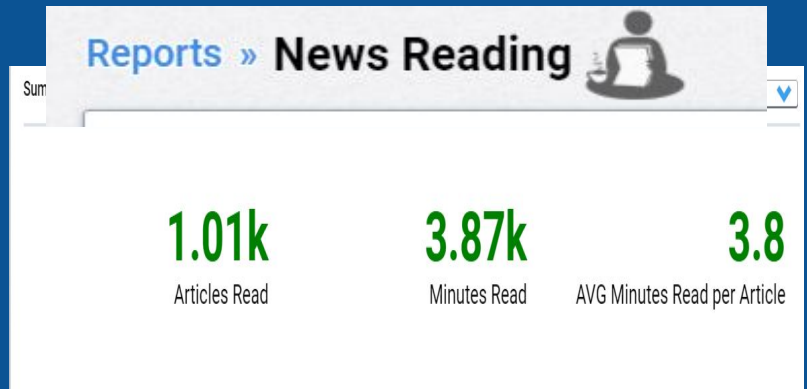
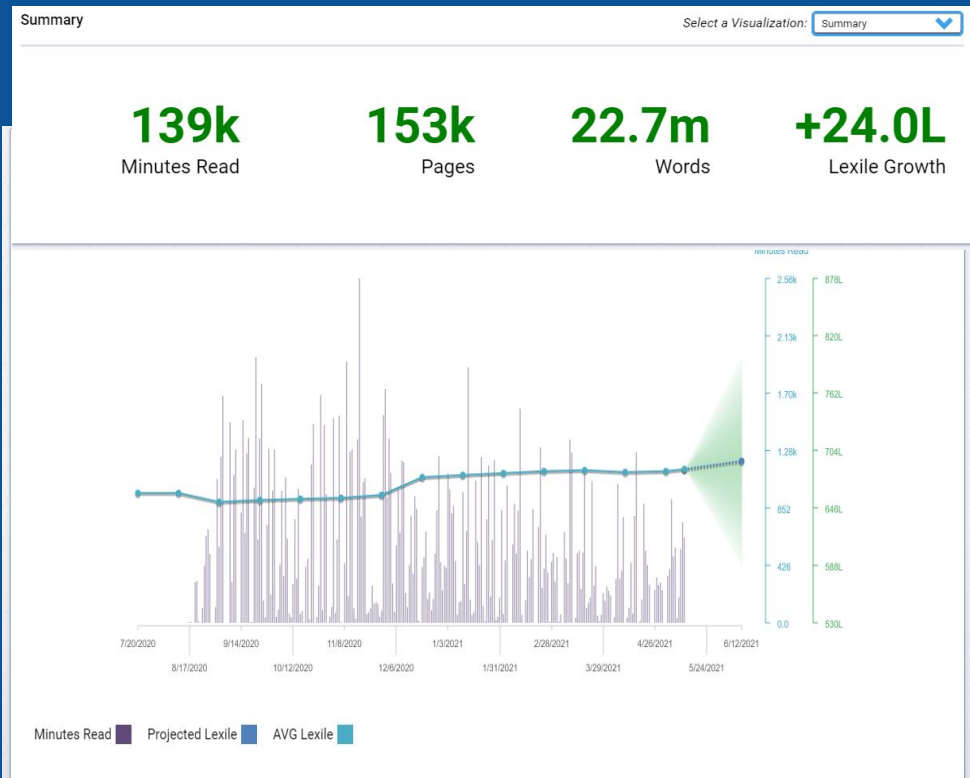
- ALEKS
- Khan Academy
- Flocabulary
- myON
- Brainpop
- Gizmo- Science
 - APEX/Odysseyware
 - Edmodo
 - Code.org
 - Naviance
 - Boardworks
 - Quill / Grammar
 - Padlet
 - Standards Plus
 - Generation Genius
 - Storyboardthat
 - ClassVR

