



Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday April 11, 2024 at 6:40 PM PDT

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from.

- 1407 W Glenoaks Blvd., Glendale, CA 91201 (**Mrs. Esra Eldem-Tunc**)
- Magnolia Science Academy-San Diego: 6525 Estrella Ave., San Diego, CA 92120 (**Dr. Salih Dikbas**)

Dialing information for this meeting is included below:

Dial in: 1-669-444-9171

Meeting ID: 978 5606 4990 - **Passcode:** 021250

Zoom: <https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

Accessibility

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

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

Public Comment Procedures

Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at magnoliapublicschools.org, there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

Board Members:

Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:40 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Pledge of Allegiance			1 m
C. Record Attendance and Guests			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			6 m
F. Announcements			10 m
G. Approval of Minutes from MPS Regular Board Meeting - March 14, 2024	Approve Minutes		1 m
H. Approval of Minutes from MPS Special Board Meeting - March 21, 2024	Approve Minutes		1 m
II. Consent Items			7:02 PM
A. Approval of Revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana	Vote	David Yilmaz	3 m
B. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5	Vote	David Yilmaz	3 m
III. Information/Discussion Items			7:08 PM
A. Enrollment Update	Discuss	Brenda Olivares	15 m
IV. Action Items			7:23 PM

	Purpose	Presenter	Time
A. Approval of 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders	Vote	Steve Budhraj & Fiorella Del Carpio	25 m
B. Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2024-25	Vote	Steve Budhraj & Fiorella Del Carpio	15 m
C. Approval of General Contractor Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way	Vote	Patrick Ontiveros	15 m
D. Approval of MPS Volunteer Enrichment Programs Policy	Vote	Alfredo Rubalcava, David Yilmaz & Erdinc Acar	10 m
V. Information/Discussion Items			8:28 PM
A. Glows, Grows & Priorities Presentations	Discuss		45 m
		<ul style="list-style-type: none"> • Magnolia Science Academy-6 • Magnolia Science Academy-7 • Magnolia Science Academy-8 	
B. Facilities Projects Update	Discuss	Patrick Ontiveros	10 m
VI. Closed Session			9:23 PM
A. Public Announcement of Closed Session	FYI		1 m
B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			25 m
C. Report Out of Closed Session	FYI		1 m
VII. Closing Items			9:50 PM
A. Adjourn Meeting			1 m

Coversheet

Approval of Minutes from MPS Regular Board Meeting - March 14, 2024

Section: I. Opening Items
Item: G. Approval of Minutes from MPS Regular Board Meeting - March 14, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on March 14, 2024

APPROVED



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday March 14, 2024 at 7:20 PM

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

Board Members:

Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

None

Directors who arrived after the meeting opened

M. Muhammedov

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Mar 14, 2024 at 7:35 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

M. Muhammedov arrived at 7:37 PM.

U. Yapanel made a motion to amend the existing agenda and do the following: Remove Consent Item IIA; remove Action Item IVE; and begin with Action Items in order and then following the Information/Discussion Items in order.

S. Covarrubias seconded the motion.

Staff updated the Board on the removal of IIA and IVE.

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

Roll Call

S. Covarrubias Aye

S. Dikbas Aye

U. Yapanel Aye

D. Gonzalez Aye

M. Muhammedov Aye

E. Eldem Tunc Aye

E. Public Comments

M. Rowell, Elementary Principal at MSA-Santa Ana, thanked MPS community and leadership for supporting the Orange County expansion and petition that was presented the Orange County Department of Education's Board Meeting.

B. Plonka, Principal at MSA-1, congratulated the school's Woman's Soccer Team who won the CIF Division VI City Championship.

M. Wittek, Principal at MSA-7, shared that MSA-7 was selected by Councilmember Lee to participate in his initiative and program he launched to help children write, edit, produce, and star in a movie and for it to be premiered at Cal State Northridge in May which the school was invited to attend.

S. Keskindurk, Secondary Principal at MSA-Santa Ana, shared that they extended their robotics program to parents.

G. Serce, Principal at MSA-San Diego, thanked MSA-4 for hosting the MPS Soccer Tournament and congratulated all the schools that participated.

F. Announcements

D. Yilmaz, Chief Accountability Officer, and A. Rubalcava, CEO & Superintendent, presented two schools who were identified as a CA Distinguished School. D. Yilmaz, explained the criteria based on the CA School Dashboard. MSA-2 and MSA-San Diego were the schools that met the criteria to be a CA Distinguished School.

Next category of awards are for the Charter School Performance Categories based on High, Middle or Low. MSA-6, MSA-San Diego were identified as a High performing charter schools.

G. Approval of Minutes from MPS Regular Board Meeting - February 8, 2024

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 02-08-24.

E. Eldem Tunc seconded the motion.

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

Roll Call

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

II. Consent Items

A. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5

This items was tabled during the approval of agenda as stated above.

III. Information/Discussion Items

A. Glows, Grows and Priorities Presentations

M. Rowell, Elementary Principal at MSA-Santa Ana, and S. Keskindurk, Secondary Principal at MSA-Santa Ana presented their school sites Glows, Grows & Priorities for 2023-24. G. Serce, Principal at MSA-San Diego and school administration, presented his school sites Glows, Grows & Priorities for 2023-24.

B. Enrollment Update and Year to Year Comparison (2023-2024 vs 2024-2025)

B. Olivares, Chief External Officer, presented updated enrollment numbers for all Magnolia school sites. She reported the comparison of March 3, 2023 (2023-24 school year) and March 4, 2024 (2024-25 school year) completed and total applications. She reported that some numbers have changed since the publication of the report. She also went over the 2024-25 students expected return numbers.

C. Facilities Department Updates

This was presented at the Audit & Facilities Committee Meeting. P. Ontiveros, discussed various facilities projects updates specifically for MSA-1, MSA-2, MSA-5, MSA-Santa Ana, and MSA-San Diego. Board questions were addressed by staff.

IV. Action Items

A. Approval of Second Interim Reports for the 2023-24 Fiscal Year

Presented at the Finance Committee Meeting. S. Budhraj, Chief Financial Officer, provided an overview of the Second Interim Report, snapshot of 2023-24 school year. He addressed the changes from the First Interim Report as well as reported that MPS have exhausted their one-time funds by the end of the 2023-24 school year. He went over each school site individually and the Home Office. Board Members questions were addressed by staff. B. Olivares, Chief External Officer, addressed a question from the Board on MSA-4's enrollment and reported that they are closely monitoring it, but overall the school has improved which will be discussed during the Enrollment Update discussion.

U. Yapanel made a motion to approve the Second Interim Reports for 2023-24 for all Magnolia Science Academy schools and the Magnolia Educational & Research Foundation (Home Office).

S. Dikbas seconded the motion.

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

Roll Call

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

B.

Approval of Charter Spectrum & Digital Synergy for E-Rate Eligible Equipment & Services

R. Monoshev, Director of Technology, reported that a RFP is posted every year for E-Rate internet services which includes all internet services for the students. He discussed the planning phase which included collaboration with all IT Managers to identify the needs at their school sites.

D. Gonzalez made a motion to approve Charter Spectrum and Digital Synergy E-Rate Request for Proposal posting for eligible equipment and services.

U. Yapanel seconded the motion.

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

Roll Call

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

C. Public Hearing on California Environmental Quality Act (CEQA) Negative Declaration for Magnolia Science Academy-5 Project & Adoption of Resolution #20240314-01 & Initial Study and Negative Declaration for 7111 Winnetka Ave.

P. Ontiveros, General Counsel & Director of Facilities, reported that space will be given to the public for a public hearing before any Board action is taken. He reported that at the direction of staff, a consultant prepared the Initial Study and Negative Declaration. Staff further filed a notice regarding its intent to adopt the Initial Study and Negative Declaration with the California Office of Planning and Research's CEQA net database which has been published and available to anyone interested to review the report. A notice was also filed with the Los Angeles County Clerk and in a newspaper of general circulation serving the site of the MSA-5 project. No comments was received since its publication on February 12, 2024. A. Rubalcava, CEO & Superintendent, reported that the Board did request to have more time to review the publication before they can approve. Public hearing was opened. No public comments were made.

S. Covarrubias made a motion to amend the existing motion and instead move for the Board to table the item to further review the multiple studies and will move it to a Special Board Meeting on March 21st to take action.

U. Yapanel seconded the motion.

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

Roll Call

S. Dikbas Aye
M. Muhammedov Aye
S. Covarrubias Aye
E. Eldem Tunc Aye

Roll Call

D. Gonzalez Aye
U. Yapanel Aye

D. Approval of General Contractor Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way

P. Ontiveros, General Counsel & Director of Facilities, reported that EPI Construction has been moving this project steadily and a point was reached where MSA-1 leadership wanted to add additional items. After discussions with the General Contractor they were asked to price out the budget impact. He went over the potential change order. This will be paid from MSA-1's budget.

U. Yapanel made a motion to approve the change orders for Magnolia Science Academy-1 Tenant Improvement project at 18242 Sherman Way (the "Project") in the total amount of \$122,372.66, and further approve that MPS Staff be authorized to negotiate and sign the change order proposal for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

D. Gonzalez seconded the motion.

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

Roll Call

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

E. Approval of Silver Creek Modular as Modular Design Service Provider

This items was tabled during the approval of agenda stated above.

V. 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 9:37 PM.

Respectfully Submitted,
S. Covarrubias

Coversheet

Approval of Minutes from MPS Special Board Meeting - March 21, 2024

Section: I. Opening Items
Item: H. Approval of Minutes from MPS Special Board Meeting - March 21, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 21, 2024

APPROVED



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Thursday March 21, 2024 at 12:30 PM

Location

Home Office: 250 E. 1st Street, Suite 1500, Los Angeles CA 90012

Board Members:

Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mrs. Esra Eldem Tunc

Student Board Member:

Melissa De La Rosa Aparicio

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent

D. Gonzalez, S. Dikbas

Guests Present

J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Mar 21, 2024 at 12:52 PM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to attendance information recorded above.

D. Approval of Agenda

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

S. Covarrubias seconded the motion.

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

Roll Call

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

E. Public Comments

No public comments were made at this time.

II. Action Items

A. Approval of Silver Creek Modular as Modular Design Service Provider

P. Ontiveros, General Counsel & Director of Facilities, presented to approve Silver Creek Modular to take the existing design for 7111 Winnetka Ave. and modularize it. Project is being funded by an award proceeds from Office of Public School Construction. He reported that a Request for Qualifications/Proposal (RFQ/P) was issued back in January. Proposals from iMod and Silver Creek Modular were received. A selection committee was established consisting of staff, Board Chair, and representative from Gateway. Staff visited several campuses that were produced by iMod and Silver Creek. Staff is

recommending that Silver Creek is the best option for the project's design services not for construction. In order to get the project to a July occupancy an acceleration premium was included. S. Budhraj, Chief Financial Officer, reported on the budget/cash flow analysis of the project. Board Members questions were addressed by staff.

M. Muhammedov made a motion to approve the selection of Silver Creek Modular ("SCM") to provide modular design services for MSA-5's new construction project at 7111 Winnetka Ave. in Winnetka (the "Project"), and further approve that MPS Staff be authorized to negotiate and sign a professional services contract, in substantially the form of attached Exhibit A, for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

U. Yapanel seconded the motion.

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

Roll Call

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

B. Adoption of Resolution #20240321-01 & Initial Study and Negative Declaration for 7111 Winnetka Ave.

P. Ontiveros, General Counsel & Director of Facilities, reported that the Initial Study and Negative Declaration was prepared for the MSA-5 project in order to comply with the California Environmental Quality Act (CEQA). He reported that the property is zoned for schools. He reported on the due diligence analysis and additional studies that is required by California Department of Education that was conducted. Board members questions were addressed by staff.

M. Muhammedov made a motion to , as the Lead Agency and in compliance with the California Environmental Quality Act ("CEQA"), approve and adopt Resolution #20240321-01, which approve the Magnolia Science Academy-5 new construction project located at 7111 Winnetka Avenue (the "Project") and approve the Initial Study and Negative Declaration ("IS/ND") prepared for the Project.

S. Covarrubias seconded the motion.

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

Roll Call

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

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 1:42 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana

Section: II. Consent Items
Item: A. Approval of Revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana
Purpose: Vote
Submitted by:
Related Material: II_A_Revised 2024-25 School Calendar for MSA-Santa Ana.pdf

Agenda Item:	II A: Consent Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Revised 2024-25 School Calendar for MSA-Santa Ana

1. Action Proposed:

I move that the Board approve the revised 2024-25 School Calendar for Magnolia Science Academy-Santa Ana.

2. Purpose:

We need to share our revised 2024-25 school calendar with our educational partners and start planning for the next school year as early as possible.

3. Background:

Revision to the Spring Break Dates for MSA-Santa Ana

The Board approved the 2024-25 calendars at its meeting on February 8, 2024. As stated in the excerpt below from the Board report, SAUSD’s 2024-25 calendar was not available at the time of the Board action, and we had verbally informed the Board that we would come back if SAUSD’s spring break happened to fall on different dates than the proposed MSA-Santa Ana’s spring break dates.

MSA-Santa Ana

After careful consideration and feedback from their educational partners, MSA-Santa Ana has chosen to follow a similar school calendar to both the SAUSD’s calendar and the MPS-LA Schools’ calendar. SAUSD’s 2024-25 calendar is not available yet. However, we have their calendars from previous years and the differences between the SAUSD and MSA-Santa Ana calendars have been discussed with the school administration, and they believe that the differences will not impact student attendance considering the grade span of the school is K-12 and that the school will communicate any differences closely with the parents. MSA-Santa Ana administration has also stated that having a 2-week winter break like SAUSD would negatively impact their ADA, so they would rather continue to have a 3-week winter break as they have been doing for the last few years. MSA-Santa Ana school leadership team believes that this proposed calendar will be in the best interest of their community.

SAUSD’s calendar for the upcoming three years is now public. We ask that the Board approve the following revision to MSA-Santa Ana’s spring break dates.

Approved: 4/14-4/18 → Change to: 4/7-4/11



4. **Analysis:**

There is no change to MSA-Santa Ana’s calendar except the one-week shift in the spring break to follow SAUSD’s spring break dates. The school administration believes that having a different spring break than the school district’s might negatively impact their ADA. Please see the attached document titled “**2024-25 MPS Academic Calendar**” for the finalized calendar.

5. **Impact:**

Having the same spring break with the school district will minimize any potential negative impact on ADA.

6. **Exhibits:**

1. 2024-25 MPS Academic Calendar

2024-25 MPS ACADEMIC CALENDAR					
					Holidays & Breaks
					Important Dates
		<u>MSA-1 thru 8</u>	<u>MSA-Santa Ana</u>	<u>MSA-San Diego</u>	
JUL	Independence Day	7/4 (Thu)	7/4 (Thu)	7/4 (Thu)	
AUG	First Day of Instruction	8/13 (Tue)	8/12 (Mon)	8/12 (Mon)	
SEP	Labor Day	9/2 (Mon)	9/2 (Mon)	9/2 (Mon)	
SEP	Staff P.D. Day (Pupil Free Day)	9/20 (Fri)	9/20 (Fri)	9/20(PD),10/4(off)	
NOV	Veterans Day	11/11 (Mon)	11/11 (Mon)	11/11 (Mon)	
NOV	Thanksgiving Break	11/25-11/29	11/25-11/29	11/25-11/29	
DEC	Last Day of First Semester	12/13 (Fri)	12/13 (Fri)	12/20 (Fri)	
DEC	Winter Break	12/16-1/3	12/16-1/3	12/23-1/3	
JAN	Staff P.D. Day (Pupil Free Day)	1/6 (Mon)	1/6 (Mon)	1/6 (Mon)	
JAN	First Day of Second Semester	1/7 (Tue)	1/7 (Tue)	1/7 (Tue)	
JAN	M. L. King Day	1/20 (Mon)	1/20 (Mon)	1/20 (Mon)	
FEB	Presidents' Day	2/17 (Mon)	2/14-2/17	2/14-2/17	
MAR	Staff P.D. Day (Pupil Free Day)	3/7 (Fri)	3/7 (Fri)	3/7 (Fri)	
MAR	Cesar Chavez Day	3/31 (Mon)	3/31 (Mon)	3/31 (Mon)	
APR	Spring Break	4/14-4/18	4/7-4/11	3/31-4/4	
MAY	Memorial Day	5/26 (Mon)	5/26 (Mon)	5/26 (Mon)	
JUN	Last Day of Instruction	6/6 (Fri)	6/6 (Fri)	5/30 (Fri)	
JUN	Juneteenth	6/19 (Thu)	6/19 (Thu)	6/19 (Thu)	
# of Instructional Days:					
# of Staff P.D. (Pupil Free) Days:		3	3	3	

Coversheet

Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5

Section: II. Consent Items
Item: B. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5
Purpose: Vote
Submitted by:
Related Material: II_B_Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5.pdf



Agenda Item:	II B: Consent Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

1. **Action Proposed:**

I move that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education (LACOE) for Magnolia Science Academy-1, 2, 3, and 5.

2. **Purpose:**

This is a required annual report for our LACOE authorized schools. The schools are asked to report on the Measurable Pupil Outcomes (MPO) and MPO performance data for 2022-2023.

3. **Background:**

Our LACOE authorized schools are annually asked to provide a report to the Los Angeles County Board of Education on our progress on the MPOs that are in the school’s charter petition.

In order to have a coherent set of goals and measurable outcomes, to the extent possible, the majority of the MPOs in our charter petitions align with the metrics in the school LCAPs. The LCAP includes a Baseline and a Desired Outcome for Year 3 for each of our metrics. During annual update of the LCAP we report the Actual Outcome for Year 1, Year 2, and Year 3 to show progress on each metric towards the Desired Outcomes for Year 3. The charter petition, however, includes annual desired outcomes for each year of the petition. During each charter renewal, i.e., every five years, we align the desired MPOs in the petition with the desired outcomes in the LCAP. In a way, the annual report to LACOE is similar to the LCAP annual update process where we report on whether we have met our desired outcomes or not, or showed enough progress, and what action steps the school will take to meet them.

This is an annual written report. There is no oral presentation requirement from the schools to the LA County Board of Education.

4. **Analysis:**

Please see the attached annual reports to LACOE for MSA-1, 2, 3, and 5. The reports include the MPOs/LCAP metrics and the school’s progress towards desired outcomes for 2022-23. Naturally, the schools have either met some of their desired outcomes or not met but showed progress towards the others. For the latter, the schools have included an explanation with action steps.

5. **Impact:**



Analyzing our progress on charter MPOs/LCAP metrics is crucial in identifying the school's strengths, needs, and ways to improve so that we can maintain and improve our educational programs on an ongoing basis. This analysis is an integral part of our LCAP development process. This annual report is also mandatory for LACOE authorized schools.

6. Exhibits:

- MSA Charter School Annual Report to LACOE 2022-23
 - Magnolia Science Academy-1
 - Magnolia Science Academy-2
 - Magnolia Science Academy-3
 - Magnolia Science Academy-5

DRAFT
2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy

Table of Contents

I. Status Update for 2022-2023

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

III. Appendices

- a. **2022-2023 Internal Data (i.e. Benchmarks, IAB, verified data – NWEA, iReady Star Renaissance, etc)**
- b. **Other information as needed**

I. Status Update for 2022-2023

In the past year, we've seen significant improvements in various academic metrics. Math scores in the SBAC tests rose by over 17.5 points, while our EL students' progression toward English Proficiency increased by 1.8%. Internal assessments through our MAP tests revealed encouraging growth, with a 6.6% increase in Reading and a 7.4% rise in Math proficiency. Our College/Career Indicator held steady at 72.7%, and Chronic Absenteeism dropped by 6.4% compared to the previous year.

To bolster student achievement, we've implemented uniform standards for writing and reading across all subjects. Our Title 1 English team diligently analyzes data, shares resources, and conducts professional development sessions to aid our struggling students. Furthermore, our Title I English teacher actively supports students in key subjects like History, Science, and English, offering resources and professional development opportunities to our staff. Our Dean of Academics closely monitors benchmark test data and oversees our Saturday School program to ensure targeted support.

In the realm of graduation and college readiness, we're proud to report a graduation rate of 95% for the class of 2022-2033, with 73 graduating seniors. Each student receives personalized support through a comprehensive four-year plan crafted by our Dean of Academics and College counselors. We engage parents and students through informative nights covering college, financial aid, and application processes. Additionally, our Senior English teachers guide seniors through crafting personal statements, setting them on a path to success beyond graduation.

Despite our achievements, we recognize ongoing challenges, including supporting students grappling with mental health issues and academic setbacks from the pandemic. Furthermore, the teacher shortage presents obstacles in finding educators equipped to deliver quality education to our students.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome: 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 82%	Yes

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	No
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14	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 86%</p> <p>Latino Students: 55%</p> <p>White Students: 70%</p> <p>Outcome for 2022-23</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 56.1%</p> <p>-English Learners: 52.1%</p> <p>-Socioeconomically Disadvantaged: 55.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 58.1%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.1%</p> <p>-White: 40.0%</p>	Yes
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 57.5%</p> <p>-English Learners: 50.7%</p> <p>-Socioeconomically Disadvantaged: 58.7%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 59.6%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.9%</p> <p>-White: 53.3%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>55.4%</p>	Yes
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 37%</p> <p>Outcome for 2022-2023:</p> <p>2023 ELPAC Percentage of Students Level 4:</p> <p>17.58%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 60.0%	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 2022-23: (As of 5/12/23) 96%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: 5% Outcome for 2022-23: (As of 5/12/23) 9%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes

39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 45	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 18.34%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 95\%$ Outcome for 2022-2023: (P-2 ADA) 93.23%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	No

46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (2023 Dashboard) 3.5%	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (As of 5/12/23) 0.0%	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 99.0% Families: 73.7% Staff: 100.0%	Yes

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 0%	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 45% Outcome for 2022-2023: N/A	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2022-2023: Daily Outcome for 2022-2023: Daily	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 10	Yes
57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2022-2023: 59% Outcome for 2022-2023: 64.39%	Yes
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes

59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
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Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome: 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78% Year 2 Outcome: 2022-23: 74%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.3% Desired Outcome for 2023-24: 97% Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes

8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 74% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100% Year 2 Outcome: 2022-23: (As of 5/12/23): 48%	No
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 82%	Yes
11	8	Average Lexile Growth (L) from fall to spring (Source: myON)	This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24.	Yes

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 12.9 points below standard</p> <p>-English Learners: 67.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 15.7 points below standard</p> <p>-Students with Disabilities: 96.0 points below standard</p> <p>-Asian: 49.6 points above standard</p> <p>-Hispanic: 19.4 points below standard</p> <p>-White: 20.9 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 7.0 points below standard</p>	No

- English Learners: 59.0 points below standard
- Socioeconomically Disadvantaged: 8.0 points below standard
- Students with Disabilities: 80.0 points below standard
- Asian: 50.0 points above standard
- Hispanic: 12.0 points below standard
- White: 22.0 points above standard

Year 1 Outcome:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 49.5%
- English Learners: 43.0%
- Students with Disabilities: 41.1%
- Hispanic: 48.6%
- White: 53.3%

Year 2 Outcomes:

2022-23: (2023 Dashboard)

- All Students: 41.1 points below standard
- English Learners: 107.2 points below standard
- Socioeconomically Disadvantaged: 45.7 points below standard
- Students with Disabilities: 114.1 points below standard
- Asian: 4.5 points below standard
- Hispanic: 46.7 points below standard
- White: 2.8 points above standard

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 86% Latino Students: 55% White Students: 70%</p> <p>Outcome for 2022-23 Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 56.1% -English Learners: 52.1% -Socioeconomically Disadvantaged: 55.3% -Foster Youth: * -Students with Disabilities: 58.1% -Asian: 64.5% -Hispanic: 56.1% -White: 40.0%</p>	Yes
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 43.1 points below standard</p> <p>-English Learners: 77.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 47.1 points below standard</p> <p>-Students with Disabilities: 121.2 points below standard</p> <p>-Asian: 34.3 points above standard</p> <p>-Hispanic: 50.0 points below standard</p> <p>-White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 37.0 points below standard</p> <p>-English Learners: 67.0 points below standard</p>	No

- Socioeconomically Disadvantaged: 41.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Asian: 35.0 points above standard
- Hispanic: 42.0 points below standard
- White: 8.0 points above standard

Year 1 Outcome:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 50.1%
- English Learners: 37.2%
- Students with Disabilities: 44.0%
- Hispanic: 49.5%
- White: 71.4%

Year 2 Outcome:

2022-23: (2023 Dashboard)

- All Students: 82.7 points below standard
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points below standard
- Students with Disabilities: 161.8 points below standard
- Asian: 40.1 points below standard
- Hispanic: 89.0 points below standard
- White: 37.2 points below standard

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 57.5%</p> <p>-English Learners: 50.7%</p> <p>-Socioeconomically Disadvantaged: 58.7%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 59.6%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.9%</p> <p>-White: 53.3%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>55.4%</p>	Yes
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 37%</p> <p>Outcome for 2022-2023:</p> <p>2023 ELPAC Percentage of Students Level 4:</p> <p>17.58%</p>	Yes

20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%</p> <p>Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22%</p>	No
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21	4	<p>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p>	<p>Baseline: 2019-20: (2020 Dashboard) 58.5%</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 70.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58.3%</p> <p>2022-23 (2023 CA Dashboard): 72.7%</p>	Yes
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 55.56%</p> <p>Desired Outcome for 2023-24: 2022-23: 60.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 58.23%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 64.38%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 64.38%</p>	Yes
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023–24: 2022-23: 30.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p>	No
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 68.4%</p> <p>Desired Outcome for 2023–24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2021-22: 2020-21: 49.6%</p> <p>Year 2 Outcome: 2022-23: 2021-22: 69.1%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 60.0%	Yes
26	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 18.9% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6% Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0%	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 2022-23: (As of 5/12/23) 96%	Yes

28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3%</p>	No
29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 45.9%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 64.0%</p>	Yes

31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 94%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 99%</p>	Yes
32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 54.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 67%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 87%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p>	No

34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: 5% Outcome for 2022-23: (As of 5/12/23) 9%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 45	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes

41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 18.34%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 95\%$ Outcome for 2022-2023: (P-2 ADA) 93.23%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 3.5%	No

48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 0.0%</p>	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 99.0% Families: 73.7% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 56.0% Families: 91.0% Staff: 75.0%</p>	No

51	6	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0% Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%	No
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Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO’s and unmet LCAP goals from the 2022-2023 school year.

2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2022-2023	2023-2024 Improvement Plan and Current Status
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12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 90% Latino Students: 55% White Students: 74%</p> <p>Outcome for 2022-23: -All Students (Schoolwide): 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Foster Youth: * -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26% -White: 45.45%</p>	<p>English Language Arts (ELA) teachers will integrate IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4 will receive incentives.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 72% Latino Students: 55% White Students: 58%</p> <p>Outcome for 2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Foster Youth: * -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%</p>	<p>The school administration crafted an SBAC Action Plan with a focus on supporting various student groups in Mathematics, aiming to ensure they meet or surpass the standards set by the CAASPP. The plan involves offering tailored instruction within classrooms and deploying paraprofessionals trained in strategies beneficial for English Learners (ELs) and Special Education (SPED) students to provide additional support.</p>
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 57.5% -English Learners: 50.7% -Socioeconomically Disadvantaged: 58.7% -Foster Youth: * -Students with Disabilities: 59.6% -Asian: 64.5% -Hispanic: 56.9% -White: 53.3% 	The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 95\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.23%</p>	The school has prioritized collaborating with students and families facing attendance challenges. We have implemented early interventions, such as offering community resources and developing attendance plans, for students demonstrating attendance issues at the beginning of the year.

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	Following the pandemic, there has been a significant increase in chronic absenteeism at the school site, although the situation is gradually improving. The school has been actively engaging in various measures to address this issue, including conducting home visits, making phone calls, organizing both in-person and Zoom meetings, and offering incentives to students who maintain acceptable attendance or improve their average daily attendance (ADA).
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. The schoolsite will offer in-person and zoom meetings to help accommodate the need of the student and family.
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	Our College Counselors remain committed to assisting students lacking credits through our credit recovery program, which includes zero periods and opportunities during fall, winter, spring, and summer breaks.
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 3.5%	To address the increased percentage, the school continues the implementation of a PBIS program along with MTSS training that aims to decrease the frequency of suspensions. Furthermore, there has been an increased emphasis on providing additional training in restorative practices, aiming to offer students more effective alternatives to suspension.

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%	The school site fell short of achieving its desired outcomes. Moving forward, data from the survey will serve as a catalyst for enhancing approval rates. To achieve this, school-site committees comprising students, families, and staff have been established to solicit their feedback and integrate it into daily operations.
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 0%	With the SAT no longer being a factor in UC/CSU school admissions, we have discontinued offering the PSAT. However, students still have the option to take it if they choose to do so.
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 45% Outcome for 2022-2023: N/A	With the SAT no longer being a factor in UC/CSU school admissions, we have discontinued offering the PSAT. However, students still have the option to take it if they choose to do so.
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status
4	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78% Year 2 Outcome: 2022-23: 74%	Due to teachers leaving the area or pursuing new careers, MSA-1 has lost several teachers. We will continue to hire qualified teachers to fill the school's needs.

9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 74% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100% Year 2 Outcome: 2022-23: (As of 5/12/23): 48%	The administration has created a schedule with all the teachers to make sure all teachers receive their two semesters and one formal observation throughout the academic year. During the first semester, there were 75 observations. Seven more than the targeted 68. Admin also utilizes Teachboost to monitor the number of observation each teacher has had.
12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 90% Latino Students: 55% White Students: 74% Outcome for 2022-23: -All Students (Schoolwide): 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Foster Youth: * -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26% -White: 45.45%	English Language Arts (ELA) teachers will integrate IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4 will receive incentives.
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points	English Language Arts (ELA) instructors are integrating IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4, which in return shows appropriate growth on the CA

below standard

-Students with Disabilities: 96.0 points below standard

-Asian: 49.6 points above standard

-Hispanic: 19.4 points below standard

-White: 20.9 points above standard

Desired Outcome for 2023-24:

2022-23: (2023 Dashboard)

-All Students: 7.0 points below standard

-English Learners: 59.0 points below standard

-Socioeconomically Disadvantaged: 8.0 points below standard

-Students with Disabilities: 80.0 points below standard

-Asian: 50.0 points above standard

-Hispanic: 12.0 points below standard

-White: 22.0 points above standard

Year 1 Outcome:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

-All Students: 49.5%

-English Learners: 43.0%

dashboard, will receive incentives.

- Students with Disabilities: 41.1%
- Hispanic: 48.6%
- White: 53.3%

Year 2 Outcomes:

2022-23: (2023 Dashboard)

- All Students: 41.1 points below standard
- English Learners: 107.2 points below standard
- Socioeconomically Disadvantaged: 45.7 points below standard
- Students with Disabilities: 114.1 points below standard
- Asian: 4.5 points below standard
- Hispanic: 46.7 points below standard
- White: 2.8 points above standard

15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	The school administration crafted an SBAC Action Plan with a focus on supporting various student groups in Mathematics, aiming to ensure they meet or surpass the standards set by the CAASPP. The plan involves offering tailored instruction within classrooms and deploying paraprofessionals trained in strategies beneficial for English Learners (ELs) and Special Education (SPED) students to provide additional support.
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 43.1 points below standard</p> <p>-English Learners: 77.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 47.1 points below standard</p> <p>-Students with Disabilities: 121.2 points below standard</p> <p>-Asian: 34.3 points above standard</p> <p>-Hispanic: 50.0 points below standard</p> <p>-White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p>	The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in both English Language Arts (ELA) and Mathematics, aiming to facilitate appropriate growth for all students on the CAASPP assessments, ultimately contributing to improvements on the CA Dashboard.

- All Students: 37.0 points below standard
- English Learners: 67.0 points below standard
- Socioeconomically Disadvantaged: 41.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Asian: 35.0 points above standard
- Hispanic: 42.0 points below standard
- White: 8.0 points above standard

Year 1 Outcome:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics -
Percent Met Growth Projection:

- All Students: 50.1%
- English Learners: 37.2%
- Students with Disabilities: 44.0%
- Hispanic: 49.5%
- White: 71.4%

Year 2 Outcome:

2022-23: (2023 Dashboard)

- All Students: 82.7 points below standard
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points

			<p>below standard</p> <ul style="list-style-type: none"> -Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard 	
17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <ul style="list-style-type: none"> All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Asian Students: 66% Latino Students: 55% White Students: 59% <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 57.5% -English Learners: 50.7% -Socioeconomically Disadvantaged: 58.7% -Foster Youth: * -Students with Disabilities: 59.6% -Asian: 64.5% -Hispanic: 56.9% -White: 53.3% 	<p>The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school.</p>

20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%</p> <p>Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22%</p>	<p>The school site has utilized two administrators with a background in Science to bolster the Science program, along with recruiting three new Science teachers with suitable expertise to foster student growth on the CAST. Additionally, 8th, 10th, and 11th graders will take the CAST for 2023-24 versus just 8th during the 2022-23 academic year.</p>
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023–24: 2022-23: 30.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p>	The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in Mathematics, aiming to facilitate appropriate growth for all 11th-grade students on the CAASPP assessments.
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28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3%</p>	The school site is looking into offering other opportunities for students to receive the Seal of Biliteracy. Currently, our students receive the Seal of Biliteracy through AP Spanish.
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p>	By hiring two college counselors and establishing a college/career readiness center, graduating students are provided with additional support to pursue higher education opportunities. Already you data improved 1.2% from 2020 to 2021.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 95\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.23%</p>	The school has prioritized collaborating with students and families facing attendance challenges. We have implemented early interventions, such as offering community resources and developing attendance plans, for students demonstrating attendance issues at the beginning of the year.

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	Following the pandemic, there has been a significant increase in chronic absenteeism at the school site, although the situation is gradually improving. The school has been actively engaging in various measures to address this issue, including conducting home visits, making phone calls, organizing both in-person and Zoom meetings, and offering incentives to students who maintain acceptable attendance or improve their average daily attendance (ADA).
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. The schoolsite will offer in-person and zoom meetings to help accommodate the need of the student and family.
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	Our College Counselors remain committed to assisting students lacking credits through our credit recovery program, which includes zero periods and opportunities during fall, winter, spring, and summer breaks.
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 3.5%	To address the increased percentage, the school continues the implementation of a PBIS program along with MTSS training that aims to decrease the frequency of suspensions. Furthermore, there has been an increased emphasis on providing additional training in restorative practices, aiming to offer students more effective alternatives to suspension.

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%</p>	The school site fell short of achieving its desired outcomes. Moving forward, data from the survey will serve as a catalyst for enhancing approval rates. To achieve this, school-site committees comprising students, families, and staff have been established to solicit their feedback and integrate it into daily operations.
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%</p>	<p>The school site is utilizing the feedback to understand why students are not returning, aiming to implement changes that encourage them to reconsider transferring to another school.</p> <p>The school plans to reintroduce previously successful retention programs that were halted during the pandemic. Moreover, efforts will be made to identify and implement captivating programs aimed at encouraging student participation and retention.</p>

Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
1. Differentiated Assistance (DA)	No	
2. Comprehensive Support and Improvement (CSI)	No	
3. Targeted Support and Improvement (TSI)	No	

4. Additional Targeted Support & Improvement (ATSI)	Yes	Magnolia Science Academy 1 met the criteria and qualified for ATSI for the ELA and Math indicators and Chronic Absenteeism for the Students with Disabilities (SWD) subgroup. The school has informed educational partners about ATSI at numerous community meetings. What ATSI is and which groups were eligible were shared and what the next steps are for this process. Additionally, MSA1 will provide more academic support/intervention to our identified groups in ATSI. Also, Summer and Saturday School will target identified students. Charter School will also provide more professional development to teachers to be more equipped with supporting students that are targeted in ATSI. Finally, The students with special needs have equitable access to all of the resources at MSA1; as a result, resource inequities for the students with special needs do not occur.
5. Targeted Assistance School (TAS)	No	
6. Williams Complaint (Williams)	No	
7. Federal Program Monitoring (FPM)	No	
8. Performance Indicator Review (PIR)	No	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

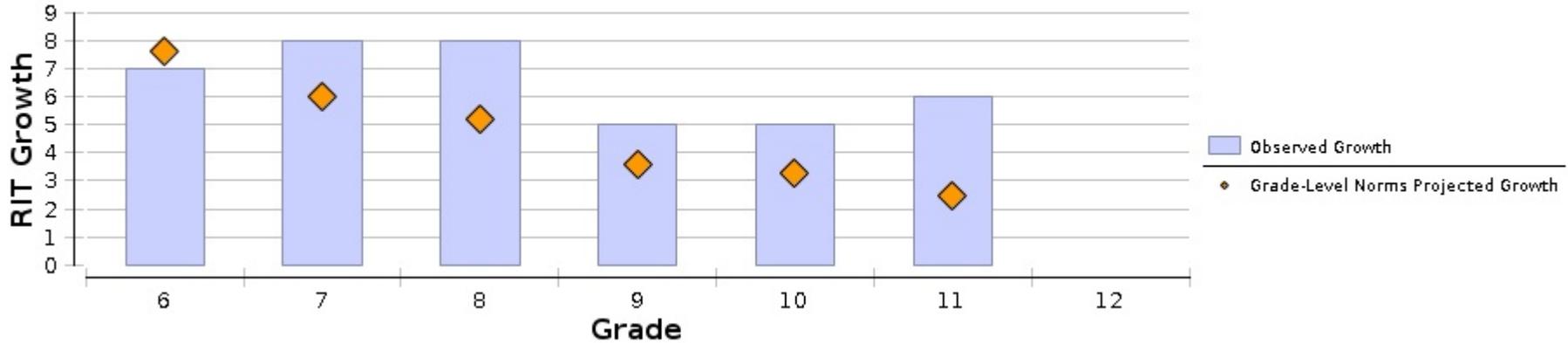
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	96	205.3	14.5	11	212.5	15.5	11	7	0.6	7.6	-0.18	43	96	43	45	43	
7	109	208.4	14.2	9	216.3	15.3	13	8	0.7	6.0	0.92	82	109	64	59	59	
8	124	214.5	14.1	14	222.9	16.1	23	8	0.7	5.2	1.32	91	124	79	64	59	
9	72	218.3	16.0	21	223.1	16.9	25	5	1.0	3.6	0.62	73	72	37	51	48	
10	108	221.5	16.6	23	226.8	18.2	30	5	0.8	3.3	1.00	84	108	65	60	62	
11	72	225.2	18.7	27	230.7	18.6	37	6	0.8	2.5	1.49	93	72	46	64	57	
12	0	**			**			**					**				

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

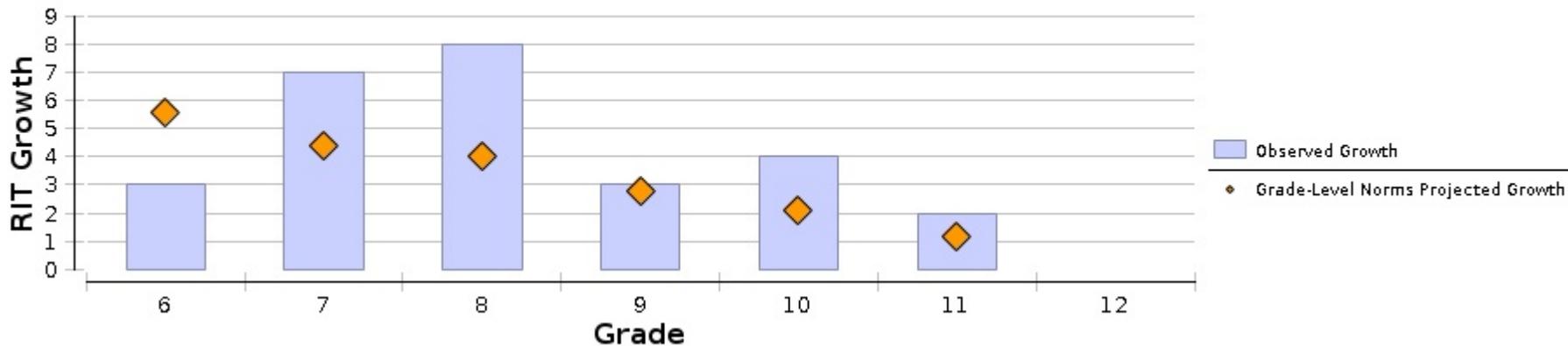
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	91	204.0	16.3	19	207.0	17.2	11	3	0.9	5.6	-1.47	7	91	36	40	34
7	107	208.4	14.6	21	215.2	13.8	33	7	0.5	4.4	1.36	91	107	70	65	58
8	117	211.2	13.6	19	219.0	11.1	37	8	0.7	4.0	1.89	97	117	79	68	62
9	70	213.9	15.2	30	216.5	13.8	30	3	1.0	2.7	-0.07	47	70	37	53	50
10	104	220.5	15.6	45	224.8	13.7	56	4	0.8	2.1	1.35	91	104	66	63	61
11	70	225.1	14.0	58	227.0	12.2	61	2	1.0	1.2	0.34	63	70	29	41	49
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

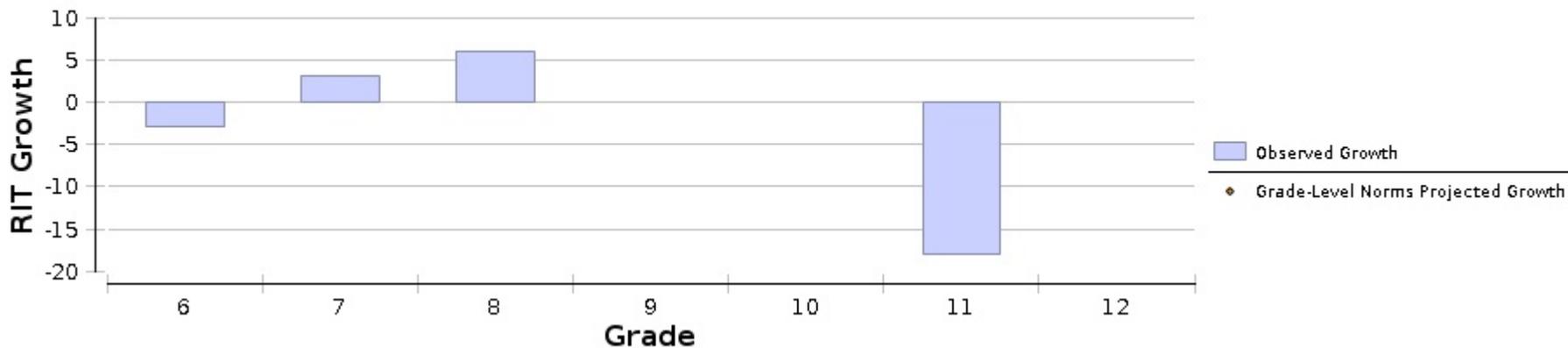
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	4	195.3	9.5		192.3	5.3		-3	2.5				4	0	0	8
7	1	192.0			195.0			3					1	0	0	0
8	3	207.0	9.5		212.7	18.0		6	6.4				3	2	67	57
9	0	**			**			**					**			
10	0	**			**			**					**			
11	1	204.0			186.0			-18					0			
12	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	32	194.3	10.6	1	201.1	10.9	1	7	1.0	7.0	-0.08	47	32	14	44	43
Free and Reduced Lunch (FRL)	82	203.4	13.7	7	210.6	14.6	8	7	0.6	7.5	-0.13	45	82	39	48	43
Special Education (SPED)	13	192.2	10.6	1	200.1	10.7	1	8	1.4	6.9	0.48	68	13	7	54	50
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	30	196.9	10.5	1	204.6	10.9	1	8	1.1	5.5	1.07	86	30	17	57	53
Free and Reduced Lunch (FRL)	99	208.1	14.4	8	215.6	15.1	11	8	0.6	6.0	0.73	77	99	57	58	59
Special Education (SPED)	14	196.5	13.2	1	204.6	14.2	1	8	1.3	5.5	1.27	90	14	8	57	57
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	28	201.1	11.5	1	208.9	12.7	2	8	1.3	5.0	1.16	88	28	16	57	58
Free and Reduced Lunch (FRL)	113	213.8	14.2	13	222.2	16.0	21	8	0.7	5.2	1.32	91	113	72	64	59
Special Education (SPED)	18	206.2	9.3	3	213.3	10.8	5	7	1.3	5.1	0.83	80	18	10	56	52
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	17	205.6	12.4	2	209.7	12.5	2	4	1.9	3.6	0.25	60	17	7	41	41
Free and Reduced Lunch (FRL)	68	217.7	15.4	19	222.2	16.8	22	5	0.9	3.6	0.46	68	68	35	51	48
Special Education (SPED)	10	199.4	10.0	1	209.4	17.1	2	10	3.3	3.6	3.30	99	10	7	70	62
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	20	205.4	10.3	1	209.4	11.6	1	4	1.9	3.1	0.44	67	20	11	55	64
Free and Reduced Lunch (FRL)	93	219.7	16.0	18	225.6	17.6	26	6	0.9	3.3	1.31	90	93	59	63	64
Special Education (SPED)	22	207.7	10.1	2	210.4	12.6	2	3	1.6	3.1	-0.21	41	22	13	59	58
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	9	198.0	10.1	1	203.3	13.8	1	5	3.0	2.4	1.46	93	9	4	44	42
Free and Reduced Lunch (FRL)	65	225.0	18.1	26	230.7	18.1	37	6	0.9	2.5	1.59	94	65	43	66	58
Special Education (SPED)	12	212.2	14.7	3	220.3	18.6	10	8	2.4	2.4	2.81	99	12	8	67	77
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	28	187.6	13.1	1	191.8	10.7	1	4	1.9	6.5	-1.33	9	28	10	36	30	
Free and Reduced Lunch (FRL)	79	202.4	16.0	14	206.0	16.1	9	4	0.9	5.7	-1.18	12	79	31	39	33	
Special Education (SPED)	13	183.8	16.1	1	190.9	10.7	1	7	3.2	6.7	0.20	58	13	6	46	44	
7		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	29	193.4	12.2	1	201.1	12.7	1	8	1.3	5.1	1.50	93	29	17	59	50	
Free and Reduced Lunch (FRL)	97	208.2	15.1	20	214.8	14.3	31	7	0.6	4.4	1.24	89	97	61	63	58	
Special Education (SPED)	14	197.1	17.6	1	203.3	17.2	2	6	2.4	4.9	0.74	77	14	8	57	51	
8		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	22	201.4	7.5	2	209.8	9.8	6	8	1.7	4.5	1.94	97	22	13	59	58	
Free and Reduced Lunch (FRL)	106	210.6	14.0	17	218.4	11.3	34	8	0.7	4.0	1.87	97	106	71	67	60	
Special Education (SPED)	17	201.6	10.8	2	213.5	11.0	15	12	2.0	4.5	3.68	99	17	14	82	77	
9		Statistics cannot be aggregated above the program level															

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	16	199.9	15.7	2	204.3	14.0	3	4	2.7	3.4	0.49	69	16	8	50	49
Free and Reduced Lunch (FRL)	66	213.3	15.3	28	215.9	13.8	28	3	1.0	2.8	-0.09	46	66	34	52	49
Special Education (SPED)	9	200.0	18.0	2	202.8	15.6	2	3	2.7	3.4	-0.31	38	9	4	44	40
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	18	202.7	12.2	1	206.7	11.8	2	4	2.2	2.8	0.73	77	18	12	67	59
Free and Reduced Lunch (FRL)	89	219.3	15.3	40	223.3	13.1	49	4	0.9	2.1	1.14	87	89	55	62	59
Special Education (SPED)	22	206.9	16.0	4	212.3	15.5	9	5	2.1	2.6	1.68	95	22	15	68	69
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	6	206.2	12.0	2	207.7	12.9	2	2	0.8	1.5	0.00	50	6	3	50	46
Free and Reduced Lunch (FRL)	63	225.5	13.4	60	227.3	11.3	62	2	1.0	1.1	0.30	62	63	27	43	50
Special Education (SPED)	12	212.9	13.2	10	216.3	14.0	16	3	2.9	1.4	0.93	82	12	5	42	42
12	Statistics cannot be aggregated above the program level															

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Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	4	195.3	9.5		192.3	5.3		-3	2.5				4	0	0	8
Free and Reduced Lunch (FRL)	3	195.7	11.6		192.3	6.5		-3	3.5				3	0	0	7
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	192.0			195.0			3					1	0	0	0
Free and Reduced Lunch (FRL)	1	192.0			195.0			3					1	0	0	0
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	3	207.0	9.5		212.7	18.0		6	6.4				3	2	67	57
Free and Reduced Lunch (FRL)	3	207.0	9.5		212.7	18.0		6	6.4				3	2	67	57
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	204.0			186.0			-18					0			
Free and Reduced Lunch (FRL)	1	204.0			186.0			-18					0			

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Student Growth Summary Report

Aggregate by School

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 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
12		Statistics cannot be aggregated above the program level													

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Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	96	205.3	14.5	11	212.5	15.5	11	7	0.6	7.6	-0.18	43	96	43	45	43
American Indian	1	204.0		8	204.0		1	0		7.5	-3.43	1	1	0	0	0
Asian	8	216.4	10.8	58	225.1	13.3	60	9	1.5	8.2	0.22	59	8	6	75	53
Black, not Hispanic	4	211.3	8.8	33	217.5	7.0	26	6	2.1	7.9	-0.79	21	4	2	50	44
Caucasian	3	200.3	15.6	3	201.0	20.0	1	1	4.1	7.3	-3.01	1	3	1	33	11
Hispanic	80	204.1	14.8	9	211.5	15.4	9	7	0.6	7.5	-0.06	48	80	34	43	41
7	109	208.4	14.2	9	216.3	15.3	13	8	0.7	6.0	0.92	82	109	64	59	59
Asian	7	220.0	13.7	49	232.1	11.5	72	12	4.7	6.5	2.73	99	7	5	71	65
Black, not Hispanic	2	205.0	4.2	4	216.5	2.1	13	12	1.5	5.9	2.75	99	2	2	100	78
Caucasian	3	215.3	22.4	28	219.7	20.4	22	4	1.2	6.3	-0.93	18	3	1	33	41
Hispanic	97	207.5	13.9	7	215.1	15.0	10	8	0.7	6.0	0.79	79	97	56	58	59
8	124	214.5	14.1	14	222.9	16.1	23	8	0.7	5.2	1.32	91	124	79	64	59
Asian	4	218.5	22.5	25	229.5	29.1	47	11	3.6	5.3	2.37	99	4	3	75	69
Black, not Hispanic	3	227.3	10.1	60	238.0	14.8	78	11	3.5	5.4	2.19	99	3	3	100	74
Caucasian	3	215.0	11.4	15	224.3	13.7	28	9	4.1	5.2	1.69	95	3	2	67	73
Hispanic	114	214.0	13.9	13	222.2	15.7	21	8	0.7	5.2	1.24	89	114	71	62	59
9	72	218.3	16.0	21	223.1	16.9	25	5	1.0	3.6	0.62	73	72	37	51	48
Asian	4	233.5	17.7	76	237.0	13.1	75	4	4.3	3.6	-0.05	48	4	2	50	41
Caucasian	1	249.0		99	259.0		99	10		3.6	3.32	99	1	1	100	0
Hispanic	67	216.9	15.2	17	221.7	16.3	21	5	1.0	3.6	0.62	73	67	34	51	48
10	108	221.5	16.6	23	226.8	18.2	30	5	0.8	3.3	1.00	84	108	65	60	62
Asian	6	237.0	14.8	78	239.7	13.1	75	3	2.4	3.4	-0.36	36	6	3	50	45
Caucasian	3	235.0	24.3	72	243.0	27.7	84	8	2.6	3.4	2.27	99	3	3	100	70
Hispanic	98	220.1	16.0	19	225.4	17.9	25	5	0.9	3.3	1.01	84	98	58	59	62
Multi-ethnic	1	228.0		46	234.0		56	6		3.3	1.32	91	1	1	100	0

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

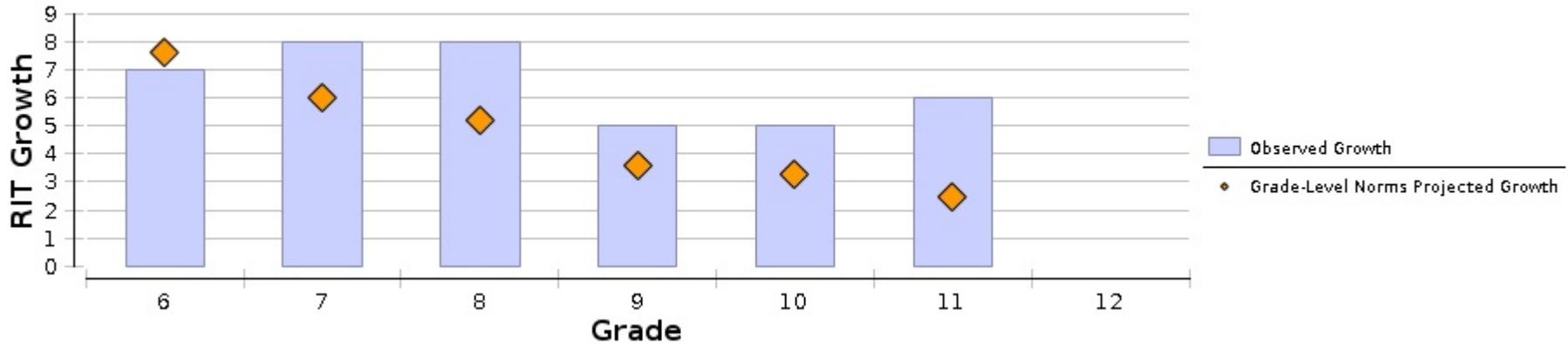
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Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
11	72	225.2	18.7	27	230.7	18.6	37	6	0.8	2.5	1.49	93	72	46	64	57
Asian	2	228.5	6.4	38	230.5	9.2	36	2	2.0	2.5	-0.25	40	2	1	50	47
Caucasian	2	258.5	23.3	99	259.0	22.6	99	1	0.5	2.7	-1.07	14	2	0	0	45
Hispanic	68	224.1	18.1	23	229.8	18.3	34	6	0.9	2.5	1.59	94	68	45	66	58
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
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Norms Reference Data: 2020 and User Norms¹.
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 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	91	204.0	16.3	19	207.0	17.2	11	3	0.9	5.6	-1.47	7	91	36	40	34
American Indian	1	206.0		28	200.0		1	-6		5.4	-6.58	1	1	0	0	0
Asian	8	216.1	15.5	80	222.6	13.9	85	7	1.5	4.8	0.95	83	8	5	63	57
Black, not Hispanic	4	217.5	13.5	85	219.8	15.5	74	2	1.5	4.8	-1.42	8	4	2	50	36
Caucasian	3	196.3	23.9	3	202.7	30.2	3	6	3.8	6.0	0.22	59	3	1	33	20
Hispanic	75	202.3	15.7	14	205.0	16.3	7	3	1.1	5.7	-1.70	4	75	28	37	30
7	107	208.4	14.6	21	215.2	13.8	33	7	0.5	4.4	1.36	91	107	70	65	58
Asian	7	218.0	12.2	70	224.4	8.3	80	6	2.2	4.0	1.37	92	7	5	71	60
Black, not Hispanic	2	212.5	10.6	41	219.0	12.7	54	7	1.5	4.2	1.29	90	2	2	100	62
Caucasian	3	221.0	17.8	83	232.0	9.2	97	11	5.0	3.9	4.07	99	3	2	67	94
Hispanic	95	207.3	14.5	17	213.9	13.8	27	7	0.6	4.5	1.22	89	95	61	64	58
8	117	211.2	13.6	19	219.0	11.1	37	8	0.7	4.0	1.89	97	117	79	68	62
Asian	4	216.5	15.2	42	222.3	11.0	53	6	3.3	3.7	1.03	85	4	2	50	55
Black, not Hispanic	3	223.7	17.6	77	228.7	11.5	82	5	5.9	3.4	0.81	79	3	1	33	44
Caucasian	3	209.3	8.0	13	215.7	11.2	22	6	3.8	4.1	1.15	87	3	1	33	46
Hispanic	107	210.7	13.5	18	218.7	11.1	35	8	0.7	4.0	1.97	98	107	75	70	64
9	70	213.9	15.2	30	216.5	13.8	30	3	1.0	2.7	-0.07	47	70	37	53	50
Asian	4	218.3	10.2	48	226.3	4.6	70	8	4.4	2.5	2.76	99	4	4	100	62
Caucasian	1	238.0		98	232.0		87	-6		1.6	-3.83	1	1	0	0	0
Hispanic	65	213.3	15.2	28	215.7	13.9	27	2	1.0	2.8	-0.19	42	65	33	51	48
10	104	220.5	15.6	45	224.8	13.7	56	4	0.8	2.1	1.35	91	104	66	63	61

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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District: Magnolia Public Schools

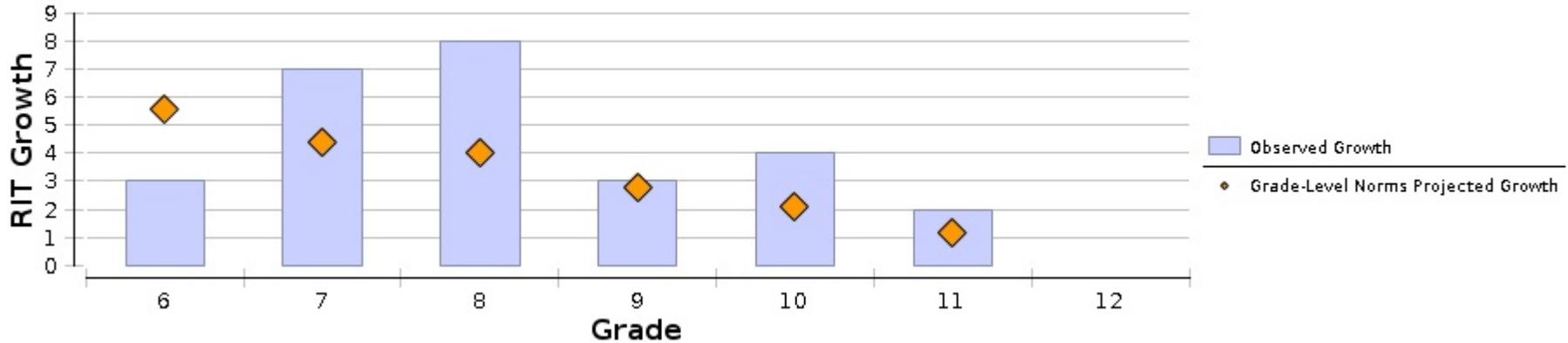
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 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	6	229.8	3.7	84	234.2	11.8	90	4	3.9	1.7	1.64	95	6	5	83	74
Caucasian	3	242.7	3.8	99	240.7	5.8	98	-2	3.2	1.2	-1.93	3	3	1	33	35
Hispanic	94	219.3	15.6	40	223.7	13.5	51	4	0.8	2.1	1.38	92	94	59	63	60
Multi-ethnic	1	204.0		2	225.0		57	21		2.7	11.07	99	1	1	100	0
11	70	225.1	14.0	58	227.0	12.2	61	2	1.0	1.2	0.34	63	70	29	41	49
Asian	2	236.5	3.5	94	235.5	4.9	90	-1	1.0	0.9	-0.89	19	2	0	0	45
Caucasian	2	239.0	14.1	97	239.0	1.4	96	0	9.0	0.9	-0.41	34	2	1	50	50
Hispanic	66	224.4	14.0	54	226.3	12.3	58	2	1.0	1.2	0.34	63	66	28	42	49
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

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Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	4	195.3	9.5		192.3	5.3		-3	2.5				4	0	0	8
Hispanic	4	195.3	9.5		192.3	5.3		-3	2.5				4	0	0	8
7	1	192.0			195.0			3					1	0	0	0
Hispanic	1	192.0			195.0			3					1	0	0	0
8	3	207.0	9.5		212.7	18.0		6	6.4				3	2	67	57
Hispanic	3	207.0	9.5		212.7	18.0		6	6.4				3	2	67	57
9	0	**			**			**					**			
10	0	**			**			**					**			
11	1	204.0			186.0			-18					0			
Hispanic	1	204.0			186.0			-18					0			
12	0	**			**			**					**			

Explanatory Notes

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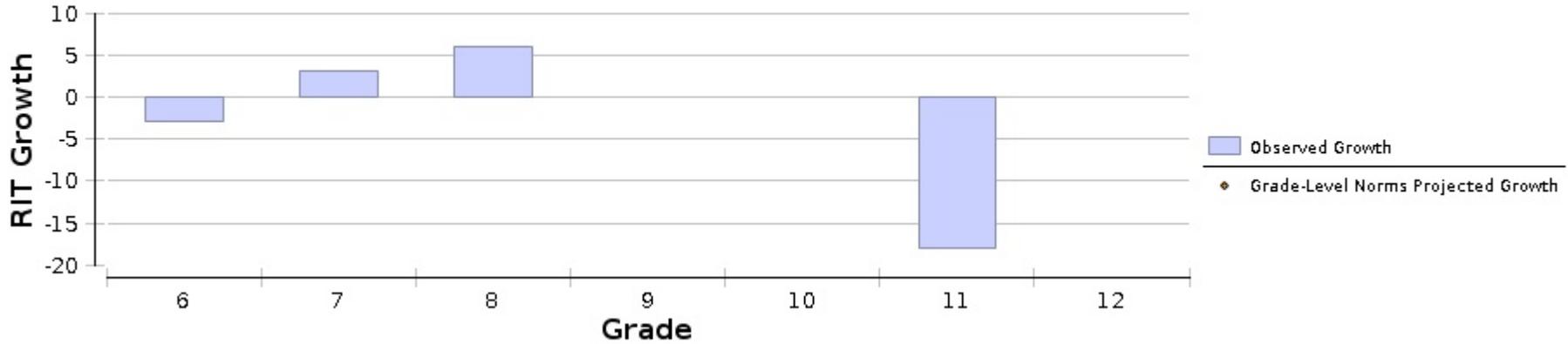
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Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	1															
7	1															
8	1															
9	0															
10	0															
11	1															
12	0															

Language Arts: Reading (Spanish)



Explanatory Notes

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DRAFT
2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 2

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- c. **Compliance and Technical Assistance**

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I. Status Update for 2022-2023

SUCSESSES:

NWEA MAP Math

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

SBAC Math

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased

by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

NWEA MAP Reading

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

SBAC ELA

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or

advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

ELPI

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

CAST

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

College Readiness

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

Similar Schools

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

CA Distinguished Schools

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education

(LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

PBIS

During the 2022-23 school year, MSA2 received the Gold PBIS Implementation Award from California PBIS system.

CIF Sports

During the 2022-23 school year, MSA2 became eligible to participate as a full member in the California Interscholastic Federation (CIF) high school sports program for the first time. During this time, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

Music Program

During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford

University summer jazz music program during the summer of 2023.

Congressional Award Program

During the 2022-23 school year, the school continued to expand opportunities for the school's Congressional Award Program (CAP). Specifically, several of the students are on track to receive Silver and Bronze medals during their 12th grade school year in 2023-24, which would be the first time in 8 years that an MSA2 student has received a medal from this prestigious program affiliated with the United States Congress.

CalHOPE Grant

During the 2022-23 school year, MSA2 was awarded the CalHOPE grant from LACOE in order to provide additional support for MSA2 SEL development for students.

Kaiser Hippocrates Circle

During the 2022-23 school year, MSA2 was selected by Kaiser Permanente to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. MSA2 students who enrolled in the Hippocrates Circle Program had opportunities to interact with practicing physicians that may reflect their own personal experience and diverse background. Through collaboration with medical schools, physicians from Permanente Medical Group, and Kaiser Permanente Community Health sponsorship, the Hippocrates Circle Program helped MSA2 students strengthen the self-esteem of young people and empower them to pursue their goal to become a physician.

Community Schools Implementation Grant

During the 2022-23 school year, MSA2 was awarded a Community Schools Implementation Grant. During the 2022-23 school year, MSA2 took numerous steps to support MSA2 in becoming a community school, including hiring a Community Schools Coordinator, and holding community resource fairs to provide free resources to members of the school and surrounding communities. MSA2 subsequently applied for a Community Schools Implementation Grant which MSA2 was awarded for a term of 5 years commencing in the 2023-24 school year.

CHALLENGES:

All Students Proficient / Advanced Rates - NWEA MAP ELA and Math

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

All Students Proficient / Advanced Rates - SBAC Math

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC

math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

All Students Proficient / Advanced Rates - SBAC ELA

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

EL Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

SPED Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading

proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Hispanic Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Proficient / Advanced Rates - CAST

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	No
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 66%	No

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 42.73%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 39.81%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 21.66%</p> <p>-Hispanic: 40.98%</p> <p>-White: 50.0%</p>	No
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14	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students-: 64.4%</p> <p>-English Learners: 75.00%</p> <p>-Socioeconomically Disadvantaged: 64.5%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 70.2%</p> <p>-Hispanic: 65.4%</p> <p>-White: 42.1%</p>	No
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 65.3%</p> <p>-English Learners: 69.1%</p> <p>-Socioeconomically Disadvantaged: 66.6%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 83.3%</p> <p>-Hispanic: 65.7%</p> <p>-White: 57.9%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>60.0%</p>	No
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 34%</p> <p>Outcome for 2022-2023:</p> <p>Annual Reclassification Rate:</p> <p>25.3%</p>	Yes
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 38%</p> <p>Outcome for 2022-2023:</p> <p>17.0%</p>	No

27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: $\geq 5\%$ Outcome for 2022-2023: 22%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	No
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 4	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: 35	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Year 2 Outcome: 2022-23: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 26.1%	Yes

42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 93.33%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 95.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 0.00%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023: Students: 98.6% Families: 99.3% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: N/A</p>	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2022-2023: Daily</p> <p>Outcome for 2022-2023: Daily</p>	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: ≥ 4</p> <p>Outcome for 2022-2023: 9</p>	Yes

57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2022-2023: 52% Outcome for 2022-2023: 74.47%	Yes
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2022-2023: ≥85% Outcome for 2022-2023: 100%	Yes
59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	No
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88% Year 2 Outcome: 2022-23: 78%	No
4	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023-24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3%	No

5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 91% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 6/13/22): 90% Year 2 Outcome: 2022-23: (As of 5/12/23): 64%	No
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 66%	No
11	8	Average Lexile Growth (L) from fall to spring (Source: myON)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24.	Yes

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 42.73%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 39.81%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 21.66%</p> <p>-Hispanic: 40.98%</p> <p>-White: 50.0%</p>	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 16.6 points below standard</p> <p>-English Learners: 62.1 points below standard</p> <p>-Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>-Students with Disabilities: 79.9 points below standard</p> <p>-Hispanic: 24.9 points below standard</p> <p>-White: 26.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 10.0 points below standard</p> <p>-English Learners: 55.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 16.0 points below standard</p> <p>-Students with Disabilities: 72.0 points below standard</p> <p>-Hispanic: 18.0 points below standard</p> <p>-White: 28.0 points above standard</p>	No

Year 1 Outcome: 2021-22:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 67.3%
- English Learners: 69.6%
- Students with Disabilities: 67.6%
- Hispanic: 66.1%
- White: 88.2%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 19.3 points below standard
- English Learners: 83.5 points below standard
- Socioeconomically Disadvantaged: 26.4 points below standard
- Students with Disabilities: 65.5 points below standard
- Asian: *
- Hispanic: 21.9 points below standard

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students-: 64.4% -English Learners: 75.00% -Socioeconomically Disadvantaged: 64.5% -Foster Youth: * -Students with Disabilities: 70.2% -Hispanic: 65.4% -White: 42.1%</p>	No
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 60.8 points below standard</p> <p>-English Learners: 96.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 65.6 points below standard</p> <p>-Students with Disabilities: 119.6 points below standard</p> <p>-Hispanic: 71.9 points below standard</p> <p>-White: 21.8 points above standard</p> <p>Desired Outcome for 2023–24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 54.0 points below standard</p> <p>-English Learners: 86.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 58.0 points below standard</p> <p>-Students with Disabilities: 100.0 points below standard</p> <p>-Hispanic: 64.0 points below standard</p> <p>-White: 23.0 points above standard</p>	No

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 68.4%
- English Learners: 66.0%
- Students with Disabilities: 68.1%
- Hispanic: 67.4%
- White: 64.7%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 62.9 points below standard
- English Learners: 115.3 points below standard
- Socioeconomically Disadvantaged: 70.9 points below standard
- Students with Disabilities: 114.7 points below standard
- Asian: *
- Hispanic: 66.9 points below standard
- White: 51.2 points below standard

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 65.3% -English Learners: 69.1% -Socioeconomically Disadvantaged: 66.6% -Foster Youth: * -Students with Disabilities: 83.3% -Hispanic: 65.7% -White: 57.9%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: 2022-23: (2023 Dashboard) 60.0%</p>	No
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 34%</p> <p>Outcome for 2022-2023: Annual Reclassification Rate: 25.3%</p>	Yes

20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%</p>	No
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21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 55.0%</p> <p>Desired Outcome for 2023-24: 2021-22: 70.0%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 53.7%</p> <p>2022-23: (Projected as of 5/12/23) 80.9%</p>	Yes
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p> <p>Year 2 Outcome: 2022-23: 74.47%</p>	No
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 24.32%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%</p> <p>Year 2 Outcome: 2022-23: 51.06%</p>	Yes
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 61.2%</p> <p>Desired Outcome for 2023-24: 2022-23: 65.0%</p> <p>Year 1 Outcome: 2020-21: 45.8%</p> <p>Year 2 Outcome: 2021-22: 68.0%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 17.0%	No
26	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 57.5% Desired Outcome for 2023-24: 60.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 75.6 Year 2 Outcome: 2022-23: (As of 5/12/23) 85.1	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 29.3% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1% Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1%	No

29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.7%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 46.3%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 55.3%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p>	No
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%</p>	No

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 71.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 66%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 91.0%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p>	No
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2022-2023: $\geq 5\%$</p> <p>Outcome for 2022-2023: 22%</p>	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes

37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	No
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 4	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: 35	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Year 2 Outcome: 2022-23: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 26.1%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 93.33%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 95.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (2023 Dashboard) 0.00%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 98.6% Families: 99.3% Staff: 100.0%	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%	No

51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 83.0%</p>	No
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Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2022-2023	2023-2024 Improvement Plan and Current Status
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-23: Not 100% (2 teachers)</p>	<p>During the 2022-23 school year, MSA2 had two teacher vacancies which opened up due to reasons beyond the school's control, but which the school worked vigilantly to fill. MSA2 will continue to take proactive steps to recruit teachers and retain them during the 2023-24 school year in order to meet this goal during the upcoming school year. This will be done in collaboration with our HR department, as well as with our credential consultant as some of the new teachers may require support in various aspects of their teacher credentialing pathways.</p>

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 66%	During the 2022-23 school year, MSA2 fell short of the desired outcome of 80% of students receiving grades of "C" or better or performing "proficient" on related state standardized tests in core subjects and electives. Subsequently, during the 2023-24 school year, MSA2 will increase student interventions including the offering of Saturday school academic support services, targeted intervention programs during learning lab courses which incorporate increased reflection on student academic achievement levels in order to provide targeted support. Further, MSA2 will provide professional development opportunities to teachers related to classroom management, higher ordered thinking skills, and rigorous academic monitoring in order to improve this outcome for students during the 2023-24 school year.
12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 56% Outcome for 2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Foster Youth: * -Students with Disabilities: 21.66% -Hispanic: 40.98% -White: 50.0%	MSA2 met this outcome for SPED students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students-: 64.4% -English Learners: 75.00% -Socioeconomically Disadvantaged: 64.5% -Foster Youth: * -Students with Disabilities: 70.2% -Hispanic: 65.4% -White: 42.1%</p>	<p>MSA2 met this outcome for SPED and EL students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 56%</p> <p>Outcome for 2022-2023: -All Students: 25.66% -English Learners: 2.44% -Socioeconomically Disadvantaged: 22.73% -Foster Youth: * -Students with Disabilities: 13.33% -Hispanic: 25.0% -White: 25.0%</p>	<p>MSA2 did not meet this outcome for any student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.</p>
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17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 65.3% -English Learners: 69.1% -Socioeconomically Disadvantaged: 66.6% -Foster Youth: * -Students with Disabilities: 83.3% -Hispanic: 65.7% -White: 57.9%</p>	<p>This was met for the SPED and EL student populations related to the MAP math outcomes during the 2022-23 school year. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.</p>
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18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	Desired Outcome for 2022-2023: 75% Outcome for 2022-2023: 2022-23: (2023 Dashboard) 60.0%	MSA2 did not meet this goal for ELPI during the 2022-23 school year. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting EL skills. Moreover, MSA2 will continue to collaborate with the home office director of EL programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to EL pedagogical practices. Further, MSA2 will continue to offer EL interventions during learning lab, Saturday school, and other instructional times. During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 17.0%	To support this goal, MSA2 will continue to provide professional development to teachers of AP courses during the 2023-24 school year in order to better prepare them to support students in passing such courses with a score of a 3 or higher. MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses.

37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	MSA2 will improve this metric by holding one additional ELAC meeting during the 2023-24 school year than the school did during the 2022-23 school year by means of collaborating with the home office. Further, the planning of the ELAC meetings will take place in collaboration with the Community Schools Coordinator and PACE coordinators.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 93.33%	MSA2 will help improve the ADA of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students.
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	MSA2 will help decrease the chronic absenteeism of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students.
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 95.9%	MSA2 will work to meet the goal of having 100% graduation rate for the 12th graders in the 2023-24 school year by holding additional interventions and support to support students who are in risk of being retained and/or dropping out of school. These supports include proving credit recovery courses via APEX to students, providing them with access to meetings each semester with the college counselor to evaluate the updated status for graduation status.

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	MSA2 met this goal for the families during the 2022-23 school year, but did not do so for students and staff. In order to improve this area during the 2023-24 school year, MSA2 will take proactive steps to provide staff and students with more opportunities to participate in school culture and climate building activities, including more leadership, sports, and academic enrichment opportunities for students as well as more professional development training to staff to increase approval ratings.
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: N/A</p>	During the 2022-23 academic year, MSA-2 did not participate in PSAT program due to several reasons, including the University of California not requiring SAT as one of the entry requirements. Instead, MSA-2 continued to use different data sources and interventions to prepare students for college. Some of these data sources include NWEA MAP assessment progress and IABs. Interventions include credit recovery opportunities and IXL resources. And other means to prepare students to be college ready include providing AP and college courses.
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	MSA-2 did not participate PSAT program and used different data sources, such as NWEA MAP, IABs, and iXL, to provide intervention pathways.
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	During the 2022-23 school year, MSA2 had two teacher vacancies which opened up due to reasons beyond the school's control, but which the school worked vigilantly to fill. MSA2 will continue to take proactive steps to recruit teachers and retain them during the 2023-24 school year in order to meet this goal during the upcoming school year. This will be done in collaboration with our HR department, as well as with our credential consultant as some of the new teachers may require support in various aspects of their teacher credentialing pathways.
6	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88% Year 2 Outcome: 2022-23: 78%	During the 2022-23 school year, numerous MSA2 teacher left the school for several factors beyond the school's control, and other teachers left the school for various additional reasons. Nonetheless, during the 2023-24 school year, MSA2 will help increase the rate of teacher retention by providing additional professional development opportunities to MSA2 teachers in partnership with the MPS home office. These areas include classroom management, higher ordered thinking skills, rigorous academic monitoring, and other programs. The goal with such provisions is to continue to support MSA2 teachers to become more confident in their ability to provide students with a high quality education with the support of the school administration and home office and the outcome being increased teacher retention.