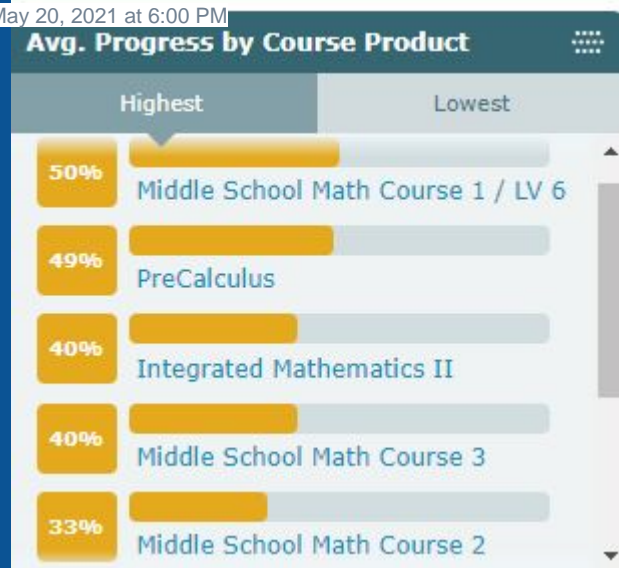
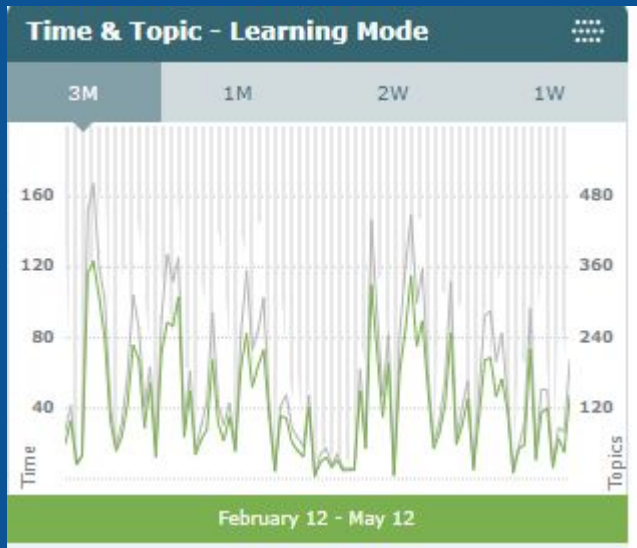




+50.2L

AVG Lexile Growth (per Student)





Magnolia Science Academy 2 [8461]

Average Progress Report

Based on ALEKS use from 08/25/2020 to 05/12/2021

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	43	39.4	19%	27%	8
Integrated Mathematics II	58	44.2	22%	39%	17
Integrated Mathematics III	42	48.9	21%	33%	12
Middle School Math Course 1 / LV 6	104	40.7	26%	50%	24
Middle School Math Course 2	81	25.1	20%	33%	13
Middle School Math Course 3	85	54.8	28%	40%	12
PreCalculus	10	93.9	25%	49%	24

Usage Report

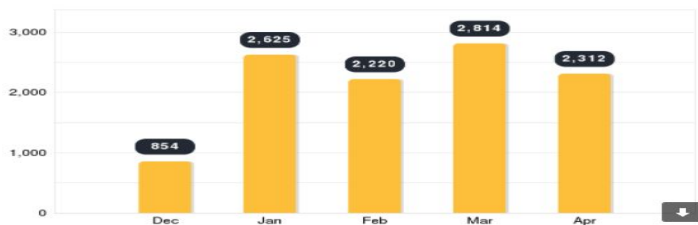
MAGNOLIA SCIENCE ACADEMY 2

2020 - 2021 School Year

(August 1st, 2020 - April 30, 2021)

Active Educators	Active Students	Rostered Classes	Activities Completed
 16	 547	 98	 22,665

Total Activities Completed
by Month



Usage by Subject Area



- Language Arts: 33.8%
- Social Studies: 32.1%
- Life Skills: 9.3%
- Current Events: 0.4%
- Math: 1.8%
- Vocabulary: 11.8%
- Science: 10.7%

Usage by Bloom's Taxonomy Level



CREATING

Lyric Labs Written: 709

ANALYZING

Read & Responds: 3,219

APPLYING

Vocab Card Sets Created: 3,110
Quizzes Taken: 3,886

UNDERSTANDING

Vocab Games Played: 4,091

REMEMBERING

Videos Watched: 7,650