4	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 98.0%</p> <p>Desired Outcome for 2023–24: 96%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3%</p>	<p>During the 2022-23 school year, numerous teachers ended up being on various forms of leave which were beyond the school's control and which impacted the overall attendance rate of teachers. Additionally, various personal factors impacted teacher attendance, including health issues during the 2022-23 school year. That being said, MSA2 will continue to provide all teachers with support and access to resources during the 2023-24 school year to increase teacher attendance, including connecting them with the HR department to provide them with access to support from the organization. MSA2 administration will also continue to meet with teachers on an ongoing basis to check in on the teachers to seek to find additional areas of support which can be provided to help teachers attend school at a higher rate to support student learning.</p>
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	<p>Baseline: 2020-21: (As of 5/7/21): 91%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 6/13/22): 90%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23): 64%</p>	<p>During the 2023-24 school year, MSA2 will work to increase the rate of teacher formal and informal classroom observations by the school administration by means of having a new tracking system which will help organize the specific breakdown of observations for each administrator throughout the school year by each teacher. Further, one of the factors which impacted this rate during the 2022-23 school year was that some teachers left their positions prior to the end of the school year for a variety of factors and this subsequently left some teachers unable to receive their formal observations depending upon the dates which the teachers left the school. During the upcoming school year, MSA2 will also help support teacher retention in the manners mentioned in the corresponding LCAP goal and action with the objective of subsequently improving this measure as well.</p>

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 66%	During the 2022-23 school year, MSA2 fell short of the desired outcome of 80% of students receiving grades of "C" or better or performing "proficient" on related state standardized tests in core subjects and electives. Subsequently, during the 2023-24 school year, MSA2 will increase student interventions including the offering of Saturday school academic support services, targeted intervention programs during learning lab courses which incorporate increased reflection on student academic achievement levels in order to provide targeted support. Further, MSA2 will provide professional development opportunities to teachers related to classroom management, higher ordered thinking skills, and rigorous academic monitoring in order to improve this outcome for students during the 2023-24 school year.
12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 56% Outcome for 2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Foster Youth: * -Students with Disabilities: 21.66% -Hispanic: 40.98% -White: 50.0%	MSA2 met this outcome for SPED students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.
13	4	Distance from Standard (DFS) on the CAASPP-	Baseline:	MSA2 met this outcome for SPED students in

ELA/Literacy assessments (Source: CA School Dashboard)

2018-19: (2019 Dashboard)
 -All Students: 16.6 points below standard
 -English Learners: 62.1 points below standard
 -Socioeconomically Disadvantaged: 22.0 points below standard
 -Students with Disabilities: 79.9 points below standard
 -Hispanic: 24.9 points below standard
 -White: 26.2 points above standard

Desired Outcome for 2023–24:
 2022-23: (2023 Dashboard)
 -All Students: 10.0 points below standard
 -English Learners: 55.0 points below standard
 -Socioeconomically Disadvantaged: 16.0 points below standard
 -Students with Disabilities: 72.0 points below standard
 -Hispanic: 18.0 points below standard
 -White: 28.0 points above standard

Year 1 Outcome: 2021-22:
 CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2’s teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

			<ul style="list-style-type: none"> -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2% <p>Year 2 Outcome: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard 	
14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <ul style="list-style-type: none"> All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55% <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students:- 64.4% -English Learners: 75.00% -Socioeconomically Disadvantaged: 64.5% -Foster Youth: * -Students with Disabilities: 70.2% -Hispanic: 65.4% -White: 42.1% 	<p>MSA2 met this outcome for SPED and EL students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.</p>

15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	MSA2 did not meet this outcome for any student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 60.8 points below standard</p> <p>-English Learners: 96.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 65.6 points below standard</p> <p>-Students with Disabilities: 119.6 points below standard</p> <p>-Hispanic: 71.9 points below standard</p> <p>-White: 21.8 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 54.0 points below standard</p> <p>-English Learners: 86.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 58.0 points below standard</p>	MSA2 did not meet this outcome for all student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.

- Students with Disabilities: 100.0 points below standard
- Hispanic: 64.0 points below standard
- White: 23.0 points above standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 68.4%
- English Learners: 66.0%
- Students with Disabilities: 68.1%
- Hispanic: 67.4%
- White: 64.7%

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 62.9 points below standard
- English Learners: 115.3 points below standard
- Socioeconomically Disadvantaged: 70.9 points below standard
- Students with Disabilities: 114.7 points below standard
- Asian: *
- Hispanic: 66.9 points below standard
- White: 51.2 points below standard

17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 65.3% -English Learners: 69.1% -Socioeconomically Disadvantaged: 66.6% -Foster Youth: * -Students with Disabilities: 83.3% -Hispanic: 65.7% -White: 57.9%</p>	<p>This was met for the SPED and EL student populations related to the MAP math outcomes during the 2022-23 school year. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.</p>
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18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: 2022-23: (2023 Dashboard) 60.0%</p>	<p>MSA2 did not meet this goal for ELPI during the 2022-23 school year. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting EL skills. Moreover, MSA2 will continue to collaborate with the home office director of EL programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to EL pedagogical practices. Further, MSA2 will continue to offer EL interventions during learning lab, Saturday school, and other instructional times.</p> <p>During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.</p>
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20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%</p>	<p>MSA2 met this outcome for all students in 2022-23. However, this was not the case for the specific student demographics or groups aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting science skills. Moreover, MSA2 will continue to collaborate with the home office academic department and the organizational science teacher on special assignment (TOSA) to share best practices related to science pedagogical practices. Further, MSA2 will continue to offer science interventions during learning lab, Saturday school, and other instructional times.</p>
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p> <p>Year 2 Outcome: 2022-23: 74.47%</p>	<p>Although MSA2 did not meet this outcome for 11th grade students in 2022-23, 74.4% of the 11th grade students met or exceeded the standards, which is a considerable achievement. However, to meet the desired outcome for the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.</p>
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25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 38%</p> <p>Outcome for 2022-2023: 17.0%</p>	<p>To support this goal, MSA2 will continue to provide professional development to teachers of AP courses during the 2023-24 school year in order to better prepare them to support students in passing such courses with a score of a 3 or higher.</p> <p>MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses.</p>
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 29.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1%</p>	<p>MSA2 will help improve this goal during the 2023-24 school year by providing additional professional development to the AP Spanish teacher in order to support more students in passing their AP Spanish test, as well as to provide additional native speakers of other languages not including Spanish access to assessments to demonstrate level of fluency sufficient to meet this goal.</p>
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p>	<p>MSA2 will help increase the rate of students in 2023-24 who receive an honors or advanced MPS Diploma by holding additional meetings with each student who is potentially eligible during the fall and spring semesters with our college counselor to ensure the students have additional support related to the required steps to accomplish this goal.</p>

31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%</p>	While MSA2 did not meet this goal during the 2022-23 school year, the school was only 2% away from the level of 100%. In order to improve this measure, MSA2 will hold individual meetings with the 12th grade students during the 2023-24 school year and the college counselor to support their college application process.
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p>	MSA2 will work to increase the college going rate of students during the 2023-24 school year by holding follow up meetings and workshops with MSA2 alumni with the college counselor to help MSA2 alumni receive additional needed resources required to attend college, as well as to help remove barriers to such an outcome.
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	<p>Desired Outcome for 2022-2023: ≥ 4</p> <p>Outcome for 2022-2023: (As of 5/12/23) 3</p>	MSA2 will improve this metric by holding one additional ELAC meeting during the 2023-24 school year than the school did during the 2022-23 school year by means of collaborating with the home office. Further, the planning of the ELAC meetings will take place in collaboration with the Community Schools Coordinator and PACE coordinators.

42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.33%</p>	MSA2 will help improve the ADA of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students.
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: 23.1%</p>	MSA2 will help decrease the chronic absenteeism of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students.
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 95.9%</p>	MSA2 will work to meet the goal of having 100% graduation rate for the 12th graders in the 2023-24 school year by holding additional interventions and support to support students who are in risk of being retained and/or dropping out of school. These supports include proving credit recovery courses via APEX to students, providing them with access to meetings each semester with the college counselor to evaluate the updated status for graduation status.

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	MSA2 met this goal for the families during the 2022-23 school year, but did not do so for students and staff. In order to improve this area during the 2023-24 school year, MSA2 will take proactive steps to provide staff and students with more opportunities to participate in school culture and climate building activities, including more leadership, sports, and academic enrichment opportunities for students as well as more professional development training to staff to increase approval ratings.
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 83.0%</p>	In order to increase student retention rates during the 2023-24 school year, MSA2 will provide students with increased access to MTSS supports at various levels based upon needs. In particular, students in the higher tiers will receive access to Saturday School academic support, counseling services for academic and mental health support, SEL learning activities, and behavior support plans.

Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
1. Differentiated Assistance (DA)	No	
2. Comprehensive Support and Improvement (CSI)	No	
3. Targeted Support and Improvement (TSI)	No	

4. Additional Targeted Support & Improvement (ATSI)	Yes	<p>Magnolia Science Academy 2 met the criteria and qualified for ATSI for the ELA and Math indicators and Chronic Absenteeism for the Students with Disabilities (SWD) subgroup. MSA2 engaged its educational partners related to the ATSI on the following dates/meetings: 4/21/23 (Parent Advisory Committee) and 5/19/23 (Parent Advisory Committee). MSA2 used the following evidence-based intervention strategies as part of the action plan related to the ATSI for students with disabilities as it pertains to math and ELA performance on state tests and chronic absenteeism: Inclusion of targeted student populations in additional interventions, including Saturday School interventions, before school small group academic interventions, intersession academic support during Spring Break, Thanksgiving Break, Winter Break and Summer Break. Further, since MSA2 is in ATSI for our SPED population with regard to English and math performance, as well as chronic absenteeism, these additional funds beyond the budgeted amount in Goal 2, Action 3 are essential to help the school's SPED students increase their math and English assessment scores on SBAC and MAP assessments, as well as decrease their chronic absenteeism rates. Finally, The students with special needs have equitable access to all of the resources at MSA2; as a result, resource inequities for the students with special needs do not occur.</p>
5. Targeted Assistance School (TAS)	No	
6. Williams Complaint (Williams)	No	
7. Federal Program Monitoring (FPM)	No	
8. Performance Indicator Review (PIR)	No	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

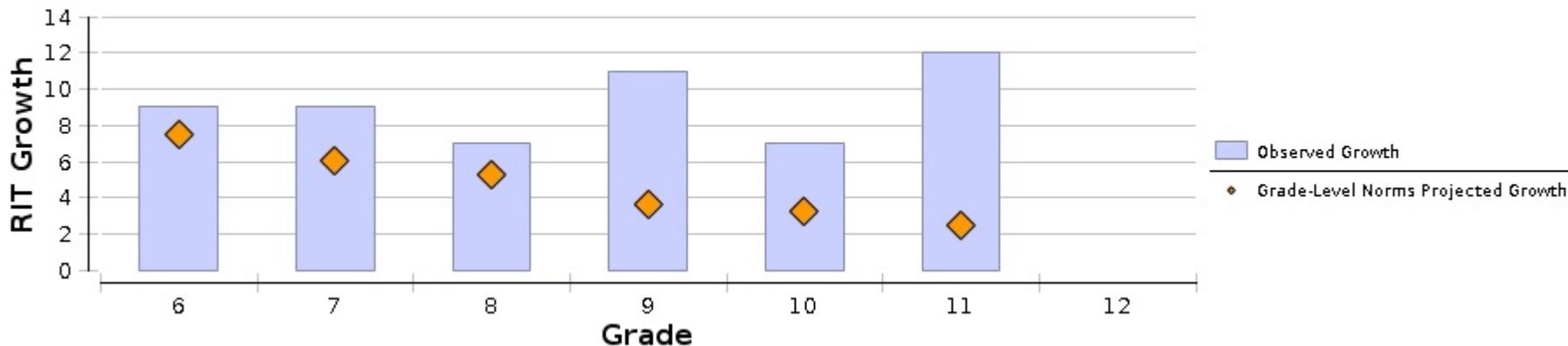
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	99	204.2	14.3	9	213.0	12.4	12	9	0.7	7.5	0.58	72	99	51	52	49
7	86	209.5	13.5	11	218.2	13.7	18	9	0.9	6.1	1.29	90	86	55	64	65
8	94	216.2	16.5	18	222.7	17.1	23	7	0.7	5.2	0.52	70	94	57	61	58
9	46	216.0	18.2	15	226.9	18.2	38	11	1.5	3.6	3.77	99	46	35	76	73
10	58	220.9	19.6	21	228.0	18.8	34	7	0.9	3.3	1.90	97	58	44	76	67
11	47	229.0	21.7	40	241.2	23.8	74	12	1.5	2.5	4.81	99	47	39	83	89
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

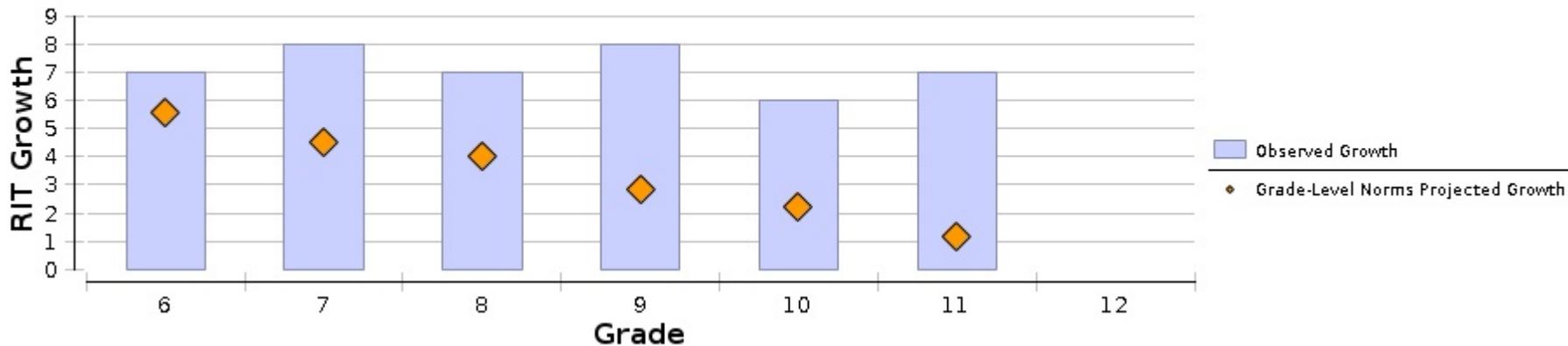
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	97	203.9	14.1	19	210.6	11.9	25	7	0.6	5.6	0.65	74	97	57	59	52
7	86	206.7	16.1	15	214.6	12.3	30	8	0.9	4.5	1.95	97	86	59	69	57
8	97	210.6	15.6	17	217.3	13.0	29	7	0.8	4.0	1.33	91	97	60	62	57
9	47	211.9	17.6	23	219.7	15.1	43	8	1.5	2.8	2.50	99	47	32	68	66
10	58	216.9	15.3	30	223.0	12.6	48	6	1.2	2.2	2.35	99	58	40	69	63
11	47	222.9	18.5	47	229.9	13.3	73	7	1.7	1.2	2.66	99	47	30	64	65
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	19	194.1	12.8	1	204.2	8.9	1	10	1.5	7.0	1.43	92	19	10	53	56
Free and Reduced Lunch (FRL)	89	202.4	13.8	6	211.9	12.4	10	10	0.7	7.4	0.94	83	89	50	56	50
Special Education (SPED)	11	186.5	13.2	1	199.2	10.6	1	13	1.5	6.5	2.81	99	11	10	91	82
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	17	196.4	13.1	1	206.5	9.2	1	10	2.1	5.5	2.25	99	17	11	65	71
Free and Reduced Lunch (FRL)	78	208.7	13.6	9	217.5	13.7	16	9	1.0	6.0	1.35	91	78	51	65	65
Special Education (SPED)	20	202.2	12.6	2	213.5	12.4	8	11	2.2	5.7	2.71	99	20	17	85	76
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	13	201.4	11.9	1	213.6	11.5	5	12	1.6	5.0	2.98	99	13	11	85	86
Free and Reduced Lunch (FRL)	81	215.5	15.7	17	222.2	16.6	21	7	0.7	5.2	0.61	73	81	49	60	58
Special Education (SPED)	18	205.2	16.2	2	213.6	16.6	5	8	1.8	5.1	1.38	92	18	14	78	77
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	7	196.9	8.2	1	210.4	16.2	3	14	5.3	3.6	5.11	99	7	5	71	72
Free and Reduced Lunch (FRL)	42	216.2	18.8	15	227.2	18.9	39	11	1.5	3.6	3.83	99	42	32	76	73
Special Education (SPED)	13	208.3	12.3	3	221.1	10.9	19	13	1.9	3.6	4.75	99	13	13	100	84
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	8	198.9	12.5	1	209.5	12.6	1	11	3.3	3.0	3.74	99	8	7	88	75
Free and Reduced Lunch (FRL)	54	219.7	19.4	18	227.2	19.0	31	8	0.9	3.3	2.10	98	54	42	78	69
Special Education (SPED)	14	209.9	12.7	3	218.6	12.9	9	9	2.4	3.2	2.74	99	14	9	64	71
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	4	200.5	4.7	1	212.0	15.4	2	12	5.7	2.4	4.53	99	4	3	75	69
Free and Reduced Lunch (FRL)	40	224.7	19.3	25	236.9	22.5	60	12	1.7	2.5	4.82	99	40	32	80	88
Special Education (SPED)	8	219.5	15.1	12	231.4	23.8	39	12	4.8	2.5	4.68	99	8	7	88	74
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	18	192.1	12.1	1	200.4	9.6	2	8	1.4	6.3	1.18	88	18	11	61	53
Free and Reduced Lunch (FRL)	87	202.4	13.7	14	209.2	11.5	19	7	0.7	5.7	0.66	75	87	50	57	51
Special Education (SPED)	11	190.0	17.4	1	201.4	12.2	2	11	2.5	6.4	2.89	99	11	8	73	74
7	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	17	190.9	13.4	1	202.6	11.9	1	12	2.4	5.2	3.72	99	17	15	88	58
Free and Reduced Lunch (FRL)	78	205.6	16.3	12	213.9	12.5	27	8	1.0	4.5	2.15	98	78	56	72	57
Special Education (SPED)	20	196.0	14.8	1	208.9	10.4	9	13	2.9	5.0	4.53	99	20	15	75	64
8	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	14	193.3	15.2	1	203.9	12.9	1	11	2.1	4.9	2.83	99	14	9	64	64
Free and Reduced Lunch (FRL)	84	211.0	14.8	19	217.2	12.8	28	6	0.8	4.0	1.09	86	84	49	58	55
Special Education (SPED)	18	199.5	16.7	1	209.9	12.7	6	10	1.9	4.6	2.89	99	18	13	72	64
9	Statistics cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
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Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events [‡]	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	7	186.7	13.1	1	199.1	16.9	1	12	6.2	4.1	4.21	99	7	5	71	66
Free and Reduced Lunch (FRL)	43	211.7	18.0	23	220.0	14.9	44	8	1.5	2.9	2.75	99	43	30	70	67
Special Education (SPED)	13	209.2	15.2	15	216.8	15.3	31	8	3.4	3.0	2.34	99	13	8	62	53
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	8	193.6	12.0	1	207.8	17.7	3	14	5.3	3.2	6.70	99	8	7	88	67
Free and Reduced Lunch (FRL)	54	215.7	15.0	25	222.1	12.6	43	6	1.3	2.3	2.50	99	54	37	69	63
Special Education (SPED)	14	204.2	12.1	2	216.9	11.5	21	13	3.3	2.7	6.04	99	14	12	86	75
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	4	191.0	16.1	1	221.5	12.0	35	31	11.3	1.8	13.14	99	4	4	100	98
Free and Reduced Lunch (FRL)	40	220.2	18.2	34	227.7	12.4	64	8	1.9	1.2	2.86	99	40	26	65	71
Special Education (SPED)	8	220.3	15.6	35	224.0	12.7	47	4	2.6	1.2	1.12	87	8	3	38	49
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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Aggregate by School

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District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	99	204.2	14.3	9	213.0	12.4	12	9	0.7	7.5	0.58	72	99	51	52	49
Asian	2	227.5	7.8	95	232.0	4.2	86	5	2.5	8.9	-1.98	2	2	0	0	31
Black, not Hispanic	7	211.1	16.2	32	222.0	17.8	46	11	2.1	7.9	1.36	91	7	4	57	55
Caucasian	7	201.0	13.6	4	209.7	8.2	6	9	2.4	7.4	0.61	73	7	5	71	62
Hispanic	83	203.3	13.9	7	212.0	11.7	10	9	0.8	7.5	0.55	71	83	42	51	49
7	86	209.5	13.5	11	218.2	13.7	18	9	0.9	6.1	1.29	90	86	55	64	65
Asian	1	218.0		40	227.0		51	9		6.4	1.26	90	1	1	100	0
Black, not Hispanic	1	229.0		85	230.0		64	1		6.9	-2.88	1	1	0	0	0
Caucasian	2	208.0	8.5	8	211.0	14.1	4	3	4.0	6.0	-1.46	7	2	1	50	33
Hispanic	82	209.1	13.6	10	218.1	13.8	17	9	1.0	6.0	1.44	93	82	53	65	66
8	94	216.2	16.5	18	222.7	17.1	23	7	0.7	5.2	0.52	70	94	57	61	58
Asian	3	241.3	25.3	95	251.7	16.6	98	10	5.8	5.6	1.97	98	3	2	67	51
Black, not Hispanic	4	210.5	18.3	7	221.0	13.9	18	11	2.2	5.2	2.21	99	4	4	100	73
Caucasian	3	222.3	11.1	39	218.3	5.9	12	-4	3.2	5.3	-3.87	1	3	0	0	7
Hispanic	84	215.3	15.7	16	221.9	16.8	20	7	0.7	5.2	0.57	71	84	51	61	58
9	46	216.0	18.2	15	226.9	18.2	38	11	1.5	3.6	3.77	99	46	35	76	73
Asian	2	238.5	17.7	89	242.5	24.7	89	4	5.0	3.6	0.21	58	2	1	50	53
Hispanic	44	215.0	17.8	13	226.2	17.9	35	11	1.5	3.6	3.93	99	44	34	77	73
10	58	220.9	19.6	21	228.0	18.8	34	7	0.9	3.3	1.90	97	58	44	76	67
Asian	5	243.4	17.8	92	247.8	18.1	93	4	2.1	3.5	0.45	67	5	4	80	66
Black, not Hispanic	1	212.0		5	212.0		3	0		3.2	-1.57	6	1	0	0	0
Caucasian	4	246.8	5.3	96	245.8	9.4	90	-1	2.3	3.5	-2.24	1	4	2	50	33
Hispanic	48	216.5	17.4	11	224.8	17.6	23	8	0.9	3.2	2.51	99	48	38	79	71
11	47	229.0	21.7	40	241.2	23.8	74	12	1.5	2.5	4.81	99	47	39	83	89

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

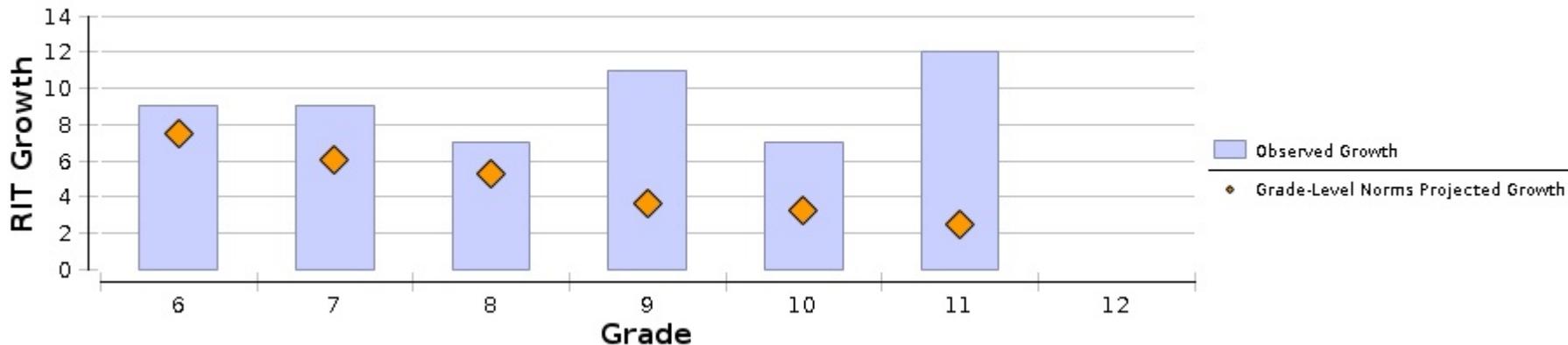
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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Asian	3	238.3	22.9	74	254.0	33.0	97	16	14.9	2.6	6.53	99	3	2	67	70
Black, not Hispanic	2	212.0	11.3	3	225.5	21.9	21	14	7.5	2.4	5.50	99	2	2	100	80
Caucasian	3	252.0	13.9	97	265.0	12.5	99	13	3.0	2.6	5.15	99	3	3	100	94
Hispanic	39	227.4	21.5	34	239.2	23.1	68	12	1.4	2.5	4.62	99	39	32	82	89
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

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Magnolia Science Academy 2

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	97	203.9	14.1	19	210.6	11.9	25	7	0.6	5.6	0.65	74	97	57	59	52
Asian	2	221.5	0.7	94	224.5	2.1	91	3	2.0	4.5	-0.88	19	2	1	50	46
Black, not Hispanic	7	206.3	12.3	29	214.7	13.4	46	8	3.2	5.4	1.71	96	7	4	57	63
Caucasian	7	203.3	15.2	17	207.3	11.9	12	4	3.0	5.6	-0.92	18	7	2	29	26
Hispanic	81	203.3	14.2	17	210.2	11.8	23	7	0.7	5.6	0.75	77	81	50	62	52
7	86	206.7	16.1	15	214.6	12.3	30	8	0.9	4.5	1.95	97	86	59	69	57
Asian	1	217.0		65	225.0		82	8		4.0	2.26	99	1	1	100	0
Black, not Hispanic	1	217.0		65	223.0		74	6		4.0	1.12	87	1	1	100	0
Caucasian	2	213.5	14.8	46	212.0	14.1	19	-1	0.5	4.2	-3.25	1	2	0	0	21
Hispanic	82	206.3	16.3	14	214.5	12.4	29	8	1.0	4.5	2.11	98	82	57	70	57
8	97	210.6	15.6	17	217.3	13.0	29	7	0.8	4.0	1.33	91	97	60	62	57
Asian	3	225.3	10.4	82	230.3	10.0	87	5	2.0	3.3	0.85	80	3	2	67	57
Black, not Hispanic	4	197.8	21.1	1	206.8	9.0	3	9	6.1	4.7	2.15	98	4	3	75	68
Caucasian	3	218.0	8.5	50	225.0	1.0	67	7	5.2	3.6	1.66	95	3	2	67	68
Hispanic	87	210.4	15.3	17	217.1	13.0	28	7	0.8	4.0	1.32	91	87	53	61	56
9	47	211.9	17.6	23	219.7	15.1	43	8	1.5	2.8	2.50	99	47	32	68	66
Asian	2	224.5	7.8	72	228.5	10.6	78	4	2.0	2.2	0.89	81	2	2	100	60
Hispanic	45	211.3	17.8	21	219.3	15.3	41	8	1.5	2.9	2.59	99	45	30	67	66
10	58	216.9	15.3	30	223.0	12.6	48	6	1.2	2.2	2.35	99	58	40	69	63
Asian	5	228.6	9.3	80	232.6	11.9	86	4	2.3	1.8	1.36	91	5	3	60	56
Black, not Hispanic	1	214.0		19	219.0		29	5		2.3	1.61	95	1	1	100	0
Caucasian	4	232.0	8.4	89	237.0	4.2	95	5	4.8	1.6	2.05	98	4	3	75	75
Hispanic	48	214.5	15.2	21	220.9	12.2	38	6	1.4	2.3	2.48	99	48	33	69	62

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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District: Magnolia Public Schools

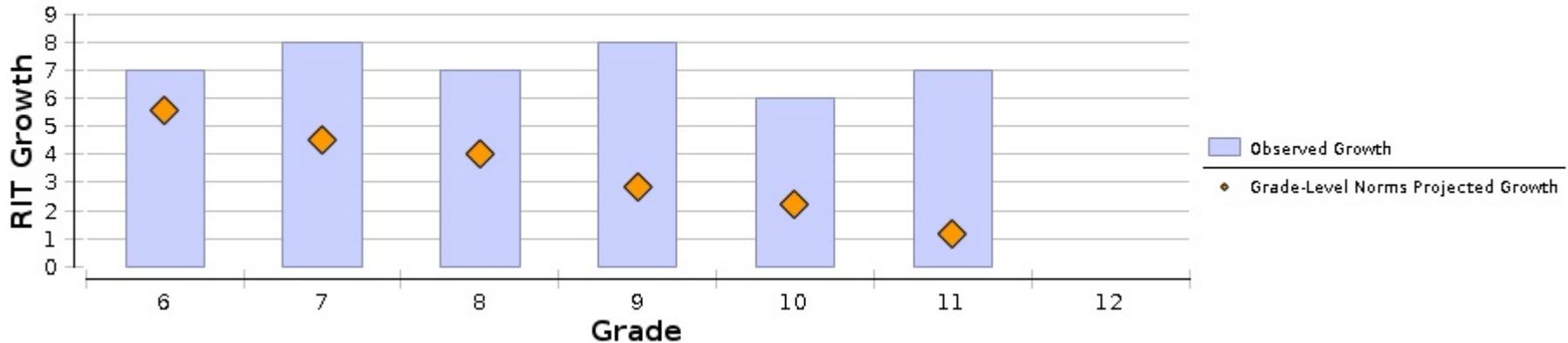
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Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
11	47	222.9	18.5	47	229.9	13.3	73	7	1.7	1.2	2.66	99	47	30	64	65	
Asian	3	230.0	19.3	79	230.3	20.0	75	0	1.8	1.1	-0.35	36	3	1	33	44	
Black, not Hispanic	2	216.0	32.5	18	224.5	20.5	49	9	8.5	1.3	3.28	99	2	1	50	72	
Caucasian	3	232.3	14.7	86	231.3	8.5	79	-1	3.6	1.0	-0.93	18	3	1	33	50	
Hispanic	39	222.0	18.5	43	230.0	13.3	74	8	1.9	1.2	3.11	99	39	27	69	73	
12	0	**			**			**					**				

Language Arts: Reading



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DRAFT
2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 3

Table of Contents

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- a. Progress Towards Meeting Measurable Pupil Outcomes
- b. Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)
- c. Compliance and Technical Assistance

III. Appendices

- a. 2022-2023 Internal Data (i.e. Benchmarks, IAB, verified data – NWEA, iReady Star Renaissance, etc)
- b. Other information as needed

I. Status Update for 2022-2023

RECEIVED PBIS SILVER RECOGNITION FROM STATE OF CALIFORNIA

POSITIVE EDUCATIONAL PARTNER SURVEY RESULTS

86% STAFF SATISFACTION RATE

96% FAMILY SATISFACTION RATE

73% STUDENT SATISFACTION RATE

TEACHER RETENTION RATE OF 74%. 6% IMPROVEMENT FROM PREVIOUS YEAR

COLLEGE GOING RATE OF 77.3% (CLASS OF 2021)

INCREASE IN DUAL ENROLLMENT COURSES- 4 college courses offered.

NEW PARTNERSHIP WITH HARBOR COLLEGE

STEAM FOCUSED DUAL ENROLLMENT CLASSES (ENV. SCIENCE, ART, STATISTICS)

NWEA POSITIVE CGI FOR ELA READING AND MATHEMATICS 2.48 in Math and 1.09 in ELA.

STEAM EXPO (MPS STUDENTS SHOWCASE THEIR STEAM PROJECTS).

SCIENCE OLYMPIAD TEAM, MATHCOUNTS, AMC

KIDS IN THE SPOTLIGHT MOVIE PRODUCTION CLUB STEAM RELATED FIELD TRIPS

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 84%	Yes

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 32.66%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 33.08%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 17.39%</p> <p>-African American: 29.49%</p> <p>-Asian: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 32.74%</p> <p>Native Hawaiian/Pacific Islander Students: *</p> <p>Students of Two or More Races: *</p> <p>-White: *</p>	No
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 58.5% -English Learners: 60.00% -Socioeconomically Disadvantaged: 56.2% -Foster Youth: * -Students with Disabilities: 60.00% -African American: 62.3% -Asian: * -Filipino: * -Hispanic: 56.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	No
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 8.50%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 10.45%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 6.41%</p> <p>-Asian Students: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 9.64%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 63.1%</p> <p>-English Learners: 58.8%</p> <p>-Socioeconomically Disadvantaged: 63.4%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 65.6%</p> <p>-African American: 62.5%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 63.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	Yes
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-23: (2023 Dashboard): 68.0%</p>	Yes

19	4	Outcome #11: EL students will be reclassified annually.	Desired Outcome for 2022-2023: Maintain 2021 ELPAC Percentage of Students Level 4: 16.6% Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: 16.00%	Yes
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 4.1%	No
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: ≥5% Outcome for 2022-2023: (As of 5/12/23) 10%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 98%	No
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	No
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥4 Outcome for 2022-2023: (As of 5/12/23) 3	Yes

38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 8	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 15	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 12.9%	No
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 90.48%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 33.9%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 2.0%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 94.0%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 6.8%	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2022-2023: Students: 98.1% Families: 78.7% Staff: 100.0%	No

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-2023: 0%	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: N/A	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2022-2023: Daily Outcome for 2022-2023: Daily	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 0	No
57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2022-2023: 50% Outcome for 2022-2023: 48%	No
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-2023: 100%	Yes

59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
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Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 74%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023-24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8%	No
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	No

7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023-24: 100% Year 1 Outcome: (As of 5/13/22): 41% Year 2 Outcome: 2022-23: (As of 5/12/23) 83%	No
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 84%	Yes
11	8	Average Lexile Growth (L) from fall to spring (Source: myON)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Yes

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Foster Youth: * -Students with Disabilities: 17.39% -African American: 29.49% -Asian: * -Filipino Students: * -Hispanic: 32.74% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: * 	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below standard -Homeless: 31.9 points below standard 	No

- African American: 47.6 points below standard
- Hispanic: 34.1 points below standard

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 34.0 points below standard
- English Learners: 76.0 points below standard
- Socioeconomically Disadvantaged: 30.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Homeless: 24.0 points below standard
- African American: 40.0 points below standard
- Hispanic: 27.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 60.1%
- English Learners: 76.9%
- Students with Disabilities: 50.0%
- Hispanic: 65.0%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 40.2 points below standard
- English Learners: 117.8 points below standard
- Socioeconomically Disadvantaged: 41.8 points below standard
- Students with Disabilities: 119.4 points below standard
- African American: 37.9 points below standard
- Hispanic: 47.6 points below standard

			-White: *	
14	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 58.5%</p> <p>-English Learners: 60.00%</p> <p>-Socioeconomically Disadvantaged: 56.2%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 60.00%</p> <p>-African American: 62.3%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 56.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No

15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 8.50%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 10.45%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 6.41%</p> <p>-Asian Students: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 9.64%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 89.6 points below standard</p> <p>-English Learners: 129.5 points below standard</p> <p>-Socioeconomically Disadvantaged: 87.1 points below standard</p> <p>-Students with Disabilities: 184.4 points below standard</p> <p>-Homeless: 86.0 points below standard</p>	No

- African American: 99.8 points below standard
- Hispanic: 81.0 points below standard

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 81.0 points below standard
- English Learners: 110.0 points below standard
- Socioeconomically Disadvantaged: 79.0 points below standard
- Students with Disabilities: 125.0 points below standard
- Homeless: 79.0 points below standard
- African American: 90.0 points below standard
- Hispanic: 73.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 60.7%
- English Learners: 50.0%
- Students with Disabilities: 65.0%
- Hispanic: 64.4%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 109.5 points below standard
- English Learners: 156.8 points below standard
- Socioeconomically Disadvantaged: 106.8 points below standard
- Students with Disabilities: 175.1 points below standard
- African American: 120.7 points below standard
- Hispanic: 104.2 points below standard

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>-White: *</p> <p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 63.1% -English Learners: 58.8% -Socioeconomically Disadvantaged: 63.4% -Foster Youth: * -Students with Disabilities: 65.6% -African American: 62.5% -Asian: * -Filipino: * -Hispanic: 63.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	Yes
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-23: (2023 Dashboard): 68.0%</p>	Yes

19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: Maintain</p> <p>2021 ELPAC Percentage of Students Level 4: 16.6%</p> <p>Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: 16.00%</p>	Yes
20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00</p>	No

21	4	<p>Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0%</p> <p>2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p>	No
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p> <p>Year 2 Outcome: 2022-23: 48.0%</p>	No
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p>	No
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p>	No

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 4.1%	No
26	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 15.6% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 28% Year 2 Outcome: 2022-23: (As of 5/12/23) 14.3%	No
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 13.6% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4% Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3%	No

29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 27.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 36%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 38.3%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4%</p>	No
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p>	No

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p>	No
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 62.8%</p> <p>Desired Outcome for 2023-24: Class of 2021: 75.0%</p> <p>Year 1 Outcome: Class of 2019 76.1%</p> <p>Year 2 Outcome: Class of 2020 54.7%</p>	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2022-2023: $\geq 5\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 10%</p>	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 98%</p>	No

36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	No
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 8	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 15	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 12.9%	No
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 90.48%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 33.9%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 2.0%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 94.0%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 6.8%	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 98.1% Families: 78.7% Staff: 100.0%</p>	No
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	No
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0%</p>	No

Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2022-2023	2023-2024 Improvement Plan and Current Status
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	<p>We've transitioned towards offering more college courses, with a selection of 15 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings.</p> <p>In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.</p>

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 59% White Students: 55%</p> <p>Outcome for 2022-2023: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Foster Youth: * -Students with Disabilities: 17.39% -African American: 29.49% -Asian: * -Filipino Students: * -Hispanic: 32.74% Native Hawaiian/Pacific Islander Students: * Students of Two or More Races: * -White: *</p>	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.</p>
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 58.5% -English Learners: 60.00% -Socioeconomically Disadvantaged: 56.2% -Foster Youth: * -Students with Disabilities: 60.00% -African American: 62.3% -Asian: * -Filipino: * -Hispanic: 56.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	<p>We are within a mere 1.5% of reaching our target goal, indicating significant progress.</p> <p>To ensure we achieve this goal, we've collaborated with our Special Education and English Language (EL) departments to implement small group testing. This approach allows for more personalized attention and support, particularly for students facing challenges in traditional classroom settings.</p> <p>Our focus on providing small groups reflects our intentionality in meeting the diverse needs of our student body.</p> <p>Furthermore, we've introduced Power English classes dedicated to enhancing reading and writing strategies. The administrative team actively oversees these classes, ensuring alignment with best practices and instructional goals for the current academic year.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Foster Youth: * -Students with Disabilities: 0.00% -African American: 6.41% -Asian Students: * -Filipino Students: * -Hispanic: 9.64% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance.</p> <p>In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department.</p> <p>This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness.</p> <p>MPS has recently adopted a new Math curriculum, currently utilizing HMH materials.</p> <p>Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills.</p>
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25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 4.1%	We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests. Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising. Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 98%	We recently welcomed a new student who joined us in 12th grade. Typically, our computer science curriculum is offered in the 11th grade. However, we've encountered a situation where some foster youth, who are eligible for foster youth graduation requirements, opt out of the computer science class. For all other students, taking a Computer Science class is mandatory as part of their graduation requirements."
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	We had some students who had difficulty purchasing the poster boards. This year, we purchased the poster board for the students to bring this 90% to 100%.

41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2022-2023: $\geq 25\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 12.9%</p>	<p>Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises.</p> <p>In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering greater engagement with families.</p>
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.48%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences.</p> <p>As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year."</p>
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 33.9%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives.</p> <p>Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 2.0%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 94.0%</p>	<p>The administration team is actively collaborating with students facing credit deficiency challenges.</p> <p>We created a student centered tracker to effectively monitor student progress.</p> <p>We extend invitations to after-school tutoring sessions, Saturday school, and provide additional support during flexible times in their schedules.</p>

47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 6.8%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 98.1% Families: 78.7% Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe.</p> <p>To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: ≥90%</p> <p>Outcome for 2022-2023: 0%</p>	<p>With the removal of the SAT test requirement for UC and CSU applications, MSA-3 has decided to discontinue offering the PSAT test. Instead, we are placing greater emphasis on our students' dual enrollment passing rate, A-G completion rate, and overall college and career readiness.</p>

53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: N/A	With the removal of the SAT test requirement for UC and CSU applications, MSA-3 has decided to discontinue offering the PSAT test. Instead, we are placing greater emphasis on our students' dual enrollment passing rate, A-G completion rate, and overall college and career readiness.
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 0	At MSA-3, we regularly hold PAC, ELAC and Coffee with admin meetings to engage with parents. While we've made efforts to establish a Parent Teacher Forum (PTF), the post-COVID era presented challenges in bringing parents to the school. To foster a more inclusive school environment, MSA-3 will conduct PTF elections next school year."

57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2022-2023: 50% Outcome for 2022-2023: 48%	<p>Despite our efforts, we were unable to achieve the desired outcome of 50% college preparedness.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English and math departments to enhance its functionality and effectiveness in addressing student needs.</p>
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: (Spring 2020 to Fall 2020): 83.0%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82%</p> <p>Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 74%</p>	<p>We're currently experiencing a shortage of teachers in critical areas such as Math, Science, and Special Education. To address this challenge, we're actively supporting staff through various avenues. This includes assisting them with Personal Improvement Plans (PIP), Short-Term Staff Permits (STSP), and waivers to obtain preliminary or clear credentials.</p> <p>Moreover, we're enhancing teacher support by implementing strategies such as Instructional Rounds, coaching sessions, informal observations, professional development workshops, and SEL training. Additionally, we've partnered with CARESolace to offer mental health support for our staff.</p> <p>Administrators are conducting one-on-one check-ins to provide coaching and gather feedback, particularly regarding the adjustments needed in post-COVID classrooms. We're also leveraging anonymous surveys and educational partner feedback to adapt our practices and improve teacher retention.</p> <p>Furthermore, we've established tuition reimbursement programs to assist teachers in covering credentialing and advanced degree costs. Additionally, we've recently redesigned the staff lounge, offering snacks and coffee to provide a refreshing environment for staff throughout the day.</p>
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5	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 98.5%</p> <p>Desired Outcome for 2023–24: 96.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8%</p>	<p>The administrative team is actively increasing their presence in classrooms to offer support to our teachers.</p> <p>We've strategically crafted the academic calendar to incorporate minimum days before major holidays, aiming to minimize staff absences.</p> <p>MPS is currently planning to offer additional compensation for unused sick days during the 2024-2025 school year. We anticipate that this incentive will encourage teachers to take fewer sick days.</p>
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-23: (As of 5/12/23) 80%</p>	<p>We've transitioned towards offering more college courses, with a selection of 15 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings.</p> <p>In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.</p>
9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	<p>Baseline: (As of 5/7/21): 79%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: (As of 5/13/22): 41%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83%</p>	<p>We are strategically checking one by one who has not been observed this year.</p> <p>We are at 49% for the first semester.</p> <p>We will be able to make 100% this year with this intentional check on this.</p>

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 59% White Students: 55%</p> <p>Outcome for 2022-2023: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Foster Youth: * -Students with Disabilities: 17.39% -African American: 29.49% -Asian: * -Filipino Students: * -Hispanic: 32.74% Native Hawaiian/Pacific Islander Students: * Students of Two or More Races: * -White: *</p>	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.</p>
13	4	<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below</p>	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented</p>

standard

- Homeless: 31.9 points below standard
- African American: 47.6 points below standard
- Hispanic: 34.1 points below standard

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 34.0 points below standard
- English Learners: 76.0 points below standard
- Socioeconomically Disadvantaged: 30.0 points below standard
- Students with Disabilities: 100.0 points below standard
- Homeless: 24.0 points below standard
- African American: 40.0 points below standard
- Hispanic: 27.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 60.1%
- English Learners: 76.9%
- Students with Disabilities: 50.0%
- Hispanic: 65.0%

incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.

To further reinforce these goals, we've made them visible to students through the creation of goal posters.

Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.

-White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

-All Students: 40.2 points below standard

-English Learners: 117.8 points below standard

-Socioeconomically Disadvantaged: 41.8 points below standard

-Students with Disabilities: 119.4 points below standard

-African American: 37.9 points below standard

-Hispanic: 47.6 points below standard

-White: *

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 58.5% -English Learners: 60.00% -Socioeconomically Disadvantaged: 56.2% -Foster Youth: * -Students with Disabilities: 60.00% -African American: 62.3% -Asian: * -Filipino: * -Hispanic: 56.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	<p>We are within a mere 1.5% of reaching our target goal, indicating significant progress.</p> <p>To ensure we achieve this goal, we've collaborated with our Special Education and English Language (EL) departments to implement small group testing. This approach allows for more personalized attention and support, particularly for students facing challenges in traditional classroom settings.</p> <p>Our focus on providing small groups reflects our intentionality in meeting the diverse needs of our student body.</p> <p>Furthermore, we've introduced Power English classes dedicated to enhancing reading and writing strategies. The administrative team actively oversees these classes, ensuring alignment with best practices and instructional goals for the current academic year.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% African American Students: 55% Asian Students: 55% Filipino Students: 55% Latino Students: 55% Native Hawaiian/Pacific Islander Students: 55% Students of Two or More Races: 55% White Students: 55%</p> <p>Outcome for 2022-2023: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Foster Youth: * -Students with Disabilities: 0.00% -African American: 6.41% -Asian Students: * -Filipino Students: * -Hispanic: 9.64% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: *</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance.</p> <p>In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department.</p> <p>This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness.</p> <p>MPS has recently adopted a new Math curriculum, currently utilizing HMH materials.</p> <p>Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills.</p>
16	4	<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below</p>	<p>We've provided support and collaborated closely with teachers under waivers to ensure their success.</p> <p>To enhance student achievement in Math, we've made deliberate hiring decisions within the Math department.</p> <p>This year, we've reevaluated and adjusted</p>

standard

- Homeless: 86.0 points below standard
- African American: 99.8 points below standard
- Hispanic: 81.0 points below standard

Desired Outcome for 2023–24:

2022-23: (2023 Dashboard)

- All Students: 81.0 points below standard
- English Learners: 110.0 points below standard
- Socioeconomically Disadvantaged: 79.0 points below standard
- Students with Disabilities: 125.0 points below standard
- Homeless: 79.0 points below standard
- African American: 90.0 points below standard
- Hispanic: 73.0 points below standard

Year 1 Outcome: 2021-22:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 60.7%
- English Learners: 50.0%
- Students with Disabilities: 65.0%
- Hispanic: 64.4%

grade-level assignments for teachers to optimize instructional effectiveness.

MPS has recently adopted a new Math curriculum, currently utilizing materials from HMH.

Moreover, MPS has transitioned back to a traditional Math pathway, focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to hone in on specific Math skills.

In addition, we're conducting Math Interim Assessment Blocks (IABs) in a purposeful manner, with both the administrative team and teachers analyzing the data to make informed adjustments to their teaching strategies.

-White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

-All Students: 109.5 points below standard

-English Learners: 156.8 points below standard

-Socioeconomically Disadvantaged: 106.8
points below standard

-Students with Disabilities: 175.1 points below
standard

-African American: 120.7 points below standard

-Hispanic: 104.2 points below standard

-White: *

20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00</p>	<p>The administrative team is collaborating closely with Science teachers to provide students with effective testing strategies.</p> <p>To familiarize students with the question types and styles, we plan to administer CAST IABs.</p> <p>Monthly meetings between the Science department and the TOSA chair allow for alignment of practices and mutual learning.</p> <p>To mitigate testing fatigue, we've decided to administer CAST tests with 10th graders, as 11th graders will already be taking SBAC Math and ELA assessments.</p>
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21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0%</p> <p>2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p>	<p>MSA-3 has expanded its offerings this year by providing 15 college courses through a partnership with LA Harbor College. This initiative aims to positively impact students, helping them fulfill critical criteria for their academic advancement.</p> <p>To ensure students are effectively progressing towards their goals, the administrative team is closely monitoring their academic journey. This includes creating trackers to monitor A-G completion, progress in college courses, and measurable pupil outcomes (MPOs) to enhance the percentage of students meeting College Career Indicators (CCI) status.</p>
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p> <p>Year 2 Outcome: 2022-23: 48.0%</p>	<p>Recognizing a lack of student engagement with testing, we've implemented strategies this year to boost motivation. Collaborating with teachers, we've set clear goals and introduced incentives and rewards for students. To enhance visibility, we've displayed these goals prominently through posters.</p> <p>Furthermore, we've undertaken structural changes within the English department to improve its functionality and effectiveness.</p> <p>I'm delighted to report that we've successfully achieved our goal in the ELA subgroup for African American students.</p>
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23	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p>	<p>We've worked closely with teachers under waivers, alongside intentional hiring efforts within the Math department to elevate student achievement.</p> <p>In the ongoing pursuit of improvement, we've reassigned teachers to specific grade levels this year.</p> <p>Moreover, MPS has adopted a new Math curriculum from HMH, reverting to the traditional pathway of Algebra and Geometry. This transition empowers teachers to focus more profoundly on specific mathematical skills.</p>
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24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests.</p> <p>Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams.</p> <p>Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p> <p>Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.</p>
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 4.1%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests.</p> <p>Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p> <p>Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.</p>

26	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 15.6%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 28%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 14.3%</p>	<p>We have partnered with LA Harbor college to offer more dual enrollment classes.</p> <p>We have 15 college courses this year. We are confident that more students will qualify in this area since they will have taken college courses this year and upcoming year.</p>
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 13.6%</p> <p>Desired Outcome for 2023-24: 20.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 4%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3%</p>	<p>AP was a challenge because we had a small number of Spanish classes that we can't group them with their Spanish levels.</p> <p>To overcome this challenge, We are offering College level Spanish for more students to be eligible for SSB.</p> <p>80% of students who took the college level Spanish class passed the class.</p>
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4%</p>	<p>Our senior class is the one that got hit during their 8t grade years with the pandemic.</p> <p>We are providing a lot of academic, SEL support to this group. Our data may not look good this year as well.</p> <p>However, we are confident, with providing those support, we will have better results in the 24-25 school year.</p>

31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p>	<p>We're deeply engaged with our seniors, ensuring ample resources are available to support their post-secondary plans. This includes hosting parent information nights and inviting guest speakers to discuss college options and career pathways.</p> <p>Notably, we've observed a trend among some students opting for non-technical career paths such as the military or barbering schools.</p> <p>Recognizing the importance of providing diverse opportunities, MSA-3 is actively seeking a Career Technical Education (CTE) pathway to guide students towards lucrative and fulfilling careers.</p> <p>Currently, our focus is on developing pathways in Digital Arts or Computer Science to meet the needs and aspirations of our students.</p>
32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p>	<p>We're deeply engaged with our seniors, ensuring ample resources are available to support their post-secondary plans. This includes hosting parent information nights and inviting guest speakers to discuss college options and career pathways. Notably, we've observed a trend among some students opting for non-technical career paths such as the military or barbering schools.</p> <p>Recognizing the importance of providing diverse opportunities, MSA-3 is actively seeking a Career Technical Education (CTE) pathway to guide students towards lucrative and fulfilling careers. Currently, our focus is on developing pathways in Digital Arts or Computer Science to meet the needs and aspirations of our students."</p>

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 98%	We recently welcomed a new student who joined us in 12th grade. Typically, our computer science curriculum is offered in the 11th grade. However, we've encountered a situation where some foster youth, who are eligible for foster youth graduation requirements, opt out of the computer science class. For all other students, taking a Computer Science class is mandatory as part of their graduation requirements."
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	We had some students who had difficulty purchasing the poster boards. This year, we purchased the poster board for the students to bring this 90% to 100%.
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 12.9%	Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises. In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering greater engagement with families.

42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.48%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences.</p> <p>As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year."</p>
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 33.9%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives.</p> <p>Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 2.0%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 94.0%</p>	<p>The administration team is actively collaborating with students facing credit deficiency challenges.</p> <p>We created a student centered tracker to effectively monitor student progress.</p> <p>We extend invitations to after-school tutoring sessions, Saturday school, and provide additional support during flexible times in their schedules.</p>

47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 6.8%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 98.1% Families: 78.7% Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

50	6	<p>Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.</p>	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe.</p> <p>To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
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51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0%</p>	<p>We have enriched the MSA-3 experience by incorporating CIF sports and dual enrollment classes, providing students with added value that encourages their continued participation in our community.</p> <p>Moreover, we've bolstered our support network by enhancing Social-Emotional Learning (SEL) initiatives through assemblies and wraparound services, such as comprehensive college counseling. These SEL supports are instrumental in helping students navigate post-secondary prospects and effectively manage the mental health challenges they encounter.</p>
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Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
1. Differentiated Assistance (DA)	No	
2. Comprehensive Support and Improvement (CSI)	No	
3. Targeted Support and Improvement (TSI)	No	
4. Additional Targeted Support & Improvement (ATSI)	Yes	Magnolia Science Academy 3 met the criteria and qualified for ATSI for the Suspension criteria for the Students with Disabilities (SWD) subgroup. Goal 4 Action 3: We will get more PBIS and SEL support from organizations to properly support our students with special needs. Through this services, we are planning to bring down our suspension rates. The students with special needs have equitable access to all of the resources at MSA 3; as a result, resource inequities for the students with special needs do not occur.
5. Targeted Assistance School (TAS)	No	
6. Williams Complaint (Williams)	No	

7. Federal Program Monitoring (FPM)	No	
8. Performance Indicator Review (PIR)	No	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

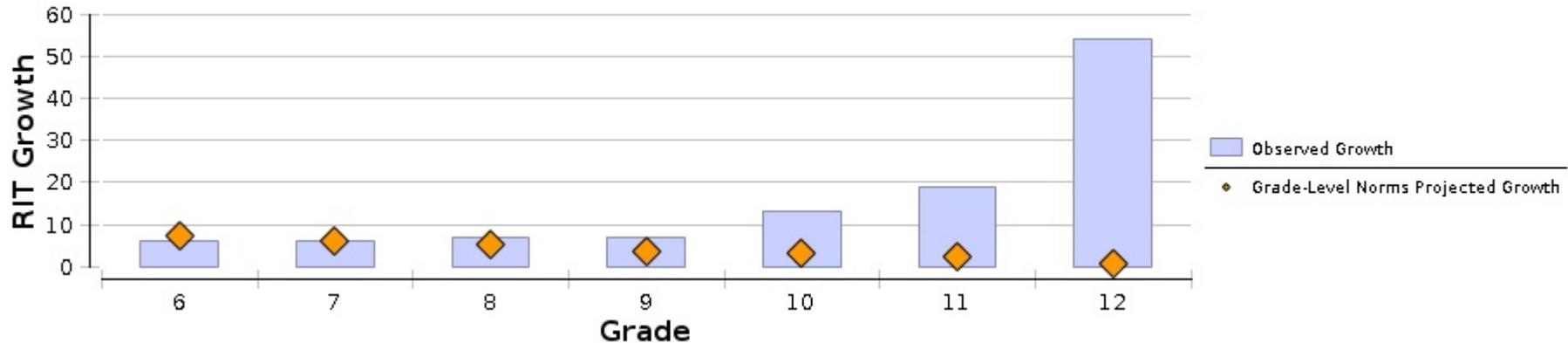
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	28	203.2	14.6	7	209.1	11.7	5	6	1.8	7.5	-0.72	24	28	10	36	43
7	66	208.9	14.3	10	214.9	14.1	10	6	1.0	6.0	-0.02	49	66	33	50	47
8	46	213.8	13.8	13	220.3	14.6	16	7	1.4	5.2	0.54	70	46	26	57	54
9	53	218.7	14.8	22	225.8	17.3	34	7	1.2	3.6	1.81	96	53	36	68	68
10	54	215.2	16.0	9	228.1	20.5	34	13	2.2	3.2	4.80	99	54	40	74	80
11	43	217.0	16.2	8	236.3	22.7	58	19	3.0	2.5	8.37	99	43	38	88	91
12	1	219.0		10	273.0		99	54		0.9	24.84	99	1	1	100	0

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

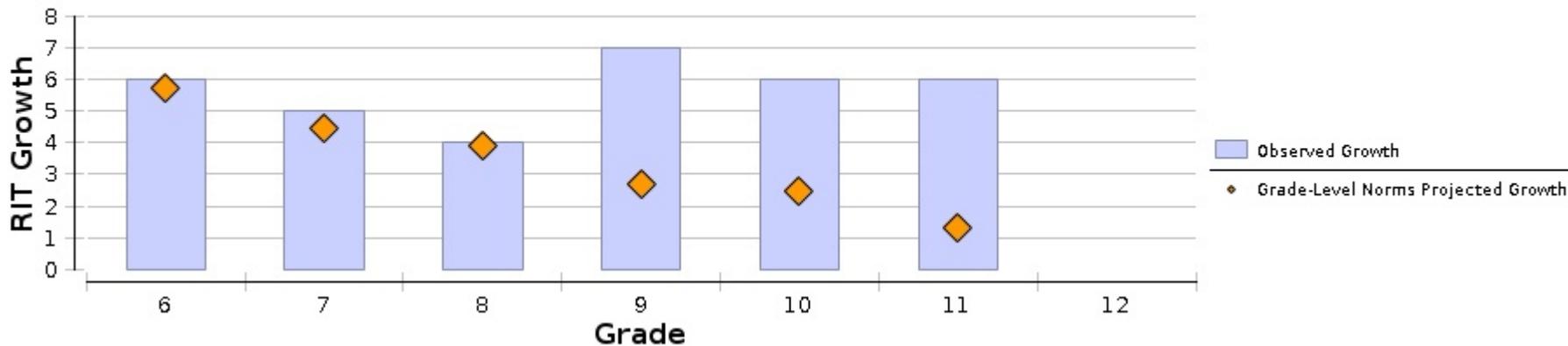
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	28	201.4	13.9	11	207.5	12.9	13	6	2.0	5.7	0.22	59	28	15	54	57
7	67	207.6	15.5	18	212.7	15.4	21	5	1.3	4.4	0.37	64	67	37	55	54
8	45	212.8	13.1	25	216.5	12.0	25	4	1.2	3.9	-0.10	46	45	27	60	51
9	55	215.0	15.6	34	222.1	13.2	53	7	1.0	2.7	2.22	99	55	39	71	73
10	53	211.3	15.6	12	217.0	14.9	22	6	1.3	2.4	1.97	98	53	33	62	60
11	48	216.9	15.0	21	222.4	12.7	39	6	1.3	1.3	1.92	97	48	27	56	65
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against																								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms																				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile																	
6																	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	3	193.3	11.8	1	200.0	10.4	1	7	0.9	6.9	-0.10	46	3	1	33	43																	
Free and Reduced Lunch (FRL)	23	202.1	11.8	5	207.9	10.8	4	6	1.7	7.4	-0.74	23	23	6	26	38																	
Special Education (SPED)	4	198.8	12.7	2	199.5	5.4	1	1	3.9	7.2	-2.97	1	4	1	25	23																	
7																	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	5	195.4	18.0	1	208.0	14.7	2	13	3.7	5.5	3.49	99	5	3	60	81																	
Free and Reduced Lunch (FRL)	46	209.2	14.1	10	214.5	14.6	9	5	1.2	6.0	-0.36	36	46	23	50	47																	
Special Education (SPED)	6	193.8	23.3	1	202.5	14.1	1	9	5.7	5.4	1.62	95	6	3	50	59																	
8																	Statistics cannot be aggregated above the program level																
English Language Learner (ELL)	1	195.0		1	185.0		1	-10		4.9	-6.18	1	1	0	0	0																	
Free and Reduced Lunch (FRL)	36	214.7	12.7	15	220.8	14.7	17	6	1.7	5.2	0.36	64	36	21	58	54																	
Special Education (SPED)	4	195.5	9.7	1	205.0	10.6	1	10	3.9	4.9	1.90	97	4	3	75	82																	
9																	Statistics cannot be aggregated above the program level																

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	5	208.4	10.3	4	214.0	12.6	6	6	5.4	3.6	1.03	85	5	3	60	60
Free and Reduced Lunch (FRL)	40	219.6	15.2	25	227.7	17.5	41	8	1.4	3.6	2.33	99	40	29	73	69
Special Education (SPED)	7	212.3	13.5	8	219.4	16.0	15	7	1.9	3.6	1.81	96	7	6	86	73
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	2	200.5	14.8	1	212.5	6.4	3	12	6.0	3.1	4.42	99	2	2	100	80
Free and Reduced Lunch (FRL)	38	214.2	13.1	7	227.2	20.0	31	13	2.5	3.2	4.85	99	38	29	76	82
Special Education (SPED)	4	207.8	14.5	2	211.3	17.5	2	4	4.2	3.1	0.18	57	4	1	25	30
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	182.0		1	190.0		1	8		2.3	2.84	99	1	1	100	0
Free and Reduced Lunch (FRL)	30	218.2	17.9	10	238.9	24.5	67	21	4.1	2.5	9.06	99	30	27	90	92
Special Education (SPED)	7	207.9	12.2	1	221.1	17.0	11	13	3.2	2.4	5.36	99	7	7	100	93
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	1	219.0		10	273.0		99	54		0.9	24.84	99	1	1	100	0
Free and Reduced Lunch (FRL)	1	219.0		10	273.0		99	54		0.9	24.84	99	1	1	100	0

Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	3	189.7	20.6	1	202.3	6.1	3	13	14.7	6.4	3.57	99	3	1	33	36
Free and Reduced Lunch (FRL)	23	199.8	13.3	7	205.7	11.5	8	6	2.3	5.8	0.06	52	23	11	48	36
Special Education (SPED)	4	191.5	16.2	1	198.5	10.5	1	7	11.6	6.3	0.41	66	4	1	25	16
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	191.5	18.0	1	196.8	19.2	1	5	9.6	5.2	0.08	53	6	2	33	34
Free and Reduced Lunch (FRL)	47	207.9	15.1	19	213.0	16.4	23	5	1.3	4.4	0.38	65	47	24	51	56
Special Education (SPED)	6	200.3	14.9	3	203.7	19.7	2	3	7.6	4.8	-0.78	22	6	4	67	78
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	188.0		1	203.0		1	15		5.1	4.88	99	1	1	100	0
Free and Reduced Lunch (FRL)	35	212.7	11.6	25	216.9	11.2	27	4	1.2	3.9	0.14	56	35	21	60	51
Special Education (SPED)	4	200.8	11.4	1	208.8	8.1	5	8	3.2	4.5	1.73	96	4	3	75	55
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
 Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events [‡]	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	5	194.4	8.8	1	210.2	7.1	11	16	2.2	3.7	6.11	99	5	5	100	86
Free and Reduced Lunch (FRL)	42	214.9	15.7	34	222.5	13.0	55	8	1.2	2.7	2.47	99	42	30	71	76
Special Education (SPED)	7	212.7	14.4	26	220.3	14.2	45	8	3.8	2.8	2.42	99	7	4	57	83
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	3	199.3	7.2	1	215.7	13.7	17	16	9.7	2.9	8.17	99	3	2	67	99
Free and Reduced Lunch (FRL)	37	210.7	16.3	10	216.5	15.9	20	6	1.7	2.5	2.02	98	37	23	62	60
Special Education (SPED)	6	205.2	18.8	3	213.3	14.0	11	8	4.9	2.7	3.28	99	6	4	67	74
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	3	200.7	3.5	1	205.7	14.6	1	5	6.4	1.6	1.56	94	3	2	67	68
Free and Reduced Lunch (FRL)	35	216.0	15.1	18	220.5	13.1	31	5	1.7	1.3	1.45	93	35	17	49	50
Special Education (SPED)	8	208.0	10.1	3	211.5	15.8	6	4	3.3	1.5	0.93	82	8	5	63	71
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	28	203.2	14.6	7	209.1	11.7	5	6	1.8	7.5	-0.72	24	28	10	36	43
Black, not Hispanic	11	207.7	17.2	18	212.7	14.8	12	5	3.4	7.7	-1.25	11	11	4	36	44
Caucasian	1	204.0		8	199.0		1	-5		7.5	-5.71	1	1	0	0	0
Hispanic	15	199.5	13.1	3	206.2	8.4	3	7	2.1	7.3	-0.26	40	15	5	33	43
Multi-ethnic	1	208.0		19	222.0		46	14		7.7	2.85	99	1	1	100	0
7	66	208.9	14.3	10	214.9	14.1	10	6	1.0	6.0	-0.02	49	66	33	50	47
Black, not Hispanic	26	208.0	9.7	8	213.4	11.0	7	5	1.4	6.0	-0.29	39	26	14	54	47
Hispanic	38	208.7	16.8	9	214.7	15.2	10	6	1.4	6.0	-0.01	49	38	17	45	41
Multi-ethnic	2	224.0	1.4	67	239.5	3.5	92	16	3.5	6.7	4.30	99	2	2	100	89
8	46	213.8	13.8	13	220.3	14.6	16	7	1.4	5.2	0.54	70	46	26	57	54
Black, not Hispanic	20	208.6	14.5	5	215.7	14.3	8	7	2.1	5.1	0.82	79	20	12	60	53
Caucasian	1	219.0		27	229.0		45	10		5.3	1.95	97	1	1	100	0
Hispanic	25	217.9	12.3	23	223.7	14.3	26	6	1.8	5.3	0.22	59	25	13	52	54
9	53	218.7	14.8	22	225.8	17.3	34	7	1.2	3.6	1.81	96	53	36	68	68
Black, not Hispanic	17	217.6	11.8	19	222.5	13.5	23	5	1.9	3.6	0.67	75	17	12	71	52
Hispanic	36	219.2	16.2	23	227.3	18.9	39	8	1.5	3.6	2.33	99	36	24	67	70
10	54	215.2	16.0	9	228.1	20.5	34	13	2.2	3.2	4.80	99	54	40	74	80
Black, not Hispanic	16	208.8	14.4	2	219.1	19.0	10	10	3.9	3.1	3.54	99	16	11	69	66
Hispanic	36	218.4	16.4	15	232.4	20.6	50	14	2.9	3.2	5.32	99	36	27	75	84
Multi-ethnic	2	209.5	3.5	3	223.5	6.4	20	14	2.0	3.2	5.37	99	2	2	100	91
11	43	217.0	16.2	8	236.3	22.7	58	19	3.0	2.5	8.37	99	43	38	88	91

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

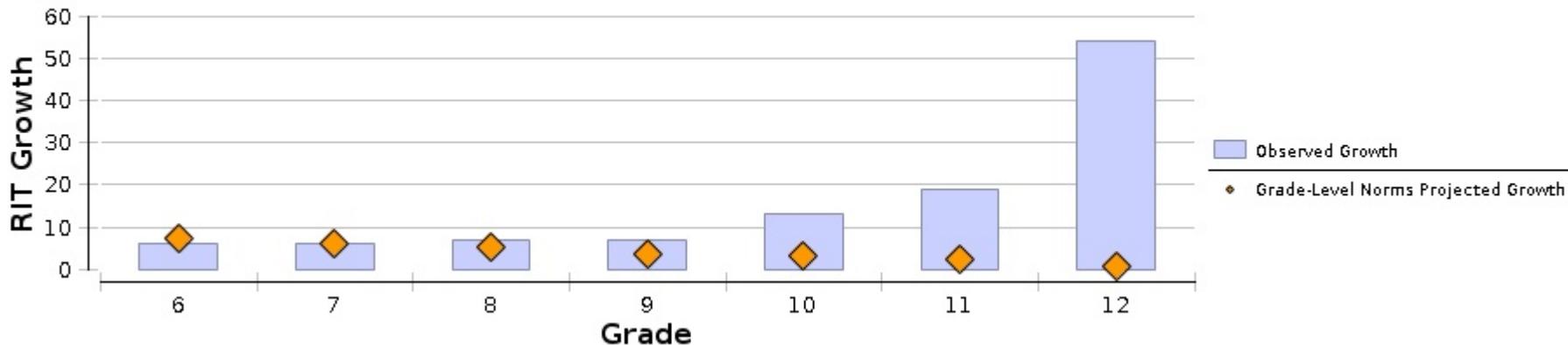
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Black, not Hispanic	14	212.9	16.9	4	231.2	17.5	39	18	6.0	2.4	7.88	99	14	12	86	90
Hispanic	26	218.8	15.2	11	240.7	24.1	73	22	3.6	2.5	9.65	99	26	25	96	92
Multi-ethnic	3	220.0	24.5	13	222.3	28.0	13	2	12.1	2.5	-0.08	47	3	1	33	15
12	1	219.0		10	273.0		99	54		0.9	24.84	99	1	1	100	0
Hispanic	1	219.0		10	273.0		99	54		0.9	24.84	99	1	1	100	0

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	28	201.4	13.9	11	207.5	12.9	13	6	2.0	5.7	0.22	59	28	15	54	57	
Black, not Hispanic	11	206.7	15.3	31	216.2	13.2	55	10	1.6	5.4	2.36	99	11	9	82	70	
Caucasian	1	194.0		1	188.0		1	-6		6.1	-6.98	1	1	0	0	0	
Hispanic	15	197.5	12.6	4	201.9	8.4	3	4	3.4	5.9	-0.88	19	15	5	33	29	
Multi-ethnic	1	210.0		49	217.0		59	7		5.2	1.03	85	1	1	100	0	
7	67	207.6	15.5	18	212.7	15.4	21	5	1.3	4.4	0.37	64	67	37	55	54	
Black, not Hispanic	26	206.9	13.0	16	214.4	11.9	29	8	1.8	4.5	1.72	96	26	18	69	64	
Hispanic	39	207.2	16.9	17	210.8	17.2	15	4	1.8	4.5	-0.49	31	39	18	46	41	
Multi-ethnic	2	225.0	12.7	93	228.5	9.2	92	4	2.5	3.7	-0.10	46	2	1	50	53	
8	45	212.8	13.1	25	216.5	12.0	25	4	1.2	3.9	-0.10	46	45	27	60	51	
Black, not Hispanic	21	208.3	12.4	11	211.9	10.4	10	4	1.8	4.1	-0.26	40	21	11	52	49	
Hispanic	24	216.8	12.5	44	220.5	12.0	44	4	1.5	3.7	0.00	50	24	16	67	62	
9	55	215.0	15.6	34	222.1	13.2	53	7	1.0	2.7	2.22	99	55	39	71	73	
Black, not Hispanic	18	214.8	13.4	33	220.6	12.1	47	6	1.5	2.7	1.56	94	18	12	67	66	
Hispanic	37	215.1	16.8	35	222.9	13.8	56	8	1.3	2.7	2.58	99	37	27	73	76	
10	53	211.3	15.6	12	217.0	14.9	22	6	1.3	2.4	1.97	98	53	33	62	60	
Black, not Hispanic	15	204.3	15.9	2	207.1	12.6	2	3	1.9	2.7	0.04	52	15	7	47	47	
Hispanic	37	213.9	14.9	19	220.6	14.1	36	7	1.7	2.3	2.64	99	37	25	68	63	
Multi-ethnic	1	223.0		57	233.0		87	10		2.0	4.87	99	1	1	100	0	
11	48	216.9	15.0	21	222.4	12.7	39	6	1.3	1.3	1.92	97	48	27	56	65	

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

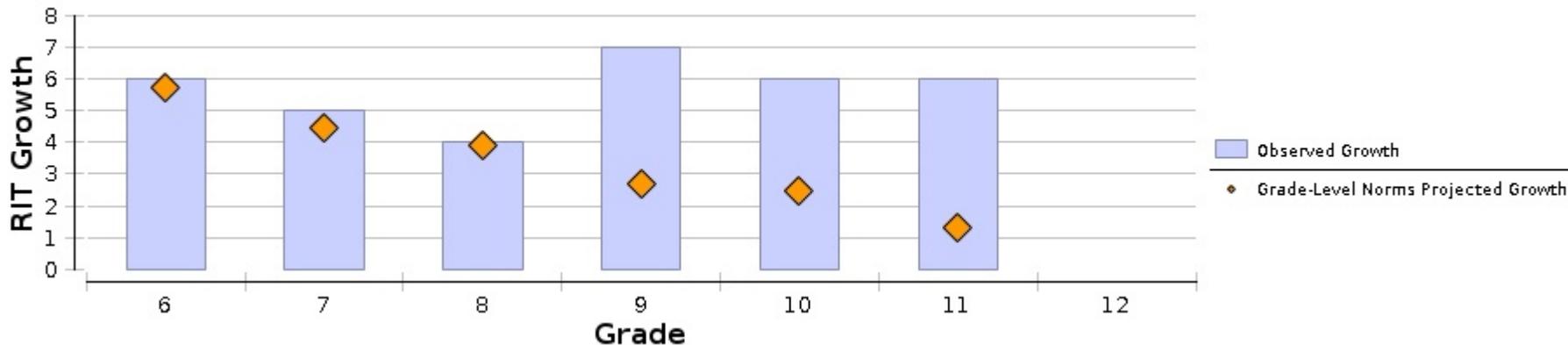
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Percentage of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Black, not Hispanic	15	215.9	18.0	17	223.1	10.4	42	7	3.0	1.3	2.69	99	15	10	67	72
Hispanic	30	217.4	14.1	23	222.3	14.2	39	5	1.5	1.3	1.65	95	30	15	50	58
Multi-ethnic	3	216.7	12.0	20	219.0	9.6	25	2	4.6	1.3	0.45	67	3	2	67	52
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT
2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 5

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I. Status Update for 2022-2023

Green Color for ELA on CA School Dashboard

Red Color for Chronic Absenteeism Rate (K-8) on CA School Dashboard

Selected for Community School Implementation Grant (CCSP)

Started a design and permit process for the new school site utilizing Prop-51 Funds

100% Graduation Rate in the graduating class

A Senior Class Student received the Congressional Award Gold Medal at the White House

MSA-5 started and remained fully staffed with credentialed teachers throughout the school year.

MSA-5 received the PBIS Gold Recognition status

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: 90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes

7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 80%	Yes
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% Outcome for 2022-2023:	No

			<ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * 	
13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -White: 60.00% 	No
15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p>	No

Students with Disabilities: Increase by 5 points compared to prior year

Asian Students: *

Latino Students: Increase by 5 points compared to prior year

White Students: *

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.

Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:

-All Students: 14.47%

-English Learners: 1.92%

-Students with Disabilities: 4.17%

-Hispanic: 13.48%

-White: 12.50%

Outcome for 2022-2023:

-All Students: 34.29%

-English Learners: 26.47%

-Socioeconomically Disadvantaged: 35.20%

-Foster Youth: *

-Students with Disabilities: 23.53%

-Asian: *

-Hispanic: 34.17%

-White: *

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 68.5%</p> <p>-English Learners: 70.0%</p> <p>-Socioeconomically Disadvantaged: 67.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 79.2%</p> <p>-Asian: *</p> <p>-Hispanic: 68.9%</p> <p>-White: 60.0%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	No
19	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p>	Yes
25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 11.1%</p>	No

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 90% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 19	Yes
40	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2022-2023: 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: 25% Outcome for 2022-2023: (As of 5/12/23) 43.3%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (P-2 ADA) 90.44%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: 1% Outcome for 2022-2023: (2023 Dashboard) 30.8%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (2023 Dashboard) 92.3%	Yes
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 3\%$ Outcome for 2022-2023: (2023 Dashboard) 2.3%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: 85% Parents: 55% Staff: 85% Outcome for 2022-2023: Students: 100.0% Families: 87.6% Staff: 100.0%	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	Desired Outcome for 2022-2023 Students: 65% Parents: 90% Staff: 85% Outcome for 2022-2023: Students: 68% Families: 96% Staff: 93%	Yes
52	4	Outcome #12: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 0%	No
53	4	Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 20% Outcome for 2022-2023: N/A	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	Desired Outcome for 2022-2023: Daily Outcome for 2022-2023: Daily	Yes
55	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: 7	Yes

Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

#	State Priority	Measurable Outcomes	School Reported Performance	Outcome Met?
1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: 90% Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 93.0% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.0% Desired Outcome for 2023-24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
8	2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes

9	2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 98% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 2022-23: (Second semester): 80%	Yes
14	8	Average Lexile Growth (L) from fall to spring (Source: myON)	This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24.	Yes
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09%	No

			<ul style="list-style-type: none"> -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * 	
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 11.5 points below standard -English Learners: 43.3 points below standard -Socioeconomically Disadvantaged: 13.1 points below standard -Students with Disabilities: 72.7points below standard -Homeless: 23.7 points below standard -Hispanic: 13.1 points below standard <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 5.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 7.0 points below standard -Students with Disabilities: 66.0 points below standard -Homeless: 17.0 points below standard -Hispanic: 7.0 points below standard <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to</p>	Yes

measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:

- All Students: 85.0%
- English Learners: 88.4%
- Students with Disabilities: 86.7%
- Hispanic: 86.9%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 0.5 points above standard
- English Learners: 54.2 points below standard
- Socioeconomically Disadvantaged: 3.4 points below standard
- Students with Disabilities: 35.9 points below standard
- Asian: *
- Hispanic: 2.7 points below standard
- White: *

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 72% English Learners: 37% Socioecon. Disadv./Low Income Students: 45% Foster Youth: * Students with Disabilities: 27% Asian Students: * Latino Students: 73% White Students: *</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -White: 60.00%</p>	No
15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p>	No

			<p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50%</p> <p>Outcome for 2022-2023: -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *</p>	
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points below standard -Students with Disabilities: 58.0 points below standard -Homeless: 26.2 points below standard -Hispanic: 21.6 points below standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 11.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 12.0 points below standard -Students with Disabilities: 50.0 points below standard</p>	No

- Homeless: 20.0 points below standard
- Hispanic: 15.0 points below standard

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 81.5%
- English Learners: 86.2%
- Students with Disabilities: 87.1%
- Hispanic: 79.8%
- White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)

- All Students: 49.4 points below standard
- English Learners: 52.1 points below standard
- Socioeconomically Disadvantaged: 49.4 points below standard
- Students with Disabilities: 69.8 points below standard
- Asian: *
- Hispanic: 53.3 points below standard
- White: *

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 69% English Learners: 32% Socioecon. Disadv./Low Income Students: 67% Foster Youth: * Students with Disabilities: 34% Asian Students: * Latino Students: 67% White Students: *</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.5% -English Learners: 70.0% -Socioeconomically Disadvantaged: 67.3% -Foster Youth: * -Students with Disabilities: 79.2% -Asian: * -Hispanic: 68.9% -White: 60.0%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	No
19	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p>	Yes

20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 16.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%</p>	No
21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5%</p>	No

22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22: 68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%</p> <p>Year 2 Outcome: 2022-23: 73.08%</p>	Yes
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 54.54%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p> <p>Year 2 Outcome: 2022-23: 62.96%</p>	Yes
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p>	No

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 11.1%	No
26	4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 8.7% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1% Year 2 Outcome: 2022-23: (As of 5/12/23) 55.6%	Yes
27	4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 94.4%	Yes
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 34.8% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 33.3% Year 2 Outcome: 2022-23 (CDE DataQuest): 28.6%	Yes

29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 39.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 48.6%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 34.8%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 50.0%</p>	Yes
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 78.0%</p> <p>Desired Outcome for 2023-24: 95.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 93%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 100%</p>	Yes

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 39.0%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 81%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 94%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: 2020-21: N/A</p> <p>Desired Outcome for 2023-24: Class of 2021: 50.0%</p> <p>Year 1 Outcome: Class of 2019: N/A Year 2 Outcome: Class of 2020: *</p>	Yes
34	7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 6%</p>	No

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 90% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 19	Yes
40	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2022-2023: 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: 25% Outcome for 2022-2023: (As of 5/12/23) 43.3%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (P-2 ADA) 90.44%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: 1% Outcome for 2022-2023: (2023 Dashboard) 30.8%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (2023 Dashboard) 92.3%	Yes
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤3% Outcome for 2022-2023: (2023 Dashboard) 2.3%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: 85% Parents: 55% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 100.0% Families: 87.6% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	<p>Desired Outcome for 2022-2023 Students: 65% Parents: 90% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 68% Families: 96% Staff: 93%</p>	Yes
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 83%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 85%</p>	Yes

Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

#	State Priority	Unmet MPO	Data 2022-2023	2023-2024 Improvement Plan and Current Status
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <p>-All Students: 47.02%</p> <p>-English Learners: 9.09%</p>	<p>MSA-5's CAASPP-ELA has consistently improved and implemented additional MTSS strategies to reach the 50% proficiency target. Currently, our score is 4% shy from the desired outcome. Below are the steps we will take to increase our percentage:</p> <ol style="list-style-type: none"> 1- Testing strategies similar to ELPAC 2- Read and highlight before answering the prompt 3- Look for verbs, adjectives, and question words to identify what the question is asking 4- Use released questions as warm ups, exit tickets, or mini lessons on shortened days 5- Student Review of Brief Writes (possibly via NoRedInk) 6- Have students grade each other anonymously 7- Review of qualifying answers for brief writes (what earns 0,1,2)

			<ul style="list-style-type: none"> -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * 	
13	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <ul style="list-style-type: none"> All students (Schoolwide): 72% English Learners: 37% Socioecon. Disadv./Low Income Students: 45% Foster Youth: * Students with Disabilities: 27% Asian Students: * Latino Students: 73% White Students: * <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -White: 60.00% 	<p>MSA-5 has analyzed the MAP Spring 2023 scores and created intervention plans to support students in reaching their growth targets such as tutoring sessions, Saturday school, and Summer Academy.</p>

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Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.

Desired Outcome for 2022-2023
 All students (Schoolwide): Increase by 5 points compared to prior year
 English Learners: Increase by 5 points compared to prior year
 Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year
 Foster Youth: *
 Students with Disabilities: Increase by 5 points compared to prior year
 Asian Students: *
 Latino Students: Increase by 5 points compared to prior year
 White Students: *

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.

Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:
 -All Students: 14.47%
 -English Learners: 1.92%
 -Students with Disabilities: 4.17%
 -Hispanic: 13.48%
 -White: 12.50%

Outcome for 2022-2023:

Due to the COVID-induced learning gap and relocations, the expected level of student proficiency was not met. However, over the past three years, our math scores have steadily increased. Intervention strategies, informed by data-driven decisions, are currently in place.

			<ul style="list-style-type: none"> -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: * 	
17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 69% English Learners: 32% Socioecon. Disadv./Low Income Students: 67% Foster Youth: * Students with Disabilities: 34% Asian Students: * Latino Students: 67% White Students: *</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.5% -English Learners: 70.0% -Socioeconomically Disadvantaged: 67.3% -Foster Youth: * -Students with Disabilities: 79.2% -Asian: * -Hispanic: 68.9% -White: 60.0%</p>	<p>In regards to meeting the math growth target, most of the student groups met or few points below their targets. MSA-5 will continue to monitor student progress on MAP testing and act on their areas of weakness based on the Fall MAP data.</p> <p>As interventions, we have created intervention classes based on the IAP and Fall MAP results. Since the intervention classes are offered during the elective period, we have been motivating our students to perform better in the MAP tests so they can exit the intervention program and choose their non-academic electives. This process is a testament to our data-driven decision making. Moreover, based on the students' MAP test scores, students are placed in IXL's review paths. So, the students can review their areas of growth over time.</p>
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	<p>Due to the learning gap caused by the pandemic, EL students' language acquisition progress has not shown substantial growth. MSA-5 has started small intervention groups and a co-teaching model in ELA classes to support EL students.</p>

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 11.1%	MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. In addition, MSA-5 provides more opportunities to motivate senior students to do better on the exams such as Saturday AP exam practice sessions
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (P-2 ADA) 90.44%	MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. Recognizing the importance of student connection, MSA-5 has implemented restorative justice circles and MTSS through staff training. The school is committed to improving the student experience through various initiatives, including incentives, field trips, after-school activities, overnight trips, monthly assemblies, school-wide events, and spirit weeks. These efforts aim to create a more engaging and supportive environment, fostering stronger connections between students, teachers, and the school community.
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: 1% Outcome for 2022-2023: (2023 Dashboard) 30.8%	MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. MSA-5 hired a dean of students, campus security and Community School Coordinator to respond to the chronic absenteeism in a systematic manner. Moreover, the Magnolia Public School Home Office has provided logistical support and established more structured attendance policies to reduce truancy and absenteeism. With more effective communication with parents, incentives through PBIS, and truancy meetings, MSA-5 will lower the chronic absenteeism rate.

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	In order to decrease the drop out rate at MSA5, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook. Additionally, the administration and the college counselor will collaborate with struggling students and their parents/guardians to identify the most suitable pathway to graduation for their individual needs. For that purpose, we will hold parent meetings for those specific students who are not on track to graduate on time.
52	4	Outcome #12: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 0%	MSA-5 suspended the PSAT program due to the several reasons: 1) The University of California does not require SAT submissions 2) IABs are in place as more standard/content-based assessments 3) MAP testing provides growth and proficiency levels of students, which can be supported by intervention tools such as Khan Academy and iXL.
53	4	Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 20% Outcome for 2022-2023: N/A	MSA-5 does not participate PSAT program since NWEA, IABs, and iXL provide more relevant data and offer intervention pathways.
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: (Spring 2020 to Fall 2020): 93.0%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90.0%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93%</p> <p>Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60%</p>	<p>The significant impact of a few departures from our small teaching staff of 14 at MSA-5 underscores the urgency for positive changes. It's worth noting that the teachers who left did so due to relocation, either out of town or state. We're actively listening to our teachers, valuing their concerns and suggestions. To boost retention, we're committed to implementing measures like offering competitive salary options and enhancing our school facilities. MSA-5 takes steps to make a more appealing and fulfilling workplace for our educators.</p>
11	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-</p>	<p>MSA-5's CAASPP-ELA has consistently improved and implemented additional MTSS strategies to reach the 50% proficiency target. Currently, our score is 4% shy from the desired outcome. Below are the steps we will take to increase our percentage:</p> <ol style="list-style-type: none"> 1- Testing strategies similar to ELPAC 2- Read and highlight before answering the prompt 3- Look for verbs, adjectives, and question words to identify what the question is asking 4- Use released questions as warm ups, exit tickets, or mini lessons on shortened days 5- Student Review of Brief Writes (possibly via NoRedInk) 6- Have students grade each other anonymously 7- Review of qualifying answers for brief writes (what earns 0,1,2)

ELA/Literacy assessments.

Spring 2022 MAP Reading - Proficiency

Projection for 2021-22 SBAC:

- All Students: 47.02%
- English Learners: 9.09%
- Students with Disabilities: 37.50%
- Hispanic: 45.11%
- White: 50.00%

Outcome for 2022-2023:

- All Students: 45.04%
- English Learners: 12.0%
- Socioeconomically Disadvantaged: 42.86%
- Foster Youth: *
- Students with Disabilities: 23.53%
- Asian: *
- Hispanic: 43.36%
- White: *

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): 72% English Learners: 37% Socioecon. Disadv./Low Income Students: 45% Foster Youth: * Students with Disabilities: 27% Asian Students: * Latino Students: 73% White Students: *</p> <p>Outcome for 2022-2023: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -White: 60.00%</p>	MSA-5 has analyzed the MAP Spring 2023 scores and created intervention plans to support students in reaching their growth targets such as tutoring sessions, Saturday school, and Summer Academy.
15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year</p>	Due to the COVID-induced learning gap and relocations, the expected level of student proficiency was not met. However, over the past three years, our math scores have steadily increased. Intervention strategies, informed by data-driven decisions, are currently in place.

			<p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50%</p> <p>Outcome for 2022-2023: -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *</p>	
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points</p>	<p>The impact of the COVID-related learning gap and student relocations led to an unmet expected level of student proficiency resulting in the Distance from Standard (DFS) . Nevertheless, there has been a consistent</p>

below standard

- Students with Disabilities: 58.0 points below standard
- Homeless: 26.2 points below standard
- Hispanic: 21.6 points below standard

Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)

- All Students: 11.0 points below standard
- English Learners: 37.0 points below standard
- Socioeconomically Disadvantaged: 12.0 points below standard
- Students with Disabilities: 50.0 points below standard
- Homeless: 20.0 points below standard
- Hispanic: 15.0 points below standard

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

- All Students: 81.5%
- English Learners: 86.2%
- Students with Disabilities: 87.1%
- Hispanic: 79.8%
- White: N/A

upward trend in our math scores over the last three years. We have implemented intervention strategies and additional support, guided by data-driven decisions, to address these challenges.

			<p>Year 2 Outcome: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 49.4 points below standard -English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 69.8 points below standard -Asian: * -Hispanic: 53.3 points below standard -White: * 	
17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <ul style="list-style-type: none"> All students (Schoolwide): 69% English Learners: 32% Socioecon. Disadv./Low Income Students: 67% Foster Youth: * Students with Disabilities: 34% Asian Students: * Latino Students: 67% White Students: * <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 68.5% -English Learners: 70.0% -Socioeconomically Disadvantaged: 67.3% -Foster Youth: * -Students with Disabilities: 79.2% -Asian: * -Hispanic: 68.9% -White: 60.0% 	<p>In regards to meeting the math growth target, most of the student groups met or few points below their targets. MSA-5 will continue to monitor student progress on MAP testing and act on their areas of weakness based on the Fall MAP data.</p> <p>As interventions, we have created intervention classes based on the IAP and Fall MAP results. Since the intervention classes are offered during the elective period, we have been motivating our students to perform better in the MAP tests so they can exit the intervention program and choose their non-academic electives. This process is a testament to our data-driven decision making. Moreover, based on the students' MAP test scores, students are placed in IXL's review paths. So, the students can review their areas of growth over time.</p>

18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	<p>Due to the learning gap caused by the pandemic, EL students' language acquisition progress has not shown substantial growth. MSA-5 has started small intervention groups and a co-teaching model in ELA classes to support EL students.</p>
20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30% <p>Desired Outcome for 2023-24: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 16.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00% <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33% 	<p>MSA-5 has started utilizing the CAST Interim Assessments and providing more teacher training to reach 16% target.</p>

21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5%</p>	<p>Magnolia Science Academy 5 Socioeconomically disadvantaged Students have the highest increase. We are not considering last year's data because of our insignificant number of students. That is why we are not comparing but rather explaining this year's data. The highest decrease in our data is for the English Learners group. Magnolia Science Academy 5's Hispanic group shows 54.8% which is higher than the state numbers. As a college readiness and secondary educational school, we are talking to our parents and students and convincing them to sign students up for college courses through dual enrollment. This helps students increase their GPA and get college credits while still in High School. Currently, 22 of our freshmen students, five juniors, and 19 seniors are enrolled in at least one college course with Los Angeles Pierce College. We have had a very significant outcome from this growth plan.</p>
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p>	<p>MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes to equip them with content-related skills.</p>

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 11.1%</p>	MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. In addition, MSA-5 provides more opportunities to motivate senior students to do better on the exams such as Saturday AP exam practice sessions
34	7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 6%</p>	MSA-5 has plans to hire a math specialist to offer more advanced courses.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: 95%</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.44%</p>	MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. Recognizing the importance of student connection, MSA-5 has implemented restorative justice circles and MTSS through staff training. The school is committed to improving the student experience through various initiatives, including incentives, field trips, after-school activities, overnight trips, monthly assemblies, school-wide events, and spirit weeks. These efforts aim to create a more engaging and supportive environment, fostering stronger connections between students, teachers, and the school community.

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: 1%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 30.8%</p>	<p>MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. MSA-5 hired a dean of students, campus security and Community School Coordinator to respond to the chronic absenteeism in a systematic manner. Moreover, the Magnolia Public School Home Office has provided logistical support and established more structured attendance policies to reduce truancy and absenteeism. With more effective communication with parents, incentives through PBIS, and truancy meetings, MSA-5 will lower the chronic absenteeism rate.</p>
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: 0%</p> <p>Outcome for 2022-2023: (CDE DataQuest) 7.9%</p>	<p>In order to decrease the drop out rate at MSA5, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p> <p>Additionally, the administration and the college counselor will collaborate with struggling students and their parents/guardians to identify the most suitable pathway to graduation for their individual needs. For that purpose, we will hold parent meetings for those specific students who are not on track to graduate on time.</p>

Compliance and Technical Assistance

Compliance And Technical Assistance Indicators	Yes/No	Narrative
1. Differentiated Assistance (DA)	No	
2. Comprehensive Support and Improvement (CSI)	No	
3. Targeted Support and Improvement (TSI)	No	

4. Additional Targeted Support & Improvement (ATSI)	No	
5. Targeted Assistance School (TAS)	No	
6. Williams Complaint (Williams)	No	
7. Federal Program Monitoring (FPM)	No	
8. Performance Indicator Review (PIR)	No	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

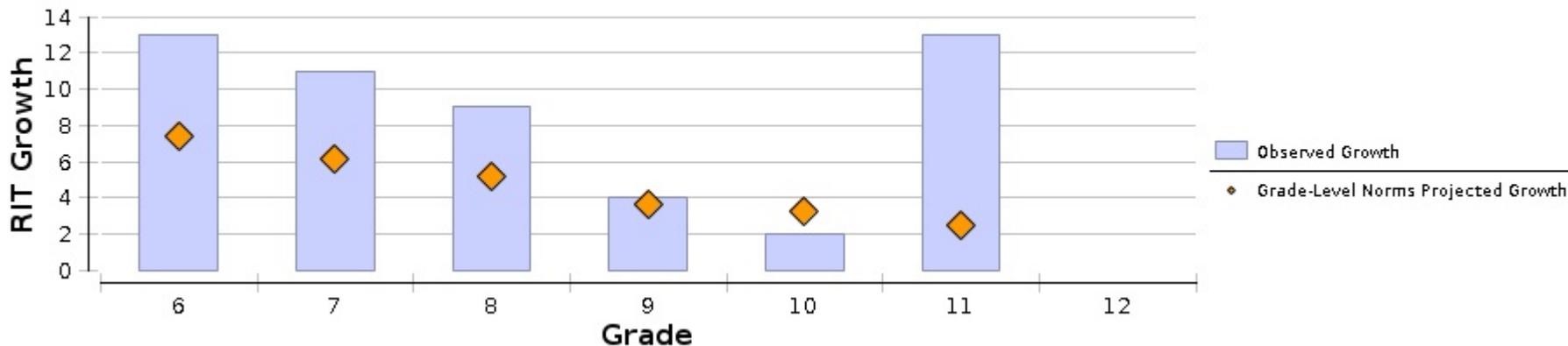
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	24	201.0	10.9	4	213.9	14.5	15	13	2.0	7.4	2.53	99	24	17	71	65
7	31	211.0	13.8	14	221.9	17.4	30	11	2.5	6.1	2.33	99	31	19	61	53
8	48	213.6	13.8	12	222.8	15.1	23	9	1.1	5.2	1.66	95	48	35	73	66
9	24	219.9	11.9	26	223.8	15.6	27	4	3.4	3.6	0.15	56	24	14	58	58
10	27	218.7	14.1	16	221.0	14.0	14	2	2.1	3.2	-0.47	32	27	16	59	56
11	24	226.7	18.6	32	239.4	13.9	69	13	2.4	2.5	5.06	99	24	21	88	87
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

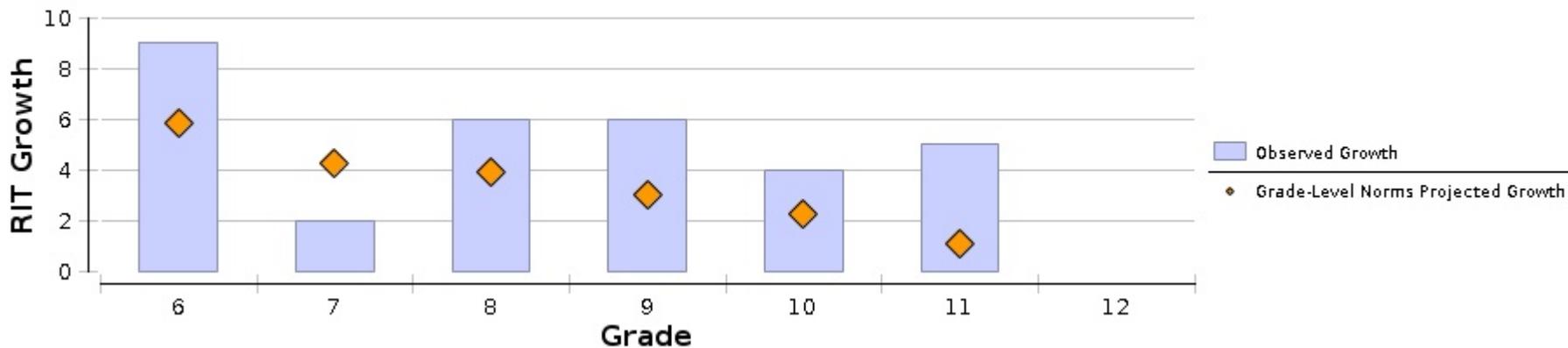
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	20	199.1	16.0	6	208.2	12.7	15	9	2.3	5.8	1.87	97	20	12	60	59
7	28	211.4	11.5	35	213.5	11.2	25	2	1.5	4.3	-1.24	11	28	7	25	36
8	44	212.7	13.2	25	219.1	11.4	37	6	1.3	3.9	1.23	89	44	25	57	51
9	23	208.7	18.0	14	214.7	14.4	24	6	1.8	3.0	1.52	94	23	15	65	66
10	22	215.5	14.6	24	219.5	11.5	32	4	1.9	2.3	1.04	85	22	11	50	51
11	21	227.7	9.7	70	232.6	10.0	83	5	1.5	1.1	1.74	96	21	16	76	70
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

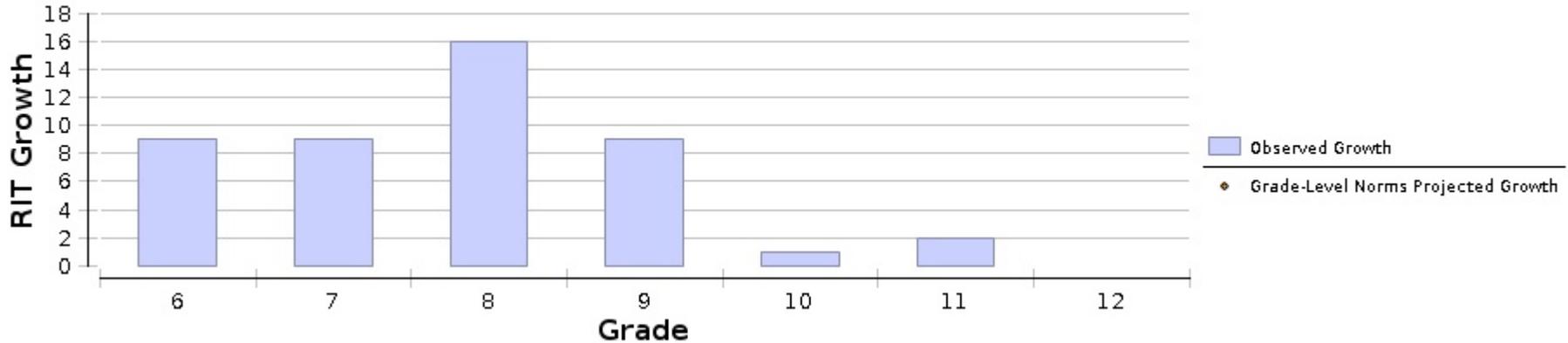
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	3	197.0	15.6		206.0	15.6		9	0.0				3	2	67	60
7	1	168.0			177.0			9					1	0	0	0
8	1	204.0			220.0			16					1	1	100	0
9	4	208.3	13.5		217.3	13.1		9	2.3				0			
10	4	212.3	5.9		212.8	6.4		1	3.8				0			
11	3	213.0	5.0		214.7	13.2		2	4.8				0			
12	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	14	197.3	8.1	1	213.2	15.6	13	16	2.8	7.1	3.99	99	14	11	79	82
Free and Reduced Lunch (FRL)	22	200.5	10.3	3	213.8	14.5	14	13	2.2	7.3	2.72	99	22	15	68	68
Special Education (SPED)	6	196.2	9.1	1	213.8	19.4	14	18	4.4	7.1	4.79	99	6	6	100	77
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	9	205.3	13.0	4	219.4	19.7	21	14	4.1	5.9	4.01	99	9	6	67	76
Free and Reduced Lunch (FRL)	27	209.7	13.5	11	220.1	17.3	24	10	2.7	6.1	2.11	98	27	16	59	53
Special Education (SPED)	5	206.6	7.0	6	211.8	7.5	5	5	2.9	5.9	-0.36	36	5	2	40	35
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	12	204.3	11.9	2	214.2	14.7	6	10	2.7	5.1	2.01	98	12	9	75	69
Free and Reduced Lunch (FRL)	41	212.5	13.8	10	221.5	15.1	19	9	1.2	5.2	1.58	94	41	29	71	59
Special Education (SPED)	2	207.0	14.1	3	220.5	10.6	17	14	2.5	5.1	3.48	99	2	2	100	86
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	9	215.2	12.9	13	215.2	17.5	7	0	8.3	3.6	-1.87	3	9	5	56	48
Free and Reduced Lunch (FRL)	22	219.7	12.2	25	223.1	15.0	25	3	3.6	3.6	-0.11	46	22	13	59	58
Special Education (SPED)	5	211.4	10.3	7	227.8	11.7	41	16	6.1	3.6	6.62	99	5	4	80	93
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	12	214.8	17.8	8	216.1	15.1	6	1	4.4	3.2	-0.94	17	12	7	58	58
Free and Reduced Lunch (FRL)	25	219.7	13.9	18	221.9	13.8	16	2	2.2	3.3	-0.52	30	25	15	60	56
Special Education (SPED)	4	210.0	16.9	3	211.3	23.4	2	1	6.9	3.2	-0.92	18	4	3	75	63
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	4	204.8	4.3	1	236.8	5.4	59	32	4.6	2.4	14.70	99	4	4	100	99
Free and Reduced Lunch (FRL)	22	227.2	18.7	33	239.1	14.1	68	12	2.6	2.5	4.67	99	22	19	86	82
Special Education (SPED)	2	203.0	1.4	1	237.0	7.1	60	34	6.0	2.4	15.70	99	2	2	100	99
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	11	189.8	10.7	1	203.1	13.4	4	13	3.2	6.4	3.97	99	11	8	73	72
Free and Reduced Lunch (FRL)	18	198.3	15.5	5	207.5	12.4	13	9	2.5	5.9	1.90	97	18	10	56	56
Special Education (SPED)	6	184.0	6.4	1	203.2	14.0	4	19	3.7	6.7	7.17	99	6	6	100	81
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	6	203.2	8.4	6	209.2	12.5	10	6	3.5	4.6	0.77	78	6	2	33	35
Free and Reduced Lunch (FRL)	25	210.4	11.6	30	212.8	11.4	22	2	1.6	4.3	-1.10	14	25	6	24	37
Special Education (SPED)	6	208.3	9.0	21	210.3	13.2	13	2	6.3	4.4	-1.38	8	6	2	33	19
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	10	201.1	9.1	2	211.5	8.5	9	10	2.6	4.5	2.93	99	10	8	80	75
Free and Reduced Lunch (FRL)	37	211.1	12.4	19	217.1	10.5	28	6	1.4	4.0	0.99	84	37	19	51	47
Special Education (SPED)	2	217.0	15.6	45	222.0	9.9	52	5	4.0	3.7	0.64	74	2	1	50	57
9		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	8	191.3	16.7	1	201.9	14.6	2	11	3.4	3.8	3.41	99	8	6	75	65
Free and Reduced Lunch (FRL)	21	207.8	17.6	12	213.9	14.4	21	6	1.9	3.0	1.54	94	21	14	67	66
Special Education (SPED)	5	202.6	7.8	4	214.4	8.6	23	12	3.8	3.3	4.29	99	5	4	80	86
10	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	8	206.9	11.3	4	211.8	6.5	8	5	4.2	2.6	1.38	92	8	3	38	39
Free and Reduced Lunch (FRL)	21	215.5	14.9	24	219.9	11.7	33	4	1.9	2.3	1.29	90	21	11	52	58
Special Education (SPED)	4	207.3	21.9	5	215.3	15.3	16	8	8.4	2.6	3.27	99	4	1	25	40
11	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	215.0		15	227.0		61	12		1.3	4.88	99	1	1	100	0
Free and Reduced Lunch (FRL)	19	227.9	10.1	70	232.6	10.4	83	5	1.6	1.1	1.65	95	19	14	74	64
Special Education (SPED)	3	217.0	3.5	21	223.7	6.7	45	7	3.2	1.3	2.47	99	3	2	67	74
12	Statistics cannot be aggregated above the program level															

Explanatory Notes

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‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	3	197.0	15.6		206.0	15.6		9	0.0				3	2	67	60
Free and Reduced Lunch (FRL)	3	197.0	15.6		206.0	15.6		9	0.0				3	2	67	60
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	168.0			177.0			9					1	0	0	0
Free and Reduced Lunch (FRL)	1	168.0			177.0			9					1	0	0	0
8		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	204.0			220.0			16					1	1	100	0
Free and Reduced Lunch (FRL)	1	204.0			220.0			16					1	1	100	0
9		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	4	208.3	13.5		217.3	13.1		9	2.3				0			
Free and Reduced Lunch (FRL)	4	208.3	13.5		217.3	13.1		9	2.3				0			
10		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
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Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	4	212.3	5.9		212.8	6.4		1	3.8							0
Free and Reduced Lunch (FRL)	3	212.3	7.2		211.7	7.4		-1	5.2							0
11		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	3	213.0	5.0		214.7	13.2		2	4.8							0
Free and Reduced Lunch (FRL)	3	213.0	5.0		214.7	13.2		2	4.8							0
12		Statistics cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	24	201.0	10.9	4	213.9	14.5	15	13	2.0	7.4	2.53	99	24	17	71	65
Black, not Hispanic	2	222.5	2.1	84	229.5	0.7	78	7	2.0	8.6	-0.72	24	2	1	50	43
Hispanic	22	199.0	9.1	2	212.5	14.3	11	14	2.1	7.2	2.85	99	22	16	73	68
7	31	211.0	13.8	14	221.9	17.4	30	11	2.5	6.1	2.33	99	31	19	61	53
American Indian	1	212.0		17	219.0		20	7		6.2	0.41	66	1	1	100	0
Asian	3	225.7	16.6	74	233.0	14.5	75	7	1.3	6.8	0.26	60	3	1	33	47
Caucasian	2	208.0	7.1	8	210.0	14.1	3	2	5.0	6.0	-1.95	3	2	1	50	30
Hispanic	25	209.4	13.5	11	221.6	18.1	29	12	3.0	6.1	3.00	99	25	16	64	59
8	48	213.6	13.8	12	222.8	15.1	23	9	1.1	5.2	1.66	95	48	35	73	66
Asian	3	213.0	11.4	11	231.3	5.5	54	18	6.7	5.2	5.43	99	3	3	100	93
Caucasian	2	231.5	3.5	75	238.0	2.8	78	7	0.5	5.5	0.42	66	2	2	100	57
Hispanic	42	212.2	13.4	9	220.8	14.8	17	9	1.2	5.2	1.42	92	42	29	69	66
Multi-ethnic	1	239.0		93	252.0		98	13		5.6	3.07	99	1	1	100	0
9	24	219.9	11.9	26	223.8	15.6	27	4	3.4	3.6	0.15	56	24	14	58	58
Hispanic	24	219.9	11.9	26	223.8	15.6	27	4	3.4	3.6	0.15	56	24	14	58	58
10	27	218.7	14.1	16	221.0	14.0	14	2	2.1	3.2	-0.47	32	27	16	59	56
Asian	1	241.0		88	246.0		90	5		3.5	0.76	77	1	1	100	0
Caucasian	1	217.0		12	220.0		12	3		3.2	-0.11	45	1	0	0	0
Hispanic	25	217.9	13.9	14	220.1	13.6	12	2	2.2	3.2	-0.51	30	25	15	60	56
11	24	226.7	18.6	32	239.4	13.9	69	13	2.4	2.5	5.06	99	24	21	88	87
Asian	1	221.0		15	218.0		6	-3		2.5	-2.72	1	1	0	0	0
Hispanic	23	227.0	19.0	33	240.3	13.4	71	13	2.4	2.5	5.36	99	23	21	91	87
12	0	**			**			**					**			

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

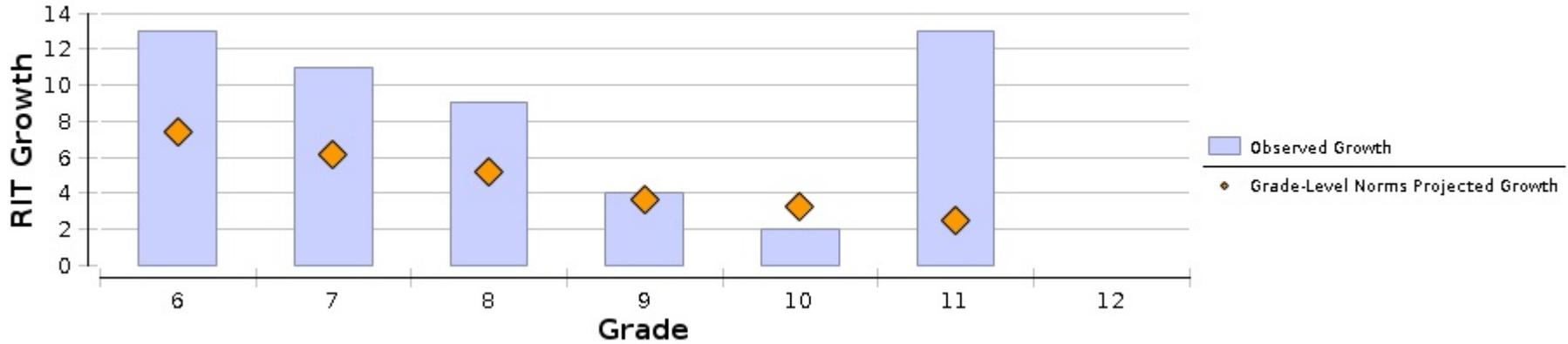
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile

Math: Math K-12



Explanatory Notes

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 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Projection	Student Median Conditional Growth Percentile	
6	20	199.1	16.0	6	208.2	12.7	15	9	2.3	5.8	1.87	97	20	12	60	59	
Black, not Hispanic	2	220.5	4.9	93	224.5	4.9	91	4	0.0	4.6	-0.34	37	2	2	100	51	
Hispanic	18	196.7	14.9	3	206.3	12.0	10	10	2.5	6.0	2.08	98	18	10	56	66	
7	28	211.4	11.5	35	213.5	11.2	25	2	1.5	4.3	-1.24	11	28	7	25	36	
American Indian	1	202.0		5	219.0		54	17		4.7	7.02	99	1	1	100	0	
Asian	2	218.0	9.9	70	219.5	12.0	56	2	1.5	4.0	-1.42	8	2	1	50	38	
Caucasian	3	206.0	4.4	13	218.3	14.2	50	12	6.1	4.5	4.44	99	3	2	67	85	
Hispanic	22	212.0	12.2	38	212.1	11.1	19	0	1.3	4.3	-2.37	1	22	3	14	33	
8	44	212.7	13.2	25	219.1	11.4	37	6	1.3	3.9	1.23	89	44	25	57	51	
Asian	3	211.3	17.8	20	213.7	14.6	15	2	3.2	4.0	-0.79	22	3	2	67	47	
Caucasian	1	208.0		10	213.0		13	5		4.1	0.42	66	1	1	100	0	
Hispanic	40	212.9	13.2	26	219.7	11.3	40	7	1.4	3.9	1.43	92	40	22	55	55	
9	23	208.7	18.0	14	214.7	14.4	24	6	1.8	3.0	1.52	94	23	15	65	66	
Hispanic	23	208.7	18.0	14	214.7	14.4	24	6	1.8	3.0	1.52	94	23	15	65	66	
10	22	215.5	14.6	24	219.5	11.5	32	4	1.9	2.3	1.04	85	22	11	50	51	
Asian	1	203.0		1	208.0		3	5		2.8	1.35	91	1	1	100	0	
Caucasian	1	221.0		48	220.0		34	-1		2.1	-1.85	3	1	0	0	0	
Hispanic	20	215.9	15.0	26	220.1	11.8	34	4	2.0	2.3	1.18	88	20	10	50	53	
11	21	227.7	9.7	70	232.6	10.0	83	5	1.5	1.1	1.74	96	21	16	76	70	
Asian	1	236.0		94	228.0		65	-8		1.0	-4.10	1	1	0	0	0	
Hispanic	20	227.3	9.8	68	232.8	10.2	83	6	1.4	1.1	2.01	98	20	16	80	72	
12	0	**			**			**					**				

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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District: Magnolia Public Schools

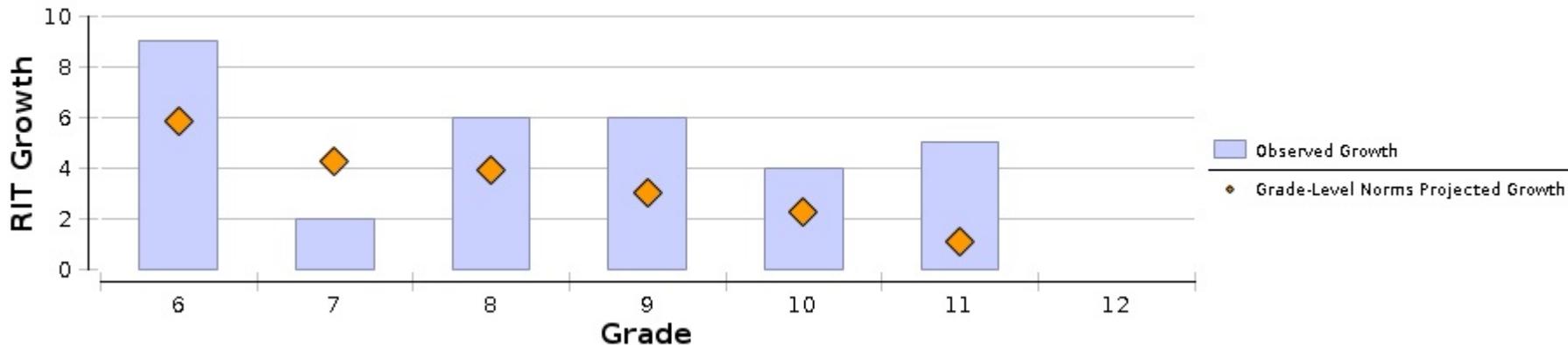
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 End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	9	6.0	1.5	40	6.0	1.5	40	6.0	1.5	40	6.0	1.5	40	6.0	1.5	40
7	2	4.0	1.0	40	4.0	1.0	40	4.0	1.0	40	4.0	1.0	40	4.0	1.0	40
8	6	4.0	1.5	40	4.0	1.5	40	4.0	1.5	40	4.0	1.5	40	4.0	1.5	40
9	6	3.0	1.5	40	3.0	1.5	40	3.0	1.5	40	3.0	1.5	40	3.0	1.5	40
10	4	2.5	1.0	40	2.5	1.0	40	2.5	1.0	40	2.5	1.0	40	2.5	1.0	40
11	5	1.0	1.0	40	1.0	1.0	40	1.0	1.0	40	1.0	1.0	40	1.0	1.0	40

Language Arts: Reading



Explanatory Notes

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Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
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		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	3	197.0	15.6		206.0	15.6		9	0.0				3	2	67	60
Hispanic	3	197.0	15.6		206.0	15.6		9	0.0				3	2	67	60
7	1	168.0			177.0			9					1	0	0	0
Hispanic	1	168.0			177.0			9					1	0	0	0
8	1	204.0			220.0			16					1	1	100	0
Hispanic	1	204.0			220.0			16					1	1	100	0
9	4	208.3	13.5		217.3	13.1		9	2.3				0			
Hispanic	4	208.3	13.5		217.3	13.1		9	2.3				0			
10	4	212.3	5.9		212.8	6.4		1	3.8				0			
Hispanic	4	212.3	5.9		212.8	6.4		1	3.8				0			
11	3	213.0	5.0		214.7	13.2		2	4.8				0			
Hispanic	3	213.0	5.0		214.7	13.2		2	4.8				0			
12	0	**			**			**					**			

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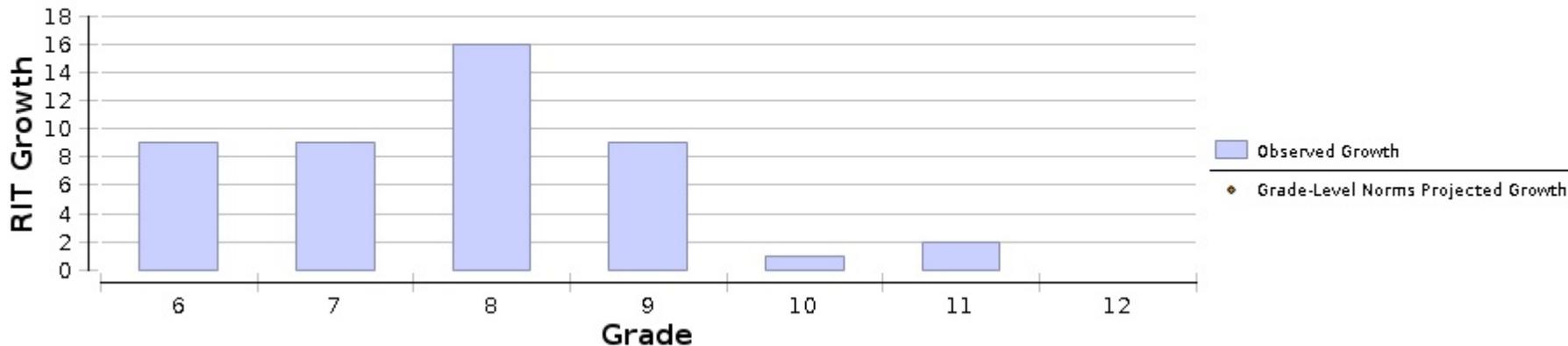
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Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	9															
7	9															
8	16															
9	9															
10	1															
11	2															
12	0															

Language Arts: Reading (Spanish)



Explanatory Notes

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Coversheet

Enrollment Update

Section: III. Information/Discussion Items
Item: A. Enrollment Update
Purpose: Discuss
Submitted by:
Related Material: III_A_Enrollment Update (Updated).pdf



Agenda Item:	III A: Information/Discussion Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda D. Lopez, Chief External Officer Lydiett Woods, Director of School Office Data & Accountability
RE:	Enrollment Update and Year to Year Comparison (2023-2024 vs 2024-2025)

Action Proposed:

No action is needed. This item is a continuation of enrollment progress updates across all Magnolia Public School sites. The information received from this presentation will inform the MPS board about the projected enrollment for the upcoming 2024-2025 school year and where we are in the enrollment season compared to last year.

Purpose:

This board report is an update to last month's enrollment projections for the current school year.

Background:

The Chief External Officer and Chief Executive Officer/ Superintendent met after the census day enrollment numbers were finalized for the current school year approximately at the end of October 2023. We discuss trends in enrollment and historical enrollment data, based on the information available for both a qualitative and quantitative understanding of all school site enrollment, enrollment projection numbers for the upcoming school year were considered. In November, the initial projects were revisited including the Chief Financial Officer to inform what a projected budget could look like for the upcoming school year. In this process, all MPS Principals were provided with their projected enrollment numbers; they were able to give feedback regarding the projections by analyzing the grade level breakdown and providing additional contextual information and then met with the CXO to make adjustments before December 1st, this deadline is two months ahead of last school years February deadline to allow for PACE to know the breakdown and plan accordingly before January and Office Managers can also make offers once the open enrollment window closes knowing which grades there is enough space to not need a lottery or waitlist.

Analysis:

Below you will find the enrollment Update and Year to Year Comparison (2023-24 vs 2024-2025), School Mint application comparison, and completed enrollment packet comparison. We have seen an increase in completed registrations and we still have applicants in the pipeline. We do recognize about half the school sites are trending slower than the previous school year with completed registrations but you will also see the current applications in the pipeline for enrollment is higher than the previous school year. Two of the schools also had a Spring Break later than the other schools so they returned this week and are continuing to follow up with families. Each school is continuing to prioritize the sense of urgency for closing the gap with applications in the pipeline and completed registrations. We also noticed five schools are trending higher than the previous school year with completed registrations.



Updated Number 4/10/2024

2024-2025

SchoolMint Applications

Total: 964 ★ Increased from last SY.

2024-2025 SchoolMint Applications In Progress				
SITE NAME	STEP 1	STEP 2	STEP 3	STEP 4
	SUBMITTED Applications	OFFERED Enrollment	ACCEPTED OFFER + Registration in Progress	Registration COMPLETE
DO NOT ENTER DATA HERE - DO NOT CHANGE FORMULAS				
MSA 1	0	15	44	87 ★
MSA 2	0	30	21	84
MSA 3	0	28	13	59 ★
MSA 4	0	21	6	25 ★
MSA 5	0	0	1	26
MSA 6	0	7	10	30 ★
MSA 7	0	3	8	37
MSA Bell	0	2	10	71
MSA San Diego	1	7	27	161
MSA Santa Ana	0	6	32	36 ★
TOTALS	1	119	172	616

2023-2024

SchoolMint Applications

Total: 949

SITE NAME	STEP 1	STEP 2	STEP 3	STEP 4
	SUBMITTED Applications (Post-Open Enrollment)	OFFERED Enrollment	ACCEPTED OFFER + Registration In Progress	Registration COMPLETE
DO NOT ENTER DATA HERE - DO NOT CHANGE FORMULAS				
MSA 1	0	4	49	79
MSA 2	6	4	32	91
MSA 3	1	24	21	26
MSA 4	8	6	4	20
MSA 5	4	0	12	32
MSA 6	2	1	12	28
MSA 7	1	3	0	51
MSA Bell	2	3	17	93
MSA San Diego	0	6	18	184
MSA Santa Ana	0	5	20	26
TOTALS	24	56	185	630

MAGNOLIA PUBLIC SCHOOLS
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MPS	2024-2025		2023-2024	
	April 5, 2024		April 10, 2023	
	Completed Registrations	Total Applications	Completed Registrations	Total Applications
Magnolia Science Academy 1	82	143	79	132
Magnolia Science Academy 2	83	153	91	133
Magnolia Science Academy 3	57	94	26	75
Magnolia Science Academy 4	11	53	20	38
Magnolia Science Academy 5	26	27	32	48
Magnolia Science Academy 6	26	51	28	43
Magnolia Science Academy 7	36	53	51	65
Magnolia Science Academy Bell	66	80	93	115
Magnolia Science Academy San Diego	155	221	184	243
Magnolia Science Academy Santa Ana	33	65	26	57
Totals	575	940	604	935



2024-2025	
SITE NAME	STUDENTS EXPECTED TO RETURN
	1/12/2024
MSA 1	600
MSA 2	473
MSA 3	329
MSA 4	109
MSA 5	185
MSA 6	81
MSA 7	222
MSA Bell	235
MSA San Diego	274
MSA Santa Ana	439
TOTALS	2947

**For the 2023-24 school year our expected students to return was 2,814

Impact:

The benefit for all MPS schools is to identify targeted enrollment projections and plan retention, recruitment, and engagement strategies accordingly to reach targets for enrollment.

Budget Implications:

Enrollment for the individual sites will vary and this information will be discussed in detail during May 2024 as we get closer to Budget Adoption for the 2024-25 fiscal year.

Exhibits: None

Coversheet

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

Section: IV. Action Items

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

Purpose: Vote

Submitted by:

Related Material:

IV_A_2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.pdf



Agenda Item:	IV A: Action Items
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Educational Partners & Development Committee
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer Steve Budhreja, Chief Financial Officer
RE:	2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

Action Proposed:

I move that the Board approve the 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.

Introduction:

The MPS Human Resources (“HR”) Department has initiated discussions with the C-team and the school site principals regarding 2024-25 compensation package for full time teachers, NCBA positions, and school leaders.

The goal is to create an equitable pay scale that will attract talent to MPS, contribute to the MPS organizational priority of retaining staff, and improve the operation side—all while ensuring it is financially supported by a sustainable budget.

The HR Department has reviewed other CMOs’ and district compensation packages as part of this process.

Below are the proposed changes to the 2024-25 pay raise scale.

- Increase the school base pay for MSA-3, 4, 6, 7, San Diego, and Santa Ana to \$61,000.
- MSA-1, 2, 5, and 8 base salary of \$61,000 remains the same.
- Coefficient of \$1,015 for employee qualifications remains the same.
- Performance pay will continue to be suspended in 2024-25. This is in reference to the initial freeze from 2020-21 (refer to the May 27, 2020 board report).

Background:

The HR Department spearheaded a collaborative effort among home office and school site leaders to work on possible options for 2024-25 MPS pay raise scale.



Budget Implications:

The projected costs of approximately \$1.1 million for all certificated and classified staff will be incorporated into the 2024-25 Adopted Budget that will be presented to the Board in June 2024. Listed below is a breakdown of the cost for each item by category.

Certificated Staff (Pay Increase)	\$658,227
Classified Pay Increase	\$306,483
Unused Sick Days (PTO)	\$140,895
Total	\$1,105,605

Exhibits (attachments):

- Exhibit 1: 2024-25 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (clean)- all the changes and additions are highlighted in the pay raise scale.
- Exhibit 2: 2023-24 MPS Teacher Salary Schedule (\$61k base)
- Exhibit 3: 2023-24 MPS Teacher Salary Schedule (\$59k base)
- Exhibit 4: Aspire Public Schools: Salary and Benefits Information
- Exhibit 5: Alliance College-Ready Public Schools: Salary and Benefits Information
- Exhibit 6: Equitas Academy: Salary and Benefits Information
- Exhibit 7: Bright Star Schools: Salary and Benefits Information
- Exhibit 8: Camino Nuevo Charter Academy: Salary and Benefits Information
- Exhibit 9: Los Angeles Unified School District: Salary and Benefits Information
- Exhibit 10: Magnolia Public Schools: Salary and Benefits Information



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 04/11/2024

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	Base School Salary	
	+	
2.	Employee Qualifications Pay	
	+	
3.	Position Pay (where applicable)	
4.	Employee Performance Pay	
5.	Pay for Additional Duties	
		➔ Base Employee Salary

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2024 until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do

12) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$61,000
Los Angeles County (Los Angeles)	MSA-4	\$61,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$61,000
Los Angeles County (Northridge)	MSA-7	\$61,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$61,000
Orange County (Santa Ana)	MSA-Santa Ana	\$61,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY**Qualifications**

Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the following school year agreements.
- 2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the following school year agreements.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office. Any required changes of prior years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31st will be included in the following school year's agreement.
- 4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office. Any required changes of MPS years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31st will be included in the following school year's agreement.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

3) POSITION PAY

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, School Counselor	5
Education Specialist, Psychologist	15
Athletic Director	0
School-Social Worker	0

Narrative:

1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.

2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0

1: Ineffective (I)	0
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Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is \$1,000.00)			
	<u>Duties</u>	<u>Add- on Points</u>	<u>JOB DESCRIPTION</u>
Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)			
1	History / Social Sciences	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
2	Science	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. - Support the selection and implementation of a proven STEAM enrichment program - Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS - Support MPS Wide Annual STEM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support
3	Computer Science and Technology	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
4	Electives (Spanish, Art, PE, and other Electives)	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
5	Elementary Programs	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
6	Math	5	<ul style="list-style-type: none"> - Support the coordination, collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.) - Support development of the math assessment timeline and manage data collection and analysis - Serve as a member of the math materials adoption cohort to assist with the

			<ul style="list-style-type: none"> selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework. - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO
7	English	5	<ul style="list-style-type: none"> - Support the coordination of collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and Maintain Google classroom and/or website for PD, resources and info dissemination - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.) - Support development of the ELA assessment timeline and manage data collection and analysis - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team
8	GATE	5	<ul style="list-style-type: none"> - Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools. - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support. - Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Lead the Coordination of the annual Steam Expo with all participating MPS schools - Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO. - Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)
9	SPED	5	<ul style="list-style-type: none"> - MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).
10	STEAM Enrichment	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Support the selection and implementation of a proven STEAM enrichment program - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support- Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
11	Math Enrichment	5	<ul style="list-style-type: none"> Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Support the selection and implementation of a proven Math enrichment programs for Elementary, Middle and High School programs -Coordinate at least 2 annual MPS-wide math competitions (MathCounts, AMC, Pi day, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
12	Robotics Programs Enrichment	5	<ul style="list-style-type: none"> "Coordinate enrichment activities across all MPS schools. Specifically; - Support the selection and implementation of a proven Robotics enrichment programs at the Elementary, Middle and High School levels -Coordinate at least MPS-wide Robotics competitions (FLL, VEX, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide

			<p>Enrichment</p> <ul style="list-style-type: none"> - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. "
13	College Mentorship Programs Enrichment	5	<p>Supports the CAP Mentors supervising students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration."</p> <p>https://www.congressionalaward.org/the-program/</p>
School wide Coordination Duties			
1	Discipline Coordinator	5	<p>The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.</p>
2	I.T. Coordinator/Technician	5	<p>I.T. Coordinator/Technician is a staff member who:</p> <ul style="list-style-type: none"> - Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation) - Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc. - Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members. - Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.
3	Testing Coordinator	5	<p>Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.</p>
4	After School Coordinator	5	<p>Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.</p>
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	<p>Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.</p>
6	EL Coordinator	5	<p>Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings</p>
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	<p>Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.</p>
8	STEAM Festival/Expo Coordinator	2	<p>STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.</p>

9	Community and Family Outreach Coordinator	2	<p>A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities.</p> <p>The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.</p>
10	WASC Self-Study Coordinator (Not On Renewal Cycle Year)	3	<p>The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished:</p> <ol style="list-style-type: none"> 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and 6) the capacity to implement and monitor the accomplishment of the plan.
11	Blended Learning Coordinator	1	<p>The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.</p>
12	Extracurricular Activities Coordinator	1	<p>After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.</p>
13	504 Coordinator (1-10 cases)	2	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
14	504 Coordinator (11 or more)	3	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
15	SSPT Coordinator	2	<p>Serve as a liaison between the schools and appropriate partners in supporting students and families.</p> <p>Using a MTSS Framework, the SSPT coordination includes the following. Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.</p>
16	GATE Coordinator	2	<p>Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.</p>

17	SPED Coordinator	5	<ul style="list-style-type: none"> * School site support with SPED coordination. * School Based Case management * Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent. * Ensuring an annual IEP meeting is held for each student, either identified as an "annual review" or a Triennial. * Working with SPED Teacher to ensure service provision is taking place. * Providing pertinent information to SPED Director to ensure CALPADS data is accurate. * Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student. * SPED Coordinators are also responsible for working with SPED para's and instructing SPED students in pull out sessions. * SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP. * SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams. * Prepares the department for annual audits and authorizer oversight. * Works with all service providers
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	<ul style="list-style-type: none"> Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3.5	<ul style="list-style-type: none"> Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	<ul style="list-style-type: none"> Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher) Conduct Summer Send-off meetings Stay in contact with Alumni and use GradSnapp as directed ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies In-person visits to high-population institutions Would work with the CCRP Coordinator during monthly meetings and individual check-ins Inform alumni about MPS-wide alumni events Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)
21	<p>WASC Self-Study Coordinator (During Renewal Cycle)</p> <p>(ONLY FOR MPS SCHOOLS ON WASC RENEWAL CYCLE YEAR ARE ELIBILGLE FOR THIS SPECIFIC ADD ON)</p>	5	<p>The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished:</p> <ol style="list-style-type: none"> 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and

			6) the capacity to implement and monitor the accomplishment of the plan.
Chair/Mentorship/Special Committee Duties			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.
7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for students with various needs. Instead of the "waiting for failure" assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%

11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at student work, data, and supports the teacher in creating standards-based, high-quality instruction.
Club/Competition Duties			
1	Special Club (Category 1)	1	Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require an extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
Additional Teaching Duties			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.
Additional Duties			

7	Dual Enrollment Coordinator	5	The Site Dual Enrollment Coordinator will oversee the various aspects of the DE program including: collaboration between their MSA & partner community college; coordination of registration workshops; dissemination & collection of necessary forms; collaboration with site leadership on master schedule; monitoring students' progress in courses & recommending appropriate interventions; and other aspects of Dual Enrollment implementation including collection of data & analysis of outcomes
8	MTSS Member	1	MTSS Member - staff member is responsible for supporting the implementation of the MTSS/PBIS framework within a school. Members collaborate with school staff to collect and analyze student data, provide professional development, and design interventions. Additionally, members play a crucial role in fostering a positive school culture through monitoring PBIS Recognition and conducting collaborative school-wide activities for the student body
9	MTSS PBIS Coach	3	PBIS Coach will work closely with the Dean of Students, or PBIS Lead to help guide and support the PBIS Ambassadors and the teams, attend LACOE or regional PBIS training, lead PBIS team meetings, monitor team progress, collaborate with tiered PBIS groups, plan and lead school wide events such as PBIS assemblies and competitions, support school wide professional development related to PBIS strategies, and help the school develop and revise school wide behavioral matrices.
10	MPS People "Excellence" Committee	3	The "MPS People Excellence Committee" will be responsible for reviewing, revising, and implementing the "MPS recruitment and retention plan" and "MPS pay scales and benefits for all employees". In addition, this committee is responsible for coordinating all MPS wellness activities across the organization.
11	MPS "Connection" Committee	3	MPS Connection Committee serves as the cross collaboration opportunity celebrating milestones and achievement across our school sites to elevate the voice of all Ed Partners through inclusive Culturally constructed opportunities. The Connection Committee is responsible for the planning, logistics, and execution of org-wide Magnolia events. Members of this committee will contribute to events such as Magnolia Gala, family day, and other events celebrating our shared values and creating meaningful connection among all Magnolia community members. Possible time commitment: Minimum 1-2 times a month but as the event approaches we may meet monthly
12	MPS "Innovation" Committee	3	MPS Innovation Committee serves as a catalyst for positive change in our schools, promoting a culture of innovation, collaboration, and continuous improvement. Through its dedication to exploring new ideas, leveraging technology, and fostering creativity, the committee strives to provide an exceptional educational experience that prepares students for success in an ever-evolving world. Some projects will include enriching educational programs, Expanded Learning Programs, WASC and continues improvement processes, teacher and leadership capacity building.

MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year				
Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School Teacher	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$70	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education

				program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.
28	Parent meeting outside home	\$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources. This will be an extension of a project focused on community reflective tours.
29	Administrative Hearing Committee	\$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial

				<p>and “on call” to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.</p> <p>Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.</p>
30	Intersession Instruction (Winter, Spring, etc.)	\$70	HOUR	Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.

NARRATIVE

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/10/16	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	3/8/17	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	05/27/20	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	04/06/22	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	06/08/22	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	10/13/22	Instructional coach annual assignment is added. Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	03/09/23	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8.	Suat Acar
12	06/22/23	The title of Guidance Counselor changed to School Counselor. One time assignments hourly rates of Parent Academy Coordinator and Parent Academy Teacher increased from \$50 to \$70. All additions and changes on the annual assignments have been highlighted in yellow.	Suat Acar
13	04/11/24	Base school salary increased to \$61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 04/11/2024

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions										
1.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;">Base School Salary</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">Employee Qualifications Pay</td> <td style="text-align: center; padding: 5px;">+</td> <td></td> </tr> <tr> <td style="padding: 5px;">Position Pay (where applicable)</td> <td></td> <td></td> </tr> </table>	Base School Salary	+		Employee Qualifications Pay	+		Position Pay (where applicable)		
Base School Salary	+									
Employee Qualifications Pay	+									
Position Pay (where applicable)										
	→ Base Employee Salary									
2.	Employee Qualifications Pay									
3.	Position Pay (where applicable)									
4.	Employee Performance Pay									

Narrative:

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
 - 2) This Board-approved pay raise scale will be in effect as of July 1, 2024 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
 - 3) This policy replaces and overrides any previous pay/bonus policy.
 - 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
 - 5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
 - 6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
 - 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$80,000
Principal	Minimum: \$100,000
- If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.
- 8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same
 - 9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.
 - 10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.
 - 11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one
 - (1) year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$61,000
Los Angeles County (Los Angeles)	MSA-4	\$61,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$61,000
Los Angeles County (Northridge)	MSA-7	\$61,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$61,000
Orange County (Santa Ana)	MSA-Santa Ana	\$61,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

Narrative:

1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned degree point(s) will be reflected in the next school year agreements.

2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31st. After January 31st, all earned credential point(s) will be reflected in the next school year agreements.

3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

3) POSITION PAY

Position Points				
Assistant Principal	30			
Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55
Narrative:				
<p>1) Position: See the table above for points for each position. Principal’s position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and NOT an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.</p>				

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.
- 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.
- 4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year			
Additional Duties of School Admin – One-Time Assignment			
	COMPONENT NAME	DOLLAR AMOUNT	PER
1	Saturday School	\$70	HOURLY
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	\$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	\$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	\$50	HOURLY
7	Opening/facilitating the MPS Board of Director meetings	\$70	UP TO 1 HOUR
8	Opening/facilitating the MPS Board of Director meetings	\$210	1- 3 HOURS
9	Opening/facilitating the MPS Board of Director meetings	\$350	3 PLUS HOURS
10	Administrative Hearing Committee	\$70	HOURLY
11	Intersession Instruction (Winter, Spring, etc.)	\$70	HOURLY

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego. -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	04/06/22	Base school salary increased to \$53,000 for MSA-Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	06/08/22	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	10/13/22	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	03/09/23	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8. The position point for Assistant Principal increased from 25 to 30. Updated the one-time assignment list	Suat Acar
12	6/22/23	New two one-time assignments have been added and highlighted in yellow.	Suat Acar
13	04/11/24	Base school salary increased to \$61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio

**23-24 MPS TEACHER SALARY SCHEDULE
(MAGNOLIA SCIENCE ACADEMY LOCATED IN LOS ANGELES)**

Credential	Degree	Years of Full-Time Experience																									
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Preliminary Permit Intern	BA/BS	\$59,000	\$60,015	\$61,030	\$62,045	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375
	Master	\$60,015	\$61,030	\$62,045	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375	\$85,390
	PhD	\$62,045	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375	\$85,390	\$86,405	\$87,420
Clear	BA/BS	\$60,015	\$61,030	\$62,045	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375	\$85,390
	Master	\$61,030	\$62,045	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375	\$85,390	\$86,405
	PhD	\$63,060	\$64,075	\$65,090	\$66,105	\$67,120	\$68,135	\$69,150	\$70,165	\$71,180	\$72,195	\$73,210	\$74,225	\$75,240	\$76,255	\$77,270	\$78,285	\$79,300	\$80,315	\$81,330	\$82,345	\$83,360	\$84,375	\$85,390	\$86,405	\$87,420	\$88,435

ADDITIONAL ANNUAL PAYS:

Subject/Position	Amount
College Counselor, EL Coordinator, Guidance Counselor, Language/Literacy Coach, Title-1/Intervention Coordinator	\$5,075

Annual Duties and Pay Amounts

Blended Learning Coordinator Extracurricular Activities Coordinator CAP Mentor Reflection Committee Team Member Student Safety Committee Extra Club / Tutoring Special Club (Category 1) Additional Prep Time (3 or more prep per week) Extra Teaching Hours (per hour per week) Ind. Study Supervising Teacher (for each 5 students) MTSS Member	\$1,000	504 Coordinator (1-10 cases) Alumni Success Coach - Tier 1 (1-150 Alumni) Community and Family Outreach Coordinator GATE Coordinator SSPT Coordinator STEAM Festival/Expo Coordinator Department Chair (1-4 teachers) Grade Level Chair (1-4 teachers) Student Leadership/Gov't. Advisor Special Club (Category 2) (Attends Competition) AP Teacher (per AP course)	\$2,000	504 Coordinator (11 or more cases) Literacy Program Coordinator (incl. myON, A.R., etc.) WASC Self-Study Coordinator Department Chair (5 or more teachers) Grade Level Chair (5 or more teachers) Instructional Coach MTSS PBIS Coach MPS People "Excellence" Committee MPS "Innovation" Committee MPS "Connection" Committee	\$3,000	Alumni Success Coach - Tier 3 (300+ Alumni) After School Coordinator Discipline Coordinator Dual Enrollment Coordinator EL Coordinator I.T. Coordinator/Technician MTSS Coordinator (incl. RTI, Title I, etc.) SPED Coordinator Testing Coordinator CIF Athletic Director (1-3 teams) WASC Self-Study Coordinator (During Renewal Cycle) TOSA: College Mentorship Programs Enrichment, Computer Science and Technology, Electives (Spanish, Art, PE, and other Electives), Elementary, Programs, English, GATE, History / Social Sciences, Math, Math Enrichment, Science, STEAM	\$5,000
BTSA / Teacher Mentor	\$1,500	Alumni Success Coach - Tier 2 (151-300 Alumni)	\$3,500	CIF Athletic Director (4-6 teams)	\$10,000		
Independent Study Synchronous Instruction (30min per week)	\$1,800	Independent Study Synchronous Instruction(60min per week)	\$3,600				

POSITION PAYS

Assistant Principal	\$30,450	College Counselor	\$5,075	EL Coordinator	\$5,075	Librarian	\$5,075	Title I Coordinator	\$5,075
Dean	\$25,375	Education Specialist	\$15,225	Literacy Coach	\$5,075	Psychologist	\$15,225		

QUALIFICATION PAYS

Degree	Master's	\$1,015	Ph.D.	\$3,045						
Credential	Clear Teaching	\$1,015	Preliminary Admin	\$1,015	Clear Admin	\$2,030	Job Credential	\$1,015	National Board Cert	\$2,030
Prior Experience	\$1,015/year	(Cap: 15years)								
MPS Experience	\$1,015/year									

**23-24 MPS TEACHER SALARY SCHEDULE
(MAGNOLIA SCIENCE ACADEMY LOCATED IN BELL)**

Credential	Degree	Years of Full-Time Experience																									
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Preliminary Permit Intern	BA/BS	\$61,000	\$62,015	\$63,030	\$64,045	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375
	Master	\$62,015	\$63,030	\$64,045	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375	\$87,390
	PhD	\$64,045	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375	\$87,390	\$88,405	\$89,420
Clear	BA/BS	\$62,015	\$63,030	\$64,045	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375	\$87,390
	Master	\$63,030	\$64,045	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375	\$87,390	\$88,405
	PhD	\$65,060	\$66,075	\$67,090	\$68,105	\$69,120	\$70,135	\$71,150	\$72,165	\$73,180	\$74,195	\$75,210	\$76,225	\$77,240	\$78,255	\$79,270	\$80,285	\$81,300	\$82,315	\$83,330	\$84,345	\$85,360	\$86,375	\$87,390	\$88,405	\$89,420	\$90,435

ADDITIONAL ANNUAL PAYS:

Subject/Position	Amount
College Counselor, EL Coordinator, Guidance Counselor, Language/Literary Coach, Title-1/Intervention Coordinator	\$5,075

Annual Duties and Pay Amounts

Blended Learning Coordinator Extracurricular Activities Coordinator CAP Mentor Reflection Committee Team Member Student Safety Committee Extra Club / Tutoring Special Club (Category 1) Additional Prep Time (3 or more prep per week) Extra Teaching Hours (per hour per week) Ind. Study Supervising Teacher (for each 5 students) MTSS Member	\$1,000	504 Coordinator (1-10 cases) Alumni Success Coach - Tier 1 (1-150 Alumni) Community and Family Outreach Coordinator GATE Coordinator SSPT Coordinator STEAM Festival/Expo Coordinator Department Chair (1-4 teachers) Grade Level Chair (1-4 teachers) Student Leadership/Gov't. Advisor Special Club (Category 2) (Attends Competition) AP Teacher (per AP course)	\$2,000	504 Coordinator (11 or more cases) Literacy Program Coordinator (incl. myON, A.R., etc.) WASC Self-Study Coordinator Department Chair (5 or more teachers) GATE Coordinator Grade Level Chair (5 or more teachers) Instructional Coach MTSS PBIS Coach MPS People "Excellence" Committee MPS "Innovation" Committee MPS "Connection" Committee	\$3,000	Alumni Success Coach - Tier 3 (300+ Alumni) After School Coordinator Discipline Coordinator Dual Enrollment Coordinator EL Coordinator I.T. Coordinator/Technician MTSS Coordinator (incl. RTI, Title I, etc.) SPED Coordinator Testing Coordinator CIF Athletic Director (1-3 teams) WASC Self-Study Coordinator (During Renewal Cycle) TOSA: College Mentorship Programs Enrichment, Computer Science and Technology, Electives (Spanish, Art, PE, and other Electives), Elementary, Programs, English, GATE, History / Social Sciences, Math, Math Enrichment, Robotics Programs Enrichment, Science, SPED, STEAM Enrichment	\$5,000
BTSA / Teacher Mentor	\$1,500	Alumni Success Coach - Tier 2 (151-300 Alumni)	\$3,500	CIF Athletic Director (4-6 teams)	\$10,000		
Independent Study Synchronous Instruction (30min per week)	\$1,800	Independent Study Synchronous Instruction(60min per week)	\$3,600				

POSITION PAYS

Assistant Principal	\$30,450	College Counselor	\$5,075	EL Coordinator	\$5,075	Librarian	\$5,075	Title I Coordinator	\$5,075
Dean	\$25,375	Education Specialist	\$15,225	Literacy Coach	\$5,075	Psychologist	\$15,225		

QUALIFICATION PAYS

Degree	Master's	\$1,015	Ph.D.	\$3,045						
Credential	Clear Teaching	\$1,015	Preliminary Admin	\$1,015	Clear Admin	\$2,030	Job Credential	\$1,015	National Board Cert	\$2,030
Prior Experience	\$1,015/year	(Cap: 15years)								
MPS Experience	\$1,015/year									



Salary Schedules: Teacher SY 23-24

YOE	Bay Area	East Palo Alto	Central Valley	Los Angeles
1	\$64,034	\$70,211	\$61,119	\$66,593
2	\$67,498	\$73,907	\$63,564	\$70,096
3	\$68,153	\$74,646	\$64,200	\$71,357
4	\$68,821	\$75,392	\$64,842	\$72,642
5	\$74,698	\$81,862	\$68,084	\$77,363
6	\$75,990	\$83,334	\$69,309	\$78,756
7	\$77,305	\$84,832	\$70,557	\$80,174
8	\$85,051	\$93,212	\$77,965	\$86,588
9	\$86,522	\$94,887	\$79,369	\$88,146
10	\$88,019	\$96,593	\$80,797	\$89,733
11	\$93,300	\$102,388	\$85,645	\$95,117
12	\$94,420	\$103,617	\$86,673	\$96,258
13	\$95,553	\$104,861	\$87,713	\$97,413
14	\$96,700	\$106,119	\$88,765	\$98,582
15	\$97,860	\$107,392	\$89,831	\$99,765
16	\$99,034	\$108,681	\$90,909	\$100,962
17	\$100,025	\$109,768	\$91,818	\$101,972
18	\$101,025	\$110,866	\$92,736	\$102,992
19	\$102,035	\$111,974	\$93,663	\$104,022
20	\$103,056	\$113,094	\$94,600	\$105,062
21	\$104,086	\$114,225	\$95,546	\$106,112
22	\$105,960	\$116,281	\$97,266	\$108,022
23	\$107,867	\$118,374	\$99,016	\$109,967
24	\$109,808	\$120,505	\$100,799	\$111,946
25	\$111,785	\$122,674	\$102,613	\$113,961
26	\$113,797	\$124,882	\$104,460	\$116,013
27	\$115,846	\$127,130	\$106,340	\$118,101
28	\$117,931	\$129,418	\$108,254	\$120,227
29	\$120,054	\$131,748	\$110,203	\$122,391
30	\$122,214	\$134,119	\$112,187	\$124,594
31	\$124,414	\$136,533	\$114,206	\$126,836

Salary Schedules: Teacher SY 22-23

YOE	Bay Area	East Palo Alto	Central Valley	Los Angeles
1	\$63,005	\$65,553	\$58,512	\$63,509
2	\$66,414	\$69,003	\$60,267	\$66,850
3	\$67,058	\$69,693	\$60,870	\$68,053
4	\$67,715	\$70,390	\$61,479	\$69,278
5	\$73,498	\$76,431	\$63,630	\$74,044
6	\$74,769	\$77,806	\$64,776	\$75,377
7	\$76,063	\$79,204	\$65,942	\$76,734
8	\$83,684	\$87,027	\$72,866	\$84,315
9	\$85,132	\$88,591	\$74,177	\$85,833
10	\$86,605	\$90,184	\$75,512	\$87,378
11	\$91,801	\$95,595	\$80,043	\$92,620
12	\$92,903	\$96,743	\$81,004	\$93,732
13	\$94,018	\$97,904	\$81,976	\$94,857
14	\$95,146	\$99,078	\$82,959	\$95,995
15	\$96,288	\$100,267	\$83,955	\$97,147
16	\$97,443	\$101,471	\$84,962	\$98,313
17	\$98,417	\$102,485	\$85,812	\$99,296
18	\$99,402	\$103,510	\$86,670	\$100,289
19	\$100,396	\$104,545	\$87,537	\$101,291
20	\$101,400	\$105,591	\$88,412	\$102,304
21	\$102,414	\$106,647	\$89,296	\$103,327
22	\$104,257	\$108,566	\$90,904	\$105,187
23	\$106,134	\$110,520	\$92,540	\$107,081
24	\$108,044	\$112,510	\$94,206	\$109,008
25	\$109,989	\$114,535	\$95,901	\$110,970
26	\$111,969	\$116,597	\$97,628	\$112,968
27	\$113,984	\$118,695	\$99,385	\$115,001
28	\$116,036	\$120,832	\$101,174	\$117,071
29	\$118,124	\$123,007	\$102,995	\$119,179
30	\$120,251	\$125,221	\$104,849	\$121,324
31	\$122,415	\$127,475	\$106,736	\$123,508

***Note: To ensure the continued financial health and sustainability of Aspire as an organization, please note that all Aspire pay schedules are subject to change. The rates represented in this pay schedule do not represent a contractual rate or alter the at-will nature of the employment relationship. Teammates should refer to their offer letters or status changes from the Human Resources department regarding their employment agreements with Aspire. If you have any questions regarding this message, please reach out to hr@aspirepublicschools.org.**



2023-24 Teacher Salary Schedule

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
\$68,850	\$70,227	\$71,631	\$73,064	\$74,526	\$76,016	\$78,220	\$80,489	\$82,823	\$85,224
Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20
\$87,696	\$90,240	\$92,044	\$93,886	\$95,763	\$97,678	\$99,632	\$101,625	\$103,656	\$105,730
Step 21	Step 22	Step 23	Step 24	Step 25	Step 26	Step 27	Step 28	Step 29	Step 30
\$107,845	\$110,001	\$112,202	\$114,445	\$116,735	\$119,069	\$121,451	\$123,879	\$126,358	\$128,885

Salary Schedule Placement Guidelines:

Salary placement of teachers new to Alliance will be based on years of prior credentialed teaching experience.

Salary Schedule Step Advancement Guidelines:

Employees not on the maximum step of the schedule will receive a step advancement at the beginning of each school year in accordance with the Step Advancement Policy in the Employee Handbook. To be eligible for step advancement, the Employee must have been paid for a minimum of 910 service hours during the previous school year. Time on approved FMLA, CFRA, PDL, ADA, and other job-protected leaves under State and Federal law shall count as paid time. In addition, qualifying experience from multiple years may be aggregated in accordance with the Step Advancement Policy. For more information contact humanresources@laalliance.org.

*As part of our commitment to provide competitive, equitable, and transparent compensation, we conduct salary benchmarking reviews at least every other year for each employee group.

Updated: 3/3/23

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Equitas Academy fulfills our ambitious mission of academic excellence by cultivating and growing strong and effective instructional staff. We recognize the need to compensate staff in a competitive and transparent manner.

Equitas Academy Compensation guidelines are built upon the following foundational assumptions:

- Employees who stay in the Equitas organization will improve in their role every year.

[Calendar](#)

[Parent Portal](#)

[Homework](#)

[Directions](#)

- Improvement in their role translates to serving our students, families and each other better.
- As a result of improving and serving others better, employees should receive increases in compensation every year and be competitive with the District and other area charter schools.
- Equitas employees experience transparent and predictable compensation systems

Lead Teacher Salary Scale (Preliminary or Clear Credential)

Why Join the Equitas Team?

Employee Benefits

Meet Us!

Employment Opportunities

Refer a Candidate

Salary Scale | Careers

	I	II	III	IV
1	\$60,000			
2	\$61,200	\$62,002		
3	\$62,424	\$63,242	\$66,088	
4	\$63,672	\$64,507	\$67,410	\$70,466
5	\$64,946	\$65,797	\$68,758	\$72,196
6	\$66,245	\$67,113	\$70,133	\$73,640
7	\$67,570	\$68,455	\$72,905	\$78,008
8	\$68,921	\$69,824	\$74,363	\$79,569
9	\$70,300	\$71,240	\$75,850	\$81,159
10	\$71,706	\$72,645	\$77,367	\$92,136
11	\$73,140	\$74,098	\$78,914	\$93,979
12	\$74,602	\$75,580	\$80,493	\$95,858
13	\$76,095	\$77,092	\$82,102	\$97,775
14	\$77,616	\$78,633	\$83,745	\$99,731
15	\$79,169	\$80,206	\$85,419	\$101,726
16	\$80,752	\$81,810	\$87,128	\$103,760
17	\$82,367	\$83,446	\$88,870	\$105,835
18	\$84,014	\$85,115	\$90,648	\$107,952
19	\$85,695	\$86,818	\$92,461	\$110,111
20	\$87,409	\$88,554	\$94,310	\$112,313
21	\$89,157	\$90,325	\$96,196	\$114,560
22	\$90,940	\$92,131	\$98,120	\$116,851
23	\$92,759	\$93,974	\$100,082	\$119,188

- **Row - Years of Teaching Experience:** The row on the salary scale is determined by years of full-time, lead teaching experience.
- **Column - Performance Level:** For teachers new to Equitas, the column placement on the salary scale is determined by data collected throughout the interview process. For Equitas teachers, the column placement on the salary scale is based on their end of year performance review.

Calendar

Parent Portal

Homework

Directions

Apprentice Teacher / Academic Coordinator / Intern Salary Scale (Intern Credential or Permit)

	I	II	III	IV
1	\$59,107			
2	\$60,282	\$61,072		
3	\$60,863	\$61,661	\$64,435	
4	\$62,081	\$62,894	\$65,725	\$68,705
5	\$62,673	\$63,494	\$66,351	\$69,669
6	\$63,926	\$64,764	\$67,679	\$71,062
7	\$64,529	\$65,374	\$69,624	\$74,497
8	\$65,820	\$66,682	\$71,017	\$75,988
9	\$66,433	\$67,322	\$71,678	\$76,695
10	\$67,762	\$68,650	\$73,112	\$87,069

Teachers with an Intern Credential or Permit and Academic Coordinators or Apprentice Teachers, have a separate salary scale. Equitas acknowledges the value of a full credential and incentivizes teachers obtaining their full credential with this separate scale.

- **Row - Years of Teaching Experience:** The row on the salary scale is determined by years of full-time, lead teaching experience.
- **Column - Performance Level:** For teachers new to Equitas, the column placement on the salary scale is determined by data collected throughout the interview process. For Equitas teachers, the column placement on the salary scale is based on their end of year performance review.

Bright Star Teacher Salary Schedule

School Year 2023-24

Updated 27FEB2023



Salary Schedule

Year	Base Salary
1	\$64,276
2	\$65,135
3	\$67,170
4	\$68,975
5	\$70,834
6	\$72,749
7	\$74,722
8	\$76,753
9	\$78,846
10	\$81,001
11	\$83,036
12	\$85,127
13	\$87,276
14	\$89,483
15	\$91,752
16	\$93,870
17	\$96,043
18	\$98,268
19	\$100,550
20	\$102,889

Key Benefits

\$5,000-\$14,000

The range that Bright Star contributes annually for employee **health benefits**.

~18%

The percentage of base salary that Bright Star contributes annually towards the **CALSTRs retirement plan**.*

STIPENDS

Standard stipends can provide **additional compensation** for work performed in addition to normal responsibilities.

*This amount is set annually by the state and the percentage may vary slightly from year to year.

Policies

- To be paid on the Teacher Salary Schedule, you must be a regular credentialed General Education or Inclusive Education teacher.
- The work year for returning teachers is up to 184 days and the work year for new teachers is up to 187 days.
- Teaching credit will be given for each full year (70%+) of full-time teaching experience at an accredited elementary, middle or high school, in grades TK-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to a California credential/license. Credit will not be awarded for student teaching or short term substitute teaching (Emergency 30 Day Permit) experience.
- New hires will be credited for all of their prior years (70%+) of full-time teaching experience and placed on the scale in the corresponding year.
- All Bright Star teachers moving outside of the scale in number of years served will receive a 2.5% annual salary adjustment to their prior year salary.
- Bilingual Bonus-Fluency in a Relevant Second Language (\$1000)**

EXHIBIT CCamino Nuevo Charter Academy
Professional Compensation TableCertificated Teachers
2021-2024

Salary Schedule

Intern Category:	I1 - Intern
Exp. Level	
0	\$ 57,200.00
1	\$ 57,200.00

Professional Category:	Category A	Category B	Category C
	BA + Credential	MA Degree** or Plus 40 units	Plus 70 units
Exp. Level***			
0	\$ 57,200.00	\$ 57,499.03	\$ 62,788.94
1	\$ 57,486.00	\$ 58,649.01	\$ 64,044.72
2	\$ 57,773.00	\$ 59,821.99	\$ 65,325.61
3	\$ 58,085.30	\$ 61,018.43	\$ 66,632.13
4	\$ 59,247.00	\$ 62,238.80	\$ 67,964.77
5	\$ 60,431.94	\$ 63,483.57	\$ 69,324.06
6	\$ 61,640.58	\$ 64,753.25	\$ 70,710.54
7	\$ 63,489.80	\$ 66,695.84	\$ 72,831.86
8	\$ 65,394.49	\$ 68,696.72	\$ 75,016.82
9	\$ 67,356.33	\$ 70,757.62	\$ 77,267.32
10	\$ 69,377.02	\$ 72,880.35	\$ 79,585.34
11	\$ 71,458.33	\$ 75,066.76	\$ 81,972.90
12	\$ 73,602.08	\$ 77,318.76	\$ 84,432.09
13	\$ 75,810.14	\$ 79,638.32	\$ 86,965.05
14	\$ 78,084.44	\$ 82,027.47	\$ 89,574.00
15	\$ 80,426.98	\$ 84,488.30	\$ 92,261.22

**** Career Increment at 16th year is: \$1,000 Annually
Career Increment at 21st year is: \$2,000 Annually

*National Board Certification will automatically move to the next category.

** From an accredited graduate school of education in the United States.

*** Refers to full time years of eligible teaching experience in K-12 system.

**** Career Increment- In addition to the salary schedule, CNCA pays a career increment of \$1000 annually from years 16-20 (noncumulative with previous increment), and \$2000 annually from years 21 and beyond (noncumulative with previous increment). These amounts are not cumulative, nor do they increase when the salary schedule is increased. Teachers may only qualify to receive a Career Increment after they have completed 5 years of full-time teaching experience at CNCA.

Salary classification is determined by the number of semester units and verified years of full-time teaching experience on the CNCA Salary Schedule. Units received from a college or university on a quarter system shall be multiplied by a factor of 0.66 to equate to semester units.



**Los Angeles Unified School District
2023-2024 PREPARATION SALARY (L) TABLE**

Preparation Salary (L) Table (Alternative Certification): The 2023-2024 table reflects a 4% increase over the July 1, 2023-December 31, 2023 rates. This table applies only to employees who hold a bachelor's degree and alternative certification (i.e., emergency, intern, provisional), not regular credentials. C Basis rates reflect 204 days. Actual paid salaries will reflect one additional day for the 2023-2024 school year for a total of 205 days.

PAY SCALE GROUP (Req. Pts.)**	PAY SCALE LEVEL										
	1	2	*	3	4	5	6	7	8	9	10
20 (Minimum)	C Basis	56,130	56,130	56,130	57,106	60,050	60,675	62,551	64,656	67,630	70,635
		4,677.48	4,677.48	4,677.48	4,758.83	5,004.14	5,056.23	5,212.58	5,388.00	5,635.84	5,886.23
	B Basis	60,807	60,807	60,807	61,864	65,054	65,731	67,764	70,044	73,266	76,521
		5,067.26	5,067.26	5,067.26	5,155.37	5,421.14	5,477.61	5,646.99	5,836.96	6,105.52	6,376.76
	A Basis	71,846	71,846	71,846	73,095	76,863	77,664	80,065	82,759	86,566	90,413
	5,987.17	5,987.17	5,987.17	6,091.28	6,405.29	6,471.99	6,672.11	6,896.62	7,213.87	7,534.38	
21 (+ 14 points)	C Basis	56,130	56,130	56,618	58,845	61,178	63,451	65,861	68,240	70,574	73,731
		4,677.48	4,677.48	4,718.17	4,903.71	5,098.20	5,287.57	5,488.39	5,686.68	5,881.16	6,144.26
	B Basis	60,807	60,807	61,336	63,748	66,276	68,739	71,349	73,927	76,455	79,876
		5,067.26	5,067.26	5,111.32	5,312.36	5,523.04	5,728.22	5,945.79	6,160.59	6,371.25	6,656.31
	A Basis	71,846	71,846	72,471	75,321	78,308	81,217	84,302	87,347	90,335	94,376
	5,987.17	5,987.17	6,039.22	6,276.77	6,525.69	6,768.10	7,025.16	7,278.94	7,527.88	7,864.66	
22 (+ 28 points)	C Basis	56,130	56,618	58,936	61,560	64,046	66,669	69,171	71,855	74,372	77,560
		4,677.48	4,718.17	4,911.34	5,129.97	5,337.14	5,555.78	5,764.23	5,987.91	6,197.65	6,463.32
	B Basis	60,807	61,336	63,848	66,690	69,383	72,225	74,935	77,843	80,570	84,023
		5,067.26	5,111.32	5,320.64	5,557.46	5,781.89	6,018.75	6,244.57	6,486.93	6,714.14	7,001.92
	A Basis	71,846	72,471	75,438	78,796	81,979	85,337	88,538	91,974	95,196	99,276
	5,987.17	6,039.22	6,286.53	6,566.37	6,831.55	7,111.40	7,378.19	7,664.54	7,933.02	8,273.01	
23 (+ 42 points)	C Basis	56,618	58,891	61,560	64,229	67,096	69,857	72,603	75,318	78,078	81,678
		4,718.17	4,907.55	5,129.97	5,352.41	5,591.36	5,821.41	6,050.21	6,276.46	6,506.52	6,806.48
	B Basis	61,336	63,798	66,690	69,581	72,688	75,679	78,653	81,594	84,585	88,484
		5,111.32	5,316.51	5,557.46	5,798.43	6,057.32	6,306.57	6,554.39	6,799.50	7,048.77	7,373.67
	A Basis	72,471	75,380	78,796	82,213	85,883	89,417	92,931	96,406	99,940	104,548
	6,039.22	6,281.63	6,566.37	6,851.07	7,156.93	7,451.40	7,744.27	8,033.86	8,328.35	8,712.31	
24 (+ 56 points)	C Basis	58,891	61,148	64,046	67,096	69,979	72,984	75,958	78,841	81,922	85,659
		4,907.55	5,095.65	5,337.14	5,591.36	5,831.58	6,081.99	6,329.84	6,570.06	6,826.82	7,138.24
	B Basis	63,798	66,243	69,383	72,688	75,810	79,066	82,288	85,411	88,749	92,797
		5,316.51	5,520.28	5,781.89	6,057.32	6,317.54	6,588.82	6,857.33	7,117.57	7,395.76	7,733.10
	A Basis	75,380	78,269	81,979	85,883	89,573	93,419	97,226	100,916	104,860	109,643
	6,281.63	6,522.43	6,831.55	7,156.93	7,464.42	7,784.93	8,102.18	8,409.70	8,738.34	9,136.94	
25 (+ 70 points)	C Basis	60,934	63,497	66,730	69,857	72,999	76,187	79,375	82,456	85,644	89,716
		5,077.86	5,291.40	5,560.86	5,821.41	6,083.27	6,348.91	6,614.56	6,871.32	7,136.96	7,476.34
	B Basis	66,012	68,788	72,291	75,679	79,082	82,536	85,989	89,327	92,780	97,192
		5,501.01	5,732.36	6,024.24	6,306.57	6,590.19	6,877.97	7,165.77	7,443.94	7,731.70	8,099.35
	A Basis	77,996	81,276	85,415	89,417	93,439	97,519	101,600	105,543	109,624	114,837
	6,499.64	6,772.96	7,117.90	7,451.40	7,786.57	8,126.60	8,466.64	8,795.29	9,135.32	9,569.72	
26 (+ 84 points)	C Basis	63,359	65,861	69,186	72,603	75,958	79,390	82,685	85,994	89,411	93,712
		5,279.94	5,488.39	5,765.51	6,050.21	6,329.84	6,615.85	6,890.38	7,166.19	7,450.92	7,809.36
	B Basis	68,640	71,349	74,951	78,653	82,288	86,006	89,575	93,161	96,862	101,522
		5,719.96	5,945.79	6,245.93	6,554.39	6,857.33	7,167.14	7,464.57	7,763.39	8,071.81	8,460.13
	A Basis	81,100	84,302	88,558	92,931	97,226	101,619	105,836	110,073	114,446	119,952
	6,758.34	7,025.16	7,379.84	7,744.27	8,102.18	8,468.25	8,819.68	9,172.74	9,537.15	9,995.97	
27 (+ 98 points)	C Basis	65,205	68,240	71,855	75,318	78,871	82,501	86,010	89,594	93,148	97,846
		5,433.76	5,686.68	5,987.91	6,276.46	6,572.61	6,875.12	7,167.46	7,466.16	7,762.32	8,153.82
	B Basis	70,639	73,927	77,843	81,594	85,444	89,377	93,177	97,060	100,910	105,999
		5,886.56	6,160.59	6,486.93	6,799.50	7,120.34	7,448.06	7,764.76	8,088.36	8,409.20	8,833.28
	A Basis	83,463	87,347	91,974	96,406	100,955	105,602	110,092	114,680	119,229	125,242
	6,955.21	7,278.94	7,664.54	8,033.86	8,412.92	8,800.16	9,174.34	9,556.66	9,935.79	10,436.85	

Additional Pay Scale Levels

		11	12.00	13	14
(continued)	C Basis	98,303	98,730	99,158	99,600
		8,191.92	8,227.52	8,263.13	8,299.98
27	B Basis	106,495	106,958	107,421	107,900
		8,874.60	8,913.15	8,951.72	8,991.65
(+ 98 points)	A Basis	125,828	126,375	126,922	127,488
		10,485.68	10,531.25	10,576.81	10,624.00

Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step/schedule placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

* Rating-in limit for employees with a provisional contract; however, employees are eligible for annual pay scale group/pay scale level advances.
 ** A point is a semester unit (or 1.5 quarter units) as defined by the University of California, or its equivalent, as established by the Board of Education.
 Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.



2023-2024 PREPARATION SALARY (L) TABLE (Continued)

(L) Salary Table

Degree Differentials:

Effective 7/01/08, degree differentials are hourly rates paid as worked.

	<u>MA Degree</u>	<u>DR Degree</u>
C Basis (6 hour)	\$584	1,168
	0.47696	0.95402
C Basis (8 hour)	\$584	1,168
	0.35772	0.71552
B Basis (6 hour)	632	1,265
	0.47696	0.95402
B Basis (8 hour)	632	1,265
	0.35772	0.71552
E Basis (6 hour)	670	1,339
	0.47696	0.95402
E Basis (8 hour)	670	1,339
	0.35772	0.71552
A Basis	747	1,494
	0.35772	0.71552

First Career Increment (completed 27L14)***Pay Scale Group C1, Pay Scale Level 15-19**

		<u>1st CI & MA</u>	<u>1st CI & DR</u>
C Basis	101,094	101,678	102,262
	8,424.54		
B Basis	109,519	110,151	110,784
	9,126.59		
A Basis	129,401	130,148	130,895
	10,783.41		

Second Career Increment (after 5 yrs on first C. I.)**Pay Scale Group C2, Pay Scale Level 20-24**

		<u>2nd CI & MA</u>	<u>2nd CI & DR</u>
C Basis	101,872	102,456	103,040
	8,489.35		
B Basis	110,362	110,994	110,994
	9,196.82		
A Basis	130,397	131,144	131,891
	10,866.40		

Third Career Increment (after 5 yrs on second C. I.)**Pay Scale Group C3, Pay Scale Level 25-29**

		<u>3rd CI & MA</u>	<u>3rd CI & DR</u>
C Basis	103,627	104,210	104,795
	8,635.55		
B Basis	112,262	112,894	113,527
	9,355.16		
A Basis	132,642	133,389	134,136
	11,053.49		

Fourth Career Increment (after 5 yrs on third C. I.)**Pay Scale Group C4, Pay Scale Level 30+**

		<u>4th CI & MA</u>	<u>4th CI & DR</u>
C Basis	105,411	105,995	106,579
	8,784.25		
B Basis	114,195	114,827	115,460
	9,516.27		
A Basis	134,926	135,673	136,420
	11,243.81		

An employee with a master's degree and a doctorate, or equivalent degree, shall receive the doctoral differential only.

For employees working a complete school year, the following is applicable:

C Basis annualized = 204 paid days or equivalent hours; 1,224 hours annual (6 hours); 1,632 hours annual (8 hours).

B Basis annualized = 221 paid days or equivalent hours; 1,768 hours annual.

A Basis annualized = 261 paid days or equivalent hours; 2,088 hours annual.

In accordance with Section 44462 of the Education Code, a teacher whose services are authorized by an internship credential may be paid seven-eighths of the rate to which entitled rounded to the nearest dollar, unless the training program in question requires the full rate.

Categorical Limited Contract teachers are paid on Pay Scale Group 20 only, Pay Scale Level 1 - 10.

*To qualify for the first career increment, the teacher must have been paid on the maximum pay scale group (PS Group 27) and pay scale level (PS Level 10-14) for five qualifying years. The two semester unit "recency" requirement was eliminated effective April 26, 2005.

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.



District Schools' Comparison: 2023-24 Teachers, Non-Classroom Based Academic Personnel Salary Scales Comparison

School Name	Magnolia Public Schools	Aspire Public Schools	Alliance College-Ready Public Schools
School Information			
Location	Southern California (TK-12)	<ul style="list-style-type: none"> Bay Area (9 sch, TK-12) Central Valley (16 sch, TK-12) Los Angeles (11 sch, TK-12) 	Southern California (6-12)
Network Schools	10	36	26
School Days	<ul style="list-style-type: none"> FY 23/24: 180 & 185 FY 24/25: 180 	FY 22/23: 182	FY 23/24: 182
Working Months	11	11	11
Salary			
Starting Salary	\$59,000 & \$61,000	\$66,593 Los Angeles	\$68,850
Increase in Years of Experience	\$1,015		To be eligible for step advancement, the Employee must have been paid for a minimum of 910 service hours during the previous school year.
Employee Qualifications	<ul style="list-style-type: none"> Clear Teach Cred: \$1,015 Masters: \$1,015 PhD: \$3,045 National Board Cert: \$2,030 	Public Information Not Available	Salary placement of teachers new to Alliance will be based on years of prior credentialed teaching experience.
Annual/One Time Assignments	Annual and one time stipends available	Public Information Not Available	Public Information Not Available
Additional Benefits			
Retirement Plans	Cal STRS	<ul style="list-style-type: none"> Cal STRS 403(b) 	Cal STRS 403(b)
Health Benefits	<ul style="list-style-type: none"> Health, dental, vision (Full coverage of employee and family members up to the age of 26) Long and short term disability Basic life and AD&D Employee Assistance Program Hearing Discount Medical stipend: \$150/month if decline all benefits 	Aspire pays 100% of the base plan option for FTEs and up to 95% for dependents on select plans.	Alliance pays 100% of the premium cost for: <ul style="list-style-type: none"> All employee-only medical plans (Anthem & Kaiser) One employee+children medical plans One employee + spouse medical plan (starting 1/1/24) One employee + family medical plan option (starting 1/1/24) All HMO dental plans All vision plans
Paid Time Off	<ul style="list-style-type: none"> 2 Floating Days 3 Week Winter Break 1 Week Spring Break 5 Bereavement Days (Paid) 10 Sick/Personal Days Paid Federal/State Holidays 1 Week Thanksgiving Break 	PTO, paid sick days, and breaks based on the regional calendar.	Generous time off
Tuition Reimbursement	<ul style="list-style-type: none"> Teacher related certification - career development programs: max \$5,000/FY Administrative related certification/career development programs: max \$5,000/FY Master's degree: max \$7,500/FY Doctoral degree: max \$10,000/FY 	Yes; up to \$1500/year	Public Information Not Available
Professional Development	Yes	Yes	Yes
Other	<ul style="list-style-type: none"> SchoolsFirst Federal Credit Union Summer Holdback Program Additional Voluntary Life Insurance Will Preparation Travel Assistance 	<ul style="list-style-type: none"> Aspire Teacher Residency at Alder GSE Earn college degree with Rivet School 	<ul style="list-style-type: none"> Relocation bonus Alliance covers 100% of the up-front premium cost with back-up childcare from Bright Horizon Fertility Benefits: coverage includes IVF, IA, and more Gym discount



District Schools' Comparison: 2024-25 (or 2023-24 if not adopted yet) Teachers, Non-Classroom Based Academic Personnel Salary Scales Comparison

	School Name	Equitas Academy	Bright Star Schools	Camino Nuevo Charter Academy
School Information	Location	Southern California (TK-8)	Southern California (K-12)	Southern California (TK-8)
	Network Schools	6	9	6
	School Days	FY 23/24 180	FY 23/24 <ul style="list-style-type: none"> 184 days returning teacher 187 days new teacher 	<ul style="list-style-type: none"> 185 days TK-8 185 days HS
	Working Months	11	11	11
	Starting Salary	\$60,000	\$64,275	<ul style="list-style-type: none"> \$57,200 zero – one YOE \$57,200 BA + credential \$57,499.03 MA or Plus 40 units \$62,788.94 Plus 70 units (page 29)
Salary	Increase in Years of Experience	Public Information Not Available	All Bright Star teachers moving outside of the scale in number of years served will receive a 2.5% annual salary adjustment to their prior year salary.	<ul style="list-style-type: none"> Career Increment at 16th year is: \$1,000 Annually. Career Increment at 21st year is: \$2,000 Annually
	Employee Qualifications	Public Information Not Available	<ul style="list-style-type: none"> New hires will be credited for all of their prior years (70% +) of full-time teaching experience & placed on the scale in the corresponding year All Bright Star teachers moving outside of the scale in number of years served will receive a 2.5% annual salary adjustment to their prior year salary. 	Available in Bargaining Agreement page 21
	Annual/One Time Assignments	Public Information Not Available	Public Information Not Available	Public Information Not Available
	Retirement Plans	<ul style="list-style-type: none"> Cal STRS 403(b) 	<ul style="list-style-type: none"> Cal STRS 403(b) 	Cal
Additional Benefits	Health Benefits	<ul style="list-style-type: none"> Medical plans: Kaiser Gold, Kaiser Platinum, Blue Shield HMO and Blue Shield PPO. Dental plan choice of an EPO plan or POS (includes EPO, PPO, and out-of-network coverage) through Principal. Vision plan through VSP 	Full Health, Vision, and Dental	Blue Shield Medical, dental and vision insurance plans for eligible employees and their dependents. Health premium as follows: <ul style="list-style-type: none"> \$350 monthly for those unit members who choose individual coverage; \$475 monthly for those unit members who choose coverage for themselves and one dependent (as eligible per state and federal guidelines); \$600 monthly for those unit members who choose coverage for themselves and two or more
	Paid Time Off	Generous time off including winter break, spring break, fourteen holidays, and ten sick days.	Paid Time Off	Paid Time Off
	Tuition Reimbursement	Public Information Not Available	Public Information Not Available	Public Information Not Available
	Professional Development	Yes	Yes	Yes
	Other	<ul style="list-style-type: none"> Flexible spending account for healthcare Flexible spending account for dependent care 	<ul style="list-style-type: none"> Alder Teacher Residency \$500 relocation reimbursement Bilingual Bonus – fluency in a relevant second language of \$1,000 	<ul style="list-style-type: none"> Avance Teacher Residency Referral Program <ul style="list-style-type: none"> (Part-time Staff: \$150 Full-time Hourly Staff: \$250 Salaried Staff: \$1,000 School Leaders: \$1,500



District Schools' Comparison: 2024-25 (or 2023-24 if not adopted yet) Teachers, Non-Classroom Based Academic Personnel Salary Scales Comparison

School Information	School Name	Los Angeles Unified School	
	Location	Los Angeles	
	Network Schools	Over 1000 Schools	
	School Days	183	
	Working Months	11	
Salary	Starting Salary	\$56,130	
	Increase in Years of Experience	A salary point is a unit of measure used by the District to determine placement or advancement on the salary table. A salary point is equivalent to one semester unit or 1.5 quarter units. A semester unit, as determined by the University of California, requires a minimum of 15 contact hours with an instructor and 30 hours of outside preparation.	
	Employee Qualifications	<ul style="list-style-type: none"> ▪ \$584 Master's Degree ▪ \$1,168 Doctorate Degree ▪ The District pays probationary and permanent classroom teachers who hold National Board Certification an additional 15% salary compensation: 7½ % in recognition of their certification and 7½ % upon completion of 92 hours of professional duties outside the normal duties and hours 	
	Annual/One Time Assignments	Public Information not Available	
Additional Benefits	Retirement Plans	<ul style="list-style-type: none"> ▪ Cal STERS ▪ 403(b) ▪ 457(b) 	
	Health Benefits	Comprehensive health benefit choices for eligible employees, spouses, dependents, and life partners. Benefits include medical, dental, vision, and prescription drug coverage.	
	Paid Time Off	Typically full-time regular employees begin with two weeks of vacation and continue to accrue more time, up to 20 days, as they continue working with the District. LAUSD also provides 12 paid holidays (part time employees' time off is prorated based on their scheduled working time.)	
	Tuition Reimbursement	Public Information not Available	
	Professional Development	Professional development courses, both online and in person, are available for Classified employees through our Organizational Excellence Program. LAUSD also provides Classified employees with financial reimbursement for classes and higher education programs related to their jobs.	
	Other	<ul style="list-style-type: none"> ▪ Discount purchase to theme parks, movie theaters, and seasonal attractions. ▪ Flexible Savings Account 	



Board Meeting

April 11, 2024

Agenda

- Recommendation
- Budget Update
 - California State of the Budget
 - School Financial Standing
- Historical Engagement
 - Collaborative Efforts to Date
 - Feedback received
- Excellence Committee
 - Activities Identified
 - Timeline
- CMO Comparison

Recommendation

**Equalize all ten
Magnolia
Schools to a
salary base of
\$61,000
effective 24/25
school year**

Our goal is to create an equitable pay scale that will attract talent to MPS, contribute to our organizational priority of retaining staff, and improve the operation side -- all while ensuring it is financially supported by a sustainable budget. To achieve this goal, we need to ensure that staff are part of this conversation.

Our recommendation proposes to retain ALL school certificated and classified staff **and** ALL Home Office staff.

Budget Update

MPS – Budget Planning

Assumptions FY 24/25

Revenues

- *Governor’s January Proposal includes a 0.76% increase to LCFF and other programs for 2024-2025
- [Overview of 2024-25 Governor’s Proposed State Budget](#)
- Ongoing funding for Arts & Music, California Community Schools Partnership Program, Universal T/ K Program, SB 740 (Facilities) and Special Education
- One-time pandemic funds projected to be exhausted by the end of 2023-24
- MPS anticipates additional funding from Federal CSP Award and other Grant programs beginning in 2024-25

Expenditures

- Teacher compensation data reflects salaries based on current year staffing levels (2023-24)
- Employee Benefit expenditures projected increase of 5%
- Books, Supplies & Services projections expected to increase based on cost-of-living adjustment

Enrollment Projections: Two-Year Comparison

School	2023/24	2024/25	Net Change
MSA 1	714	715	1
MSA 2	532	564	32
MSA 3	389	405	16
MSA 4	124	144	20
MSA 5	218	239	21
MSA 6	111	121	10
MSA 7	280	287	7
MSA 8 Bell	404	405	1
MSA Santa Ana	504	520	16
MSA San Diego	439	440	1
Totals	3,715	3,840	125

MPS Compensation Components

Magnolia Public Schools' teachers receive base pay, annual assignment pay, add-on pay and other forms of compensation as noted below.

- Base Pay (range is between \$59K - \$61k per year)
- Annual Assignment Pay (\$16K average per employee)
- One-Time Assignment Pay (\$7-8K average per employee)
- Cal STRS Retirement (\$16K average per employee)
- Health and Welfare Benefits (\$10K average per employee)
- Professional Development and Tuition Reimbursement (costs vary by school site)

Total annual compensation for MPS certificated staff is over \$100k per year

BENEFITS



COMPETITIVE SALARY

- ▶ **Base:** \$59,000; MSA 3, 4, 6, 7, SA, SD \$61,000; 1, 2, 5, 8
- ▶ **Year of Experience:** \$1,015
- ▶ **Degree & Credential:** \$1,015
- ▶ **Annual Assignment:** \$1,000-\$5,000 per assignment
- ▶ **One-Time Assignment:** Agreement



HEALTH BENEFITS

- ▶ *(Full time only)*
- ▶ **100%** Covered by Magnolia if HMO Kaiser, Dental and Vision for the Employee and All Family Members



RETIREMENT

- ▶ STRS Classic (Enrolled before 2013)
- ▶ STRS Pepra
- ▶ PERS Classic (Enrolled before 2013)
- ▶ PERS Pepra
- ▶ **401K UP TO A 10% MATCH** (Only eligible if not participating in STRS or PERS)



CREDENTIAL SUPPORT

- ▶ **BTSA**
- ▶ **Credential Program (Marshall Teacher Residency)**



PAID TIME-OFF

- ▶ **2** Floating Holiday Days
- ▶ **10** Sick/Personal Days (*\$150/day for Unused Sick / Personal Days*)
- ▶ **5** Bereavement
- ▶ **BREAKS**
- ▶ **HOLIDAYS**
- ▶ **VACATION (For 12-months)**



PROFESSIONAL DEVELOPMENT

- ▶ **Tuition Reimbursement**
- ▶ **Org-wide Symposiums**



OTHER BENEFITS

- ▶ For Employee & ALL Family Members
- ▶ Short/Long Term Life Benefits
- ▶ Voluntary AD&D
- ▶ Voluntary Term Life
- ▶ Employee Assistance Program

*11-months employees are compensated from 8/1/2022 to 6/30/2023. (22 pay periods)
12-months employees are compensated from 7/1/2022 to 6/30/2023. (24 pay periods)*

Deeper Dive into Health Benefit Payment

- Employee Only (Kaiser,Vision,Dental) \$607.25 / per month
- Employee + Family (Kaiser,Vision,Dental) \$1,817.95 /per month
- Employee +Spouse (Kaiser,Vision,Dental) \$1,329.03 /per month
- Employee + Children (Kaiser,Vision,Dental) \$1,214.97 /per month



KAISER PERMANENTE

Certificated Compensation Summary: Two-Year Comparison

2023-24 – The following schools provide a base pay of \$61k for certificated staff

- MSA 1
- MSA 2
- MSA 5
- MSA 8

2023-24 – The following schools provide a base pay of \$59k for certificated staff

- MSA 3
- MSA 4
- MSA 6
- MSA 7
- MSA Santa Ana
- MSA San Diego

2024-25 – All schools would provide a base pay of \$61k for certificated staff

- MSA 1
- MSA 2
- MSA 3
- MSA 4
- MSA 5
- MSA 6
- MSA 7
- MSA 8
- MSA – Santa Ana
- MSA – San Diego

The proposed increase would align pay for all schools allow for an equal base pay of \$61k for all MPS School Sites

Classified Compensation Summary: Two-Year Comparison

2023-24 – The following schools received an increase of 8 percent for classified staff

- MSA 1
- MSA 2
- MSA 5
- MSA 8

2023-24 – The following schools received an increase of 6 percent for classified staff

- MSA 3
- MSA 4
- MSA 6
- MSA 7
- MSA Santa Ana
- MSA San Diego

2024-25 – The following schools would receive an additional 2 percent increase for classified staff

- MSA 1
- MSA 2
- MSA 5
- MSA 8

2024-25 – The following schools would receive an additional 4 percent increase for classified staff

- MSA 3
- MSA 4
- MSA 6
- MSA 7
- MSA Santa Ana
- MSA San Diego

The proposed amounts noted above would align compensation so that classified staff receive a 10 percent pay increase over a two-year period

School Financial Standing

Magnolia Science Academy I

Financial Overview

	2023-24	2024-25	% Change
Enrollment	714	715	Less than 1%
Enrollment to ADA	94%	94%	
Revenues	\$16,020,012	\$14,012,346	
Expenditures	\$14,432,801	\$13,846,722	
Net Deficit/Surplus	\$1,587,211	\$165,623	
Ending Fund Balance	\$12,592,996	\$12,758,619	

MSA 1 is projecting a balanced budget for the 24/25 school year with the following number of positions:

2023-24 LCFF COLA at 8.13%
2024-25 LCFF COLA projected to be 0.76%

- 48 Certificated FTEs (includes teachers, support staff and administration)
- 33 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy I

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to remain at \$61k for all certificated staff • Projected salary increase of 2 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$300K worth of Community School Grant revenues in 24/25 • Includes \$75K worth of ESSER 3 Summer Grant revenues in 24/25 • Jam Building expenses (potential carryover into 24/25)

Magnolia Science Academy 2

Financial Overview

	2023-24	2024-25	% Change
Enrollment	532	564	6%
Enrollment to ADA	94.3%	94.3%	
Revenues	\$11,249,967	\$10,869,031	
Expenditures	\$10,517,813	\$10,161,187	
Net Deficit/Surplus	\$732,154	\$707,844	
Ending Fund Balance	\$6,374,414	\$7,082,259	

MSA 2 is projecting a balanced budget for the 24/25 year with the following number of positions:

2023-24 LCFF COLA at 8.13%
2024-25 LCFF COLA projected to be 0.76%

- 35 Certificated FTEs (includes teachers, support staff and administration)
- 17 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy 2

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to remain at \$61k for all certificated staff • Projected salary increase of 2 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$300K worth of Community School Grant revenues in 24/25 • Van Owen Site Planning (Facilities)

Magnolia Science Academy 3

Financial Overview

	2023-24	2024-25	% Change
Enrollment	380	405	6.6%
Enrollment to ADA	93.1%	93.1%	
Revenues	\$7,441,860	\$6,695,089	
Expenditures	\$7,322,306	\$6,689,744	
Net Deficit/Surplus	\$119,555	\$5,345	
Ending Fund Balance	\$3,373,671	\$3,379,015	

MSA 3 is projecting a balanced budget based on increased growth in enrollment growth, other revenue sources and some expenditure reductions for the 24/25 school year with the following number of positions:

- 29 Certificated FTEs (includes teachers, support staff and administration)
- 12 Classified FTEs (includes instructional, clerical and support staff)

2023-24 LCFF COLA at 8.13%
2024-25 LCFF COLA projected to be 0.76%

Magnolia Science Academy 3

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • CMO fee reduction by \$300K in 24/25 • Includes \$300K worth of Community School Grant revenues in 24/25 • Includes \$50K worth of Middle and Early College Grant revenues in 24/25

Magnolia Science Academy 4

Financial Overview

	2023-24	2024-25	% Change
Enrollment	124	144	16.1%
Enrollment to ADA	\$2,703,031	\$2,922,628	
Revenues	\$2,824,571	\$2,918,899	
Expenditures	\$(121,540)	\$3,729	
Net Deficit/Surplus	\$1,327,333	\$1,331,062	
Ending Fund Balance			

MSA 4 is projecting a balanced budget based on increased growth in enrollment growth and additional revenue sources for the 24/25 school year with the following number of positions:

- 15 Certificated FTEs (includes teachers, support staff and administration)
- 4 Classified FTEs (includes instructional, clerical and support staff)

2023-24 LCFF COLA at 8.13%
2024-25 LCFF COLA projected to be 0.76%

Magnolia Science Academy 4

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$150K worth of Community School Grant revenues in 24/25 • Includes \$50K worth of Middle and Early College Grant revenues in 24/25

Magnolia Science Academy 5

Financial Overview

	2023-24	2024-25	% Change
Enrollment	211	239	13.3%
Enrollment to ADA	92.0%	92.0%	
Revenues	\$4,869,059	\$5,023,496	
Expenditures	\$4,610,670	\$4,790,467	
Net Deficit/Surplus	\$258,389	\$233,029	
Ending Fund Balance	\$5,561,829	\$5,794,858	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA 5 is projecting a balanced budget based on increased growth in enrollment growth and other revenue sources for the 24/25 year. The projected budget estimates do NOT include any Prop 1D revenues or expense projections for 24/25 year with the following number of positions:

school
win g

- 18 Certificated FTEs (includes teachers, support staff and administration)
- 12 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy 5

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to remain at \$61k for all certificated staff • Projected salary increase of 2 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$250K worth of Community School Grant revenues in 24/25 • Includes \$50K worth of Middle and Early College Grant revenues in 24/25 • Includes \$60K worth of Elementary and Secondary School Emergency Relief (ESSER) Summer Grant revenues in 24/25 • Includes \$400K worth of Federal Expansion Award revenues in 24/25 • Focus on maintaining enrollment and cash flow for facilities (Winnetka)

Magnolia Science Academy 6

Financial Overview

	2023-24	2024-25	% Change
Enrollment	111	121	9%
Enrollment to ADA	93.7%	93.7%	
Revenues	\$2,401,023	\$2,234,499	
Expenditures	\$2,399,699	\$2,184,810	
Net Deficit/Surplus	\$1,325	\$49,689	
Ending Fund Balance	\$2,850,258	\$2,899,947	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA 6 is projecting a balanced budget for the 24/25 school year with the following number of positions:

- 10 Certificated FTEs (includes teachers, support staff and administration)
- 4 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy 6

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$143K worth of Community School Grant revenues in 24/25

Magnolia Science Academy 7

Financial Overview

	2023-24	2024-25	% Change
Enrollment	280	287	Less than 1%
Enrollment to ADA	94.0%	94.0%	
Revenues	\$6,450,455	\$5,741,369	
Expenditures	\$6,336,879	\$5,729,929	
Net Deficit/Surplus	\$113,576	\$11,440	
Ending Fund Balance	\$3,372,670	\$3,384,110	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA 7 is projecting a balanced budget for the 24/25 school year with the following number of positions:

- 20 Certificated FTEs (includes teachers, support staff and administration)
- 19 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy 7

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • CMO fee reduction by \$300K in 24/25 • Includes \$250K worth of Community School Grant revenues in 24/25 • Includes \$60K worth of Elementary and Secondary School Emergency Relief (ESSER) Summer Grant revenues in 24/25

Magnolia Science Academy Bell

Financial Overview

	2023-24	2024-25	% Change
Enrollment	404	405	Less than 1%
Enrollment to ADA	93.9%	93.9%	
Revenues	\$7,976,705	\$6,981,568	
Expenditures	\$7,569,038	\$6,934,223	
Net Deficit/Surplus	\$407,667	\$47,345	
Ending Fund Balance	\$8,012,548	\$8,059,894	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA 8 is projecting a balanced budget for the 24/25 school year with the following number of positions:

- 30 Certificated FTEs (includes teachers, support staff and administration)
- 17 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy Bell Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to remain at \$61k for all certificated staff • Projected salary increase of 2 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • Includes \$250K worth of Community School Grant revenues in 24/25 • Includes \$60K worth of Elementary and Secondary School Emergency Relief (ESSER) Summer Grant revenues in 24/25

Magnolia Science Academy Santa Ana

Financial Overview

	2023-24	2024-25	% Change
Enrollment	504	520	3%
Enrollment to ADA	94.4%	94.4%	
Revenues	\$10,917,444	\$10,360,777	
Expenditures	\$11,238,676	\$10,345,306	
Net Deficit/Surplus	\$(321,232)	\$15,471	
Ending Fund Balance	\$9,206,234	\$9,221,705	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA Santa Ana is projecting a balanced budget based on increased enrollment growth, other revenue sources and expenditure reductions for the 24/25 school year with the following number of positions:

- 40 Certificated FTEs (includes teachers, support staff and administration)
- 24 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy Santa Ana Planning Considerations 2024-25

Category	2024-25
<p>Personnel Costs</p>	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
<p>Other Planning Considerations</p>	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24 • CMO fee reduction by \$553K in 24/25 • Includes \$300K worth of Community School Grant revenues in 24/25 • Includes \$250K worth of Middle and Early College Grant revenues in 24/25 • Includes \$60K worth of Elementary and Secondary School Emergency Relief (ESSER) Summer Grant revenues in 24/25 • Includes \$400K worth of Federal Expansion Award revenues in 24/25 • Includes \$50K worth of Community Engagement Initiative revenues in 24/25

Magnolia Science Academy San Diego

Financial Overview

	2023-24	2024-25	% Change
Enrollment	439	440	Less than 1%
Enrollment to ADA	94.7%	94.7%	
Revenues	\$6,569,168	\$6,140,477	
Expenditures	\$6,413,980	\$5,958,323	
Net Deficit/Surplus	\$155,188	\$182,154	
Ending Fund Balance	\$1,564,855	\$1,747,010	2023-24 LCFF COLA at 8.13% 2024-25 LCFF COLA projected to be 0.76%

MSA San Diego is projecting a balanced budget for the 24/25 school year with the following number of positions:

- 23 Certificated FTEs (includes teachers, support staff and administration)
- 7 Classified FTEs (includes instructional, clerical and support staff)

Magnolia Science Academy San Diego

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none"> • Projected base salary to increase to \$61k for all certificated staff • Projected salary increase of 4 percent increase for all classified staff • Increase in unused sick pay from \$150 to \$250 per day • Increase in year of experience coefficient \$1,015
Other Planning Considerations	<ul style="list-style-type: none"> • Budget projections based on all one-time pandemic funds being exhausted by the end of 23/24

Magnolia Science Academy MERF Financial Overview

	2023-24	2024-25
Revenues	\$7,369,537	\$6,660,592
Expenditures	\$7,961,648	\$8,268,081
Net Deficit/Surplus	(\$592,111)	(\$1,607,489)
Ending Fund Balance	\$2,970,948	\$1,363,459

2023-24 LCFF COLA at 8.13%
 2024-25 LCFF COLA projected to be 0.76%

MERF will identify potential revenue enhancement and expenditure reductions to mitigate projected deficit spending. The following number of positions are budgeted for 24/25:

- 37 FTEs (includes all home office staff)
- Increase salaries by approximately 4 percent

Magnolia Science Academy MERF

Planning Considerations 2024-25

Category	2024-25
Personnel Costs	<ul style="list-style-type: none">• Maintain existing staffing levels to continue to support all school sites throughout MPS• Provide a 4 percent increase to existing Home Office staff
Other Planning Considerations	<ul style="list-style-type: none">• Identify potential revenue enhancements and expenditure reductions to address the projected operating deficit and maintain a balanced budget for the next fiscal year.

What is Happening Across School Districts

February to date (more to come)

Los Angeles Unified

- Possible reduction in force of 144 FTE
- Savings of 55 million dollar saving
- March 12, 2024 Board Meeting

San Diego Unified

- Reduction in force of 98 home office personnel
- Savings of 94 million dollar
- February 2024 Board Meeting

William S. Hart Union High School District

- Reduction in force of 80 teachers
- Saving of 46 million dollars over next three years
- February 2024 Board Meeting

Anaheim Union High School District

- Possible reduction in force of 119 teachers
- Saving of 18.4 million
- March 7, 2024 Board Meeting

Historical Engagement

Conversations We Have Engaged In

MPS Board:

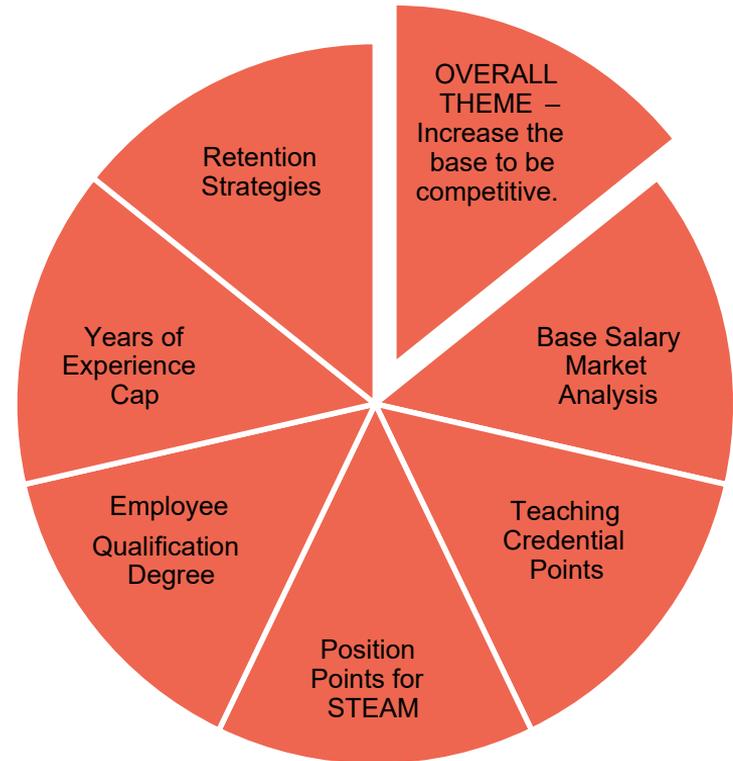
- Board has adopted current pay scale but directed staff to present new modified pay scale that included teacher voice.

C-Team:

- Explored different Pay Scale proposals that considered numerous factors
- Hosted conversation with principals to collect feedback on preliminary ideas

School Administrators :

- Provided feedback via Jamboard
- Feedback 1:1 with CEO and C -Team



Excellence Committee

Magnolia's North Star – New Pay Structure

Our goal is to create an equitable pay scale that will attract talent to MPS, contribute to our organizational priority of retaining staff, and improve the operation side -- all while ensuring it is financially supported by a sustainable budget. To achieve this goal, we need to ensure that staff are part of this conversation.

We have identified preliminary initiatives that would need thorough discussion, planning, and implementation to contribute to a New and Equitable Pay Structure . **These initiatives would incorporate the voice of all staff.**

Identified Initiatives

Implementation: Create a clear plan on how the implementation will look that will include messaging, clear scenarios for teachers, updated policy, and many other factors

STRS Training: Ensure teachers are educated about STRS and PERs implication for pay scale adjustment

Teacher Input: Create space for teachers across all 10 MPS campuses where they can provide feedback regarding pay scale (launch Excellence Committee)

Budget Implications: Finance Team to lead efforts on what and how options discussed will impact budget. Complete market comparison for other CMOs like MPS.

Legal Counsel Review: Ensure recommended pay scale is approved by outside counsel

Add-ons Audit: Deep dive audit into every school and what is currently being paid out. Identify what add-ons could be added to job description/buckets that will be required of staff to complete.

Accountability: Identify how staff will be evaluated for add-ons to ensure they are contributed to student success. Teach Boost/goal exploration.

Upcoming Key Dates

Timeline of Agreements

Board Reviews April 11 and makes decision. If recommendation is approved the following actions will take place:

- Approval April 11
- April 12 - Finance sets up system to match approved pay structure
- Week of April 15 Staffing meeting across all ten schools
- Week of April 22 HR Agreements prep work
- By May 3 Agreements sent to principals
- By May 10 all agreements finalized

THANK YOU

Coversheet

Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2024-25

Section: IV. Action Items
Item: B. Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2024-25
Purpose: Vote
Submitted by:
Related Material: IV_B_MPS School Site Classified Employees' Pay Raise Schedule for 2024-25.pdf



Agenda Item:	IV B: Action Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Educational Partners & Development Committee
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	MPS School Site Classified Employees’ Pay Raise Schedule for 2024-25

Action Proposed

I move that the Board approve the MPS school site classified employee's pay raise schedule for 2024-25 fiscal year.

Introduction

The Home Office plans to make the following increases to MPS classified employees (exempt and non-exempt)

Below Table 1 is the summary of the proposed raise schedule.

SITES	PROPOSED INCREASE %
MSA 1, MSA 2, MSA 5, MSA 8	2 percent
MSA 3, MSA 4, MSA 6, MSA 7, MSA SANTA ANA, MSA SAN DIEGO	4 percent

Additionally, classified employees will be eligible for one-time annual assignment duties. Based on the Appendix 1 document, in 2024-25 FY, classified exempt employees will be paid based on the respective indicated dollar amount per duty. Non-exempt classified employees will be paid based on their regular hourly rate of pay when performing such duties.

Background

Every fiscal year (“FY”) MPS considers a fair rate of increase to the classified employee salaries. The Home Office analyzed the school budgets and worked with the school leadership teams to come up with the best raise schedules for each site.

Analysis

The home office proposes a 2 percent increase for **MSA 1, MSA 2, MSA 5, MSA 8** and a 4 percent increase to classified staff hourly rates for **MSA 3, MSA 4, MSA 6, MSA 7, MSA Santa Ana and MSA San Diego**.

Some key notes



- Currently in this 2023-24 Fiscal Year, there are 146 classified employees working at MPS sites under this pay raise structure; 20 part-time, 124 full-time, 2 temporary (47 employees are 11 month and 77 employees are 12 month employees). The following projections are done using the same numbers of the current fiscal year to see the impacts for the 2024-25 fiscal year.
- There are Part Time and Full Time employees working for MPS Sites. The FT employees can have 11 or 12 month agreements. The 11 month employees expect to get 22 pay periods, 48 weeks x 30 hours=1,440 hours in total in a fiscal year. The 12 month full time employees get 2,080 hours in a fiscal year.
- Chart 1 shows the 2024-25 FY classified titles, number of employees with each title and the average hourly rate for each title. There are 28 different classified job titles/positions projected to be within the 2024-25 school year.
- In the current 2023-24 fiscal year the average classified employee hourly rate is \$24.93/hr. We plan to make 2% or 4% increases to the salaries with this proposed raise schedule as explained in Table 1 above. With these increases the 2024-25 FY average MPS classified employee hourly rate is projected to be \$26.87/hr as seen below in the Chart 1.

Chart 1: Current 2024-25 FY Classified Titles and average rates

Position	Count of Position	Average of Hourly Rate (\$)
Administrative Assistant	4	27.74
After School Coach & Instructor	3	29.60
After School Coordinator	2	24.95
Ases Frontline Staff Member	2	17.74
Athletic Director	1	43.87
Behavior Implementation Intervn & Coach	1	25.00
Campus Aide	6	21.79
Campus Supervisor	2	22.96
Community Schools Coordinator	10	37.21
Community Schools Liaison	3	27.54
Custodian	14	20.51
Discipline Coordinator	5	34.17
ELOP After School Coach	2	20.50
ELOP Site Manager	2	37.64
Facility Manager	1	33.77



IT Manager	6	44.06
IT Technician and Campus Aide	1	30.00
Library Clerk	1	28.84
Meal Server	2	17.50
Music Instructor	1	35.00
Office Administrator	3	24.58
Office Clerk	10	22.83
Office Manager	11	35.22
PACE Coordinator	7	28.60
Paraprofessional	10	22.33
Social Worker	1	37.81
SPED Aide	21	23.56
Teacher Aide	14	20.82
Grand Total/Average	146	26.87

Budget Implications:

Below chart 2 shows the impact of the increases on each site. For the sake of the analysis, the current 2023-24 FY classified annual budgeted amount for each site is multiplied by the rate of increases for each site. Four of our 10 schools are projected to receive a 2 percent increase, while six of 10 schools will receive a 4 percent increase. The projections are based on each school's operating budget.

Chart 2: The Impact of these increases on each site's budget

SITE	INCREASE	IMPACT FOR 2024-25 BUDGET
MSA 1	2%	\$ 44,490
MSA 2	2%	\$ 28,795
MSA 3	4%	\$ 40,727
MSA 4	4%	\$ 11,271
MSA 5	2%	\$ 15,333
MSA 6	4%	\$ 13,348
MSA 7	4%	\$ 43,302
MSA 8	2%	\$ 22,634
MSA SA	4%	\$ 63,326



MSA SD	4%	\$ 23,257
--------	----	-----------

- Amounts/ Funding Source:
 - The salaries are budgeted under Payroll expenses.
 - Funding Sources – (LCFF, other State & Federal funds).

Exhibits (attachments):

- Appendix 1: Annual 1 time add on assignments



APPENDIX 1

MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year				
Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$70	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin



21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.



27	Targeted Intervention	\$50.00	Hourly	<p>After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time.</p> <p>Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks.</p> <p>The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.</p>
28	Parent meeting outside home	\$50	Visit	<p>As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources.</p> <p>This will be an extension of a project focused on community reflective tours.</p>
29	Administrative Hearing Committee	\$70	HOUR	<p>The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial and "on call" to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.</p> <p>Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.</p>
30	Intersession Instruction (Winter, Spring, etc.)	\$70	HOUR	<p>Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.</p>

Coversheet

Approval of General Contractor Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way

Section: IV. Action Items
Item: C. Approval of General Contractor Change Orders for Magnolia Science Academy-1 Tenant Improvement Project at 18242 Sherman Way
Purpose: Vote
Submitted by:
Related Material:
IV_C_General Contractor Change Orders for MSA-1 Tenant Improvement Project.pdf



Agenda Item:	IV C: Action Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“ MPS ”) Board of Directors (the “ Board ”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Approval of General Contractor Change Orders for MSA-1 Tenant Improvement Project at 18242 Sherman Way

1. Action Proposed:

MPS Staff recommends and moves that the Board approve the change orders for Magnolia Science Academy-1’s Tenant Improvement project at 18242 Sherman Way (the “**Project**”) in the total amount of \$122,372.66, and further approve that MPS Staff be authorized to negotiate and sign the change order proposal for said services in such form as MPS Staff may deem appropriate and in the best interests of MPS.

2. Purpose:

Potential Change Order #2 (PCO2)	
Description	Amount
Structural Mezzanine Changes (PCO 003)	\$ 79,866.22
Hatches and Ladders (PCO 004)	\$ 7,798.67
Shot clocks (PCO 005)	\$ 7,927.92
Electric and Low Voltage (PCO 006)	\$ 27,175.22
EPI (General Contractor) Mark Up Fee @ 4% (Included in the total)	
TOTAL	\$ 122,768.03

The purpose of this proposed action is to approve the change orders from EPI for the Project. These are owner directed changes originating from MSA-1 leadership that they believe will enhance the Project and its utility for MSA-1’s use.



3. **Background:**

Acquisition of the JAM building

At its November 18, 2021 meeting, the MPS Board approved MPS signing a purchase and sale agreement for the purchase of the Property at 18242 Sherman Way at \$4M using a loan from CLI Capital. MPS assigned the purchase and sale agreement to MPM Sherman Winnetka LLC ("**MPM LLC**") and MPM LLC closed on the purchase on October 21, 2022. MPS, for the benefit of Magnolia Science Academy –1 ("**MSA-1**"), leases the property at 18242 Sherman Way from MPM LLC. MPM LLC is a California limited liability company and wholly owned subsidiary of Magnolia Properties Management, Inc., a California non-profit public benefit corporation and 501(c)(3) tax exempt organization.

Architect Selection

The Franco and Associates Architect firm was selected as the architect of record for the Project. Current design schematics are attached as Exhibit A.

EPI Approval

At its October 12, 2023 meeting, the MPS Board approved EPI as the general contractor for the Project. MPS Staff subsequently signed a contract for the Project with EPI.

4. **Analysis & Budget Impact:**

The change orders came from the MSA-1 School leadership team for the purpose of having a better functioning gym. These change orders do not impact the completion date of the Project which is June 17, 2024.

A summary of the change order and need for is item described therein is as follows:

Potential Change Orders #3 (PCO 003, 004, 005, 006)		
	Description of Item	Rationale for Change Order
1	Structural Mezzanine Changes (PCO 003) Structural Steel Structural Concrete Plumbing Rough Carpentry (Canopy Framing, Edge Blocking)	Strong support needed for future use of a weightlifting room.
2	Hatches and Ladders (PCO 004) Ladder to Mezzanine	Roof and Mezzanine access.
3	Shot clocks (PCO 005)	Shot Clocks, per school's request
4	Electric and Low Voltage (PCO 006) Low Voltage Conduiting Lighting Changes Added outlets to replace existing electrical panels that were unusable, per owner	This request came from MPS IT Department for a better functioning gym.



EPI has provided the backup for each item in the potential change order and Magnolia Staff has reviewed it and is satisfied that each item is complete and the amount of each is fair and reasonable to MPS. EPI stated that they do not have the final supporting document for Structural Concrete 03-0000 \$17,565.00 in PCO 003. EPI also has not received the proposals for Patching in \$500 in PCO 004, this amount is just their estimate. Rough Carpentry (Edge Blocking) 06-0200 \$14,109.36 in PCO 003 is off by 2 cents, the backup document is \$10,109.38, I asked Colin to update, he said just go with \$14,109.36.

The total Project cost for the Project with potential change order 3 is \$2,119,267.45. (Original Board Approved Contract Amount of \$1,839,853.56 *plus* Approved Change Order #1 \$34,273.20, Change Order #2 \$122,372.66 plus Potential Change Order #3 \$122,768.03). The Board at its October 2023 meeting did not approve an owner's contingency for the Project.

The estimated costs of \$122,768.03 associated with this change order will be paid for from MSA-1's reserves. MSA is currently projecting an estimated \$12.59 million as part of its ending fund balance based on the 2023-24 Second Interim Budget projections.

EPI estimates that the Project will be delivered by June 17, 2024. The original delivery date was May 2024 but EPI was not able to start its scope of work due to delays in completing the lead based paint and asbestos remediation and the demolition, both of which were completed by another contractor. The Project will be completed well in advance of the start of the fall 2024 semester.

5. **Exhibits:**

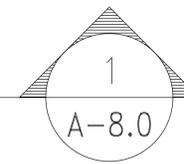
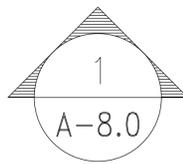
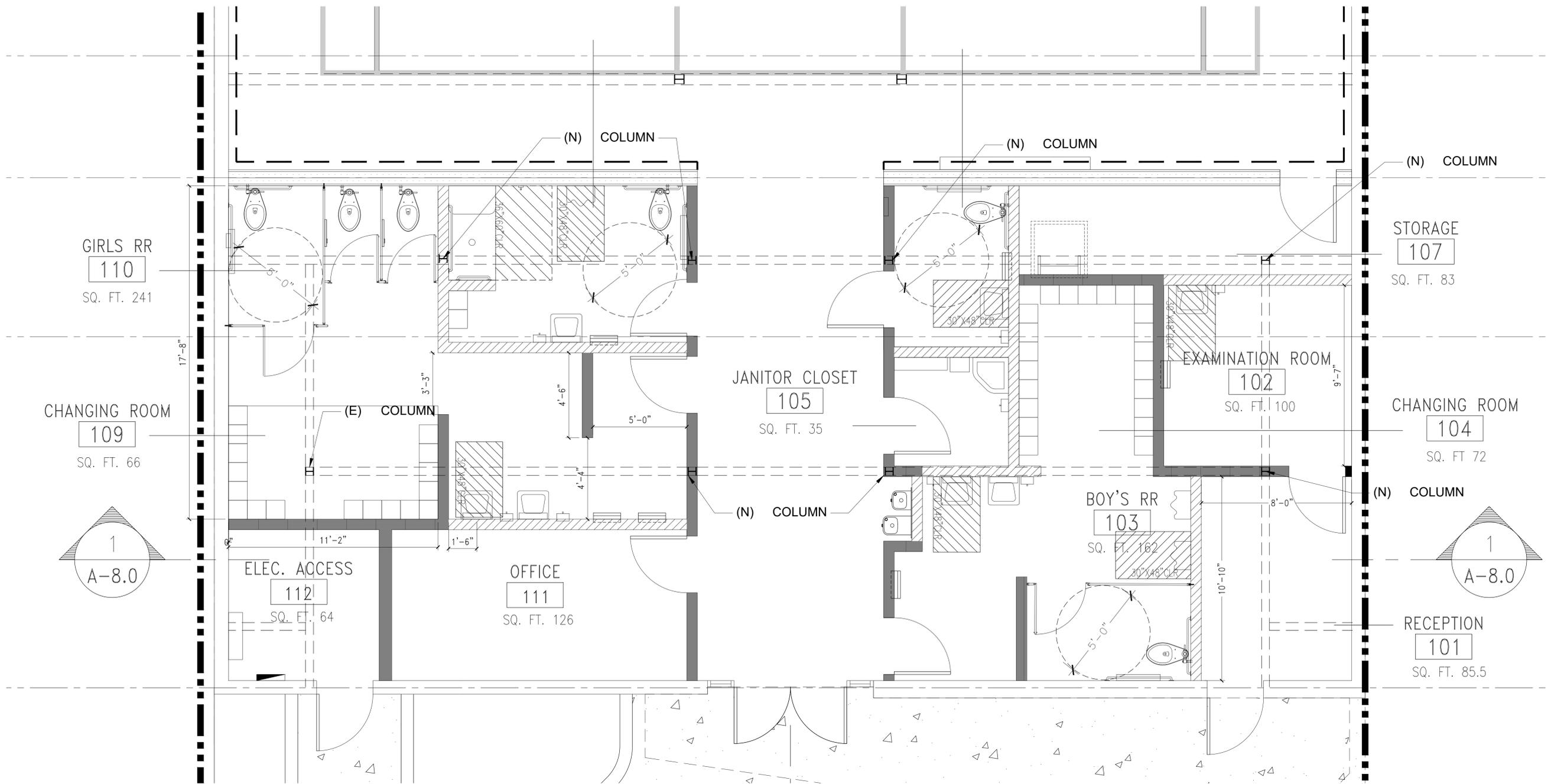
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|-----------|---------------|
| Exhibit A | Schematics |
| Exhibit B | Change Orders |



EXHIBIT A

The Franco Associates Architect Floorplan

(See Following Pages)



Franco & Associates Inc.
 12345 Ventura Blvd. H
 Studio City, CA 91604
 Tel 818 754-2030
 Fax 818 754-2032
 Architecture

MAGNOLIA PUBLIC SCHOOLS
 18242 W SHERMAN WAY, RESEDA, CA 91335



REV	DESCRIPTION	DATE
	ISSUE FOR PERMIT	04/21/23
△	CONSTRUCTION ISSUE	10/18/23
△	UNFORESEEN STRUCTURAL CHANGES	11/09/23



PROJECT
 MAGNOLIA SCIENCE ACADEMY 1 MULTIPURPOSE BUILDING/GYMNASIUM GRADES (6-8)

PROJECT ADDRESS
 18242 W SHERMAN WAY
 RESEDA, CA 91335

DRAWING TITLE
 FLOOR PLAN

DRAWN BY: SS
 ISSUE DATE: 04/21/23
 JOB NUMBER: AS NOTED
 DRAWING SCALE: AS NOTED

APPROVED BY:

DRAWING NUMBER
 A-

1 FLOOR PLAN - GROUND FLOOR
 SCALE: 3/8" = 1'-0"



EXHIBIT B

Potential Change Order 3

(See Following Pages)

PROJECT:	Magnolia JAM Building 18242 Sherman Way Reseda, Ca. 91335	<u>EPI Construction Inc.</u> Owner's Change Order	PROJECT MANAGER: Colin Beal DATE: April 4, 2024
EPI Job #:	23-035	CHANGE ITEM #	PCO 003

Description of Work:
1. Added Costs for Structural Mezzanine Changes

Schedule Impact: N/A

NO.	BILL ITEM:	DESCRIPTION	EPI COST CODE	UNIT COST					TOTAL
				LABOR	MATERIAL	EQUIP.	OTHER	SUB	
1		Structural Steel	05-0100					19986.00	\$ 19,986.00
2		Structural Concrete	03-0000					17565.00	\$ 17,565.00
3		Plumbing	15-0200					10695.00	\$ 10,695.00
4		Rough Carpentry (Canopy Framing)	06-0200					14439.08	\$ 14,439.08
5		Rough Carpentry (Edge Blocking)	06-0200					14109.36	\$ 14,109.36
6		EPI Fee (4%)	20-0994						\$ 3,071.78

TOTAL CHANGE TO CONTRACT AMOUNT: \$ 79,866.22

We are not proceeding with the work until we have been authorized by your office. This quotation is void fifteen (15) days from the above date.

We are proceeding with construction on the basis of the above costs, and your understanding of same.

This change may impact the completion of the project, however, we are unable to ascertain the exact cost & time delay at this time. Therefore, we reserve our right to request such time delays or extensions as may be appropriate when the amount of impact is known.

SUBMITTED BY:

APPROVED BY:

Colin Beal

4/4/2024

Colin Beal, EPI Construction Inc.

Date

Date

PCO 003
06-0200
\$14,109.38

DALE CANFIELD CONSTRUCTION, INC.

495 E. Easy St., Suite A., Simi Valley, CA 93065 / P: 805-522-4426 F: 805-522-4636

License #401253

ADDITIONAL WORK AUTHORIZATION

TO: EPI Construction, Inc.
Attn: Colin Beal
12345 Ventura Blvd., #H
Studio City, CA 91604
T: (818)760-9100 / F: (818)760-9162

DATE: 3/7/24

EXTRA #5

JOB ADDRESS: 18242 Sherman Way, Reseda
Magnolia Public School

ITEM#	LABOR		RATE	HOURS	AMOUNT
1.)	Added post, beams, and joist at canopy over hang.		\$75.00	116	\$8,700.00
WORK CANNOT BE PERFORMED UNTIL DCC RECEIVES THIS EXTRA SIGNED OR A C.O.					
TOTAL LABOR:					\$8,700.00
ITEM#	QTY	MATERIALS	RATE	PER	AMOUNT
1.)	1	4x8-8'	28.72	EA	\$28.72
	2	4x6-12'	24.91	EA	\$49.82
	1	4x10-10'	34.16	EA	\$34.16
	32	2x6-12'	8.77	EA	\$280.64
	36	2x8-20'	14.81	EA	\$533.16
	13	2x8-18'	13.33	EA	\$173.29
	1	4x8-8'	23.72	EA	\$23.72
	3	3 1/2 x 7 1/4- 14' PSL	198.66	EA	\$595.98
	1	HUC48	9.66	EA	\$9.66
	2	HUC412	12.75	EA	\$25.50
	18	HU26-3	16.76	EA	\$301.68
	12	HU28-2	13.88	EA	\$166.56
	12	HU28	9.49	EA	\$113.88
	2	HUC skewed lift	16.88	EA	\$33.76
	100	SDS x 6'	1.86	EA	\$186.00
	700	SDS x 4 1/2"	1.43	EA	\$1,001.00
	500	SDS x 3"	1.15	EA	\$575.00
Cartage:					\$425.00
Materials Sub-Total:					\$4,557.53
9.50% Taxes:					\$432.97
TOTAL MATERIALS:					\$4,990.50
LABOR:					\$8,700.00
MATERIALS:					\$4,990.50
MISCELLANEOUS: 15% Profit and Overhead on Materials					\$748.58
TOTAL COST:					\$14,439.08

The prices, specifications, conditions and terms on this document are satisfactory and accepted. You are hereby authorized and instructed to perform the work described at the above address for which I/We promise to pay the sum of \$ 75.00 per man hour. It is understood and agreed that this is work not provided for in any other agreement. No contractual rights arise until this proposal is accepted in writing.

DATE: 3/7/24 SIGNED: Dale Canfield, President [Signature] / Dale Canfield Construction
DATE: _____ SIGNED: _____

Under the Mechanics Lien Law, any contractor, subcontractor, laborer, supplier or other person who helps to improve your property but is not paid for his work or supplies, has a right to enforce a claim against your property. This means that, after a court hearing, your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your own contractor in full, if the subcontractor, laborer, supplier remains unpaid.



13020 Pierce Street,
 Pacoima, CA. 91331
 Tel: (818) 896-2070
 Fax: (818) 896-7620

PO 005
 05-0100
 \$19,986.00

CHANGE ORDER # 1

CONTRACTOR	PROJECT
<p>To EPI Construction, Inc. 12345 Ventura Blvd., Suite H, Studio City, CA 91604</p> <p>Attn: Erik Lieu</p> <p>Phone 818 760 9100</p> <p>Fax</p>	<p>Magnolia Charter School - JAM Building 18245 Sherman Way Blvd., Reseda, CA 91356</p> <p style="text-align: right;">Date: <u>3/5/24</u></p>

QTY.	DESCRIPTION	PRICE
A. Mezzanine Steel		
8	W 5x19 x 13'-0 Columns	
1	HSS 12x4x1/4 x 13'-0 Column	
1	W 8x28 x 14'-0 Beam	
B. Added Steel Plates		
1	Field weld 26" x 26" x 1/4" plate at (e) opening on web of the truss	
45	Field weld the studs on (n) columns - 5/8" Dia x0'-2 1/2" Studs	

The contract sum will be INCREASED in the amount of \$19,986.00

* Please note that work will not commence on the above until a signed/approved Change Order Form is received by our office. Please contact us if you have any questions or concerns regarding this change order.

<p>D & M Steel, Inc.</p> <p>By: <u>MICHAEL ATIA</u></p> <p style="text-align: center;">Name</p>	<p>Contractor:</p> <p>By: _____</p> <p style="text-align: center;">Signature Date</p>
--	--



STEEL FABRICATORS, IRON WORKS

18020 PIERCE STREET
 PACOMA, CALIF. 91331
 T E L . (818) 896 2070
 F A X . (818) 896 7620

FIELD NOTES

SHOP NOTES

1. WF = ASTM A992 OR 50
- PIPE = ASTM A53 GR.B
- RSS = ASTM A500 GR.B
- ANGLES = ASTM A36
- ALL PLATES = A-36
2. MACHINE BOLTS = A307
- ANCHOR BOLTS = A307, A309
3. MIN. EDGE DISTANCE = 1 (1/2) INO
4. DIMS = 1 (1/16)" LARGER THAN BOLT DIA.
5. DIMS = 1 (3/16)" LARGER THAN BOLT DIA. ON BASE PL
6. WELDING = AS SPECIFIED
7. PARTINGS = ONE (1) SHIP CUT PERME UNO

JOB NO. :

**MAGNOLIA SCIENCE
 CENTER #1
 MULTIPURPOSE BLDG.**

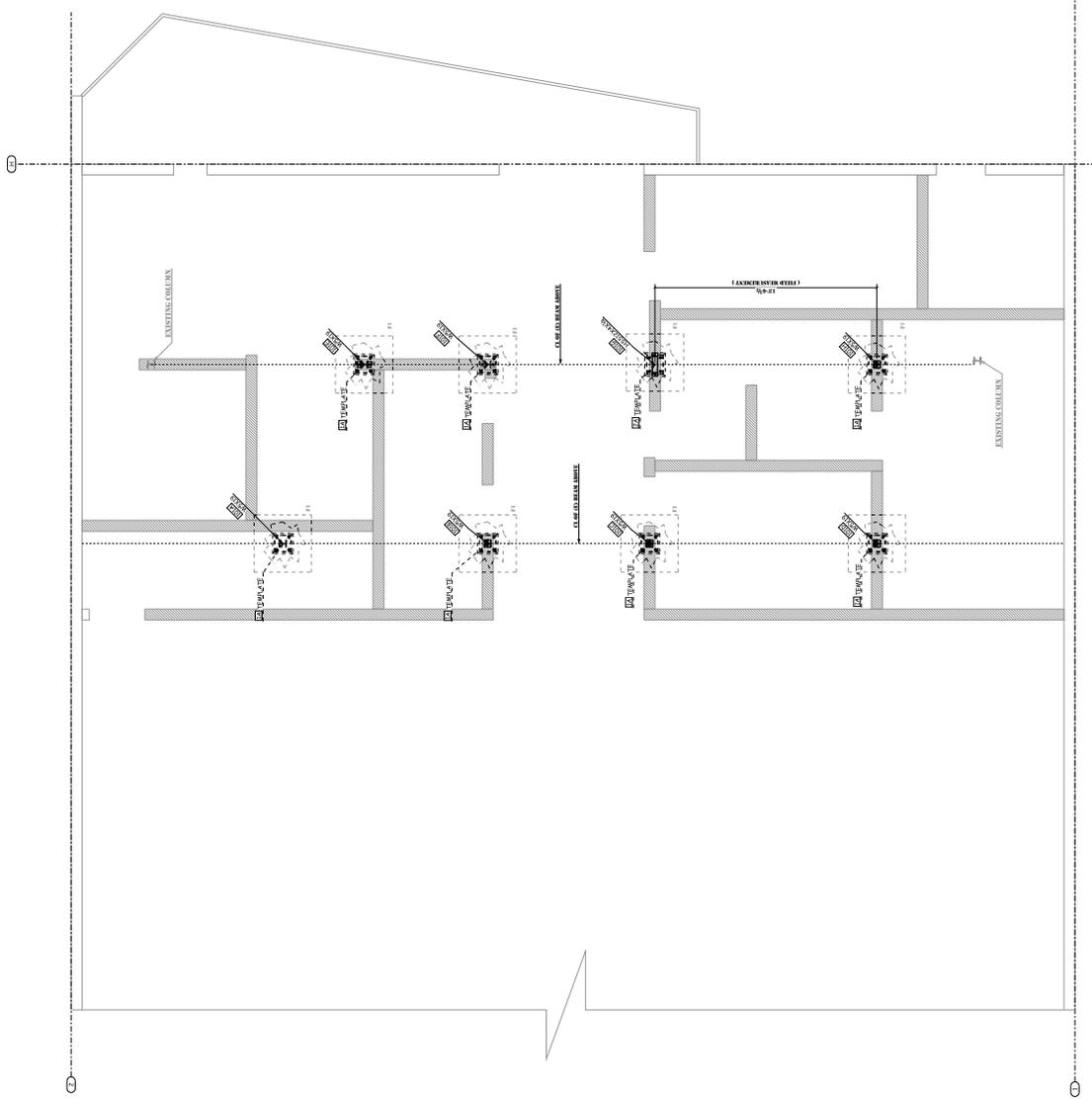
14242 SHERMAN WAY BLDG.
 CALIFORNIA 91335

REVISION :	RE. DESCRIPTION	DATE
1	FOR APPROVAL	01-12-2024
2	FOR APPROVAL	01-16-2024
3	FOR FABRICATION	02-02-2024

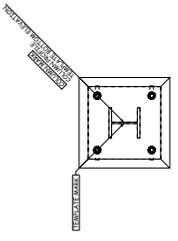
DRAWING TITLE:

PARTIAL FOUNDATION PLAN

DRAWN BY:	DRAWING NO.:
Checked: JAC	PT-10
DATE :	SCALE:
02/02/2024	N.T.S



NOTE:
 1- PLEASE VERIFY ALL COLUMN LOCATIONS.
 2- BOTTOM OF BASE PLATE IS ALSO THE BOTTOM OF TEMPLATE.
 3- PLEASE VERIFY ALL COLUMN LOCATION, IDENTIFICATION OF COLUMN & ALL BOTTOM OF BASE PLATE ELEVATION.
 4- ALL DIMENSIONS TO FACE UNLESS NOTED OTHERWISE.
 5- ALL DIMENSIONS TO FACE UNLESS NOTED OTHERWISE.



PARTIAL FOUNDATION PLAN



STEEL FABRICATORS, IRON WORKS

13020 PIERCE STREET
 PACOMA, CALIF. 91331
 T E L. - (818) 886 2070
 F A X. - (818) 886 7620

FIELD NOTES

SHOP NOTES

1. WF = ASTM A992 OR 50
- PIPE = ASTM A53 GR. B
- RSS = ASTM A500 GR. B
- ANGLES = ASTM A36 OR 50
- ALL PLATES = A-36
2. WELDING = AS SPECIFIED
- ANCHOR BOLTS = A307
- ANCHOR BOLTS = A307, A308
3. MIN. EDGE DISTANCE = 1 (1/2) INO
4. DIMS = 1 (1/16)" LARGER THAN BOLT DIA.
 = 1 (3/16)" LARGER THAN BOLT DIA. ON BASE PL.
5. WELDING = AS SPECIFIED
6. PASTINGS = ONE (1) SHIP CUT FIBER UNO

JOB NO. :

MAGNOLIA SCIENCE CENTER 1 MULTIPURPOSE BLDG.
 14242 SHERMAN WAY BLVD.
 CALIFORNIA 91335

REVISION :

REV. NUMBER	REV. DESCRIPTION	DATE
1	FOR APPROVAL	01-12-2024
2	FOR APPROVAL	01-18-2024
3	FOR FABRICATION	02-02-2024

DRAWING TITLE:

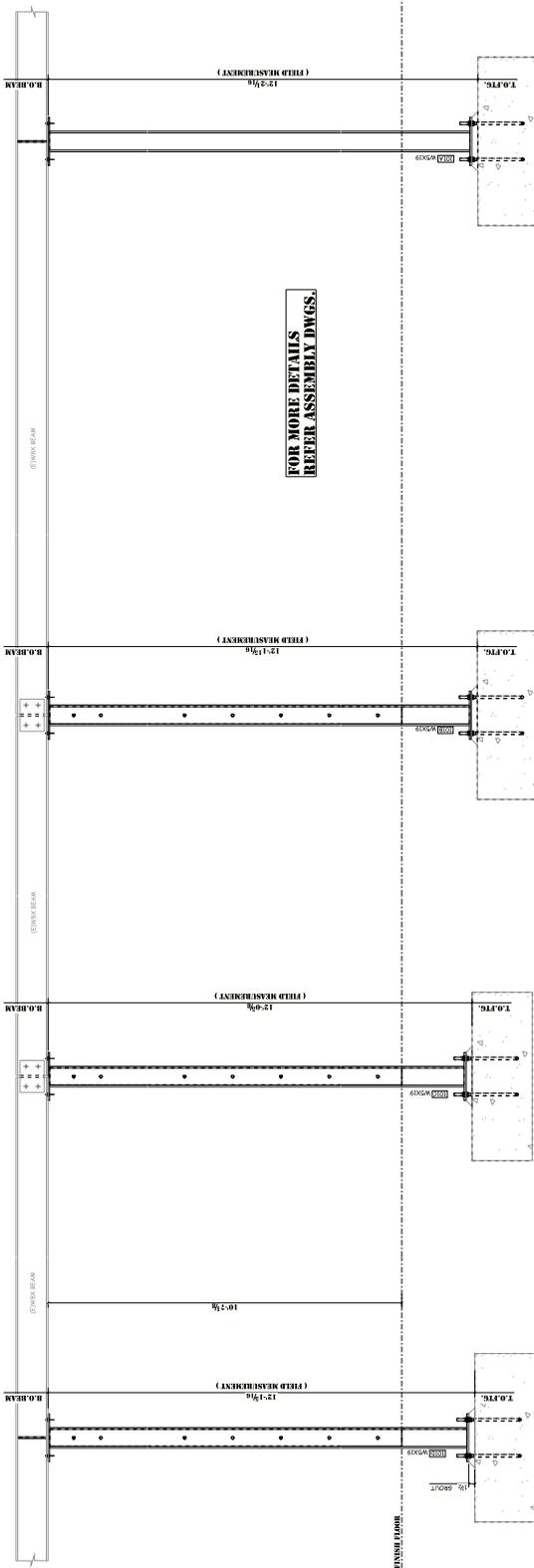
ELEVATION

DRAWN BY:
Custom Doc.

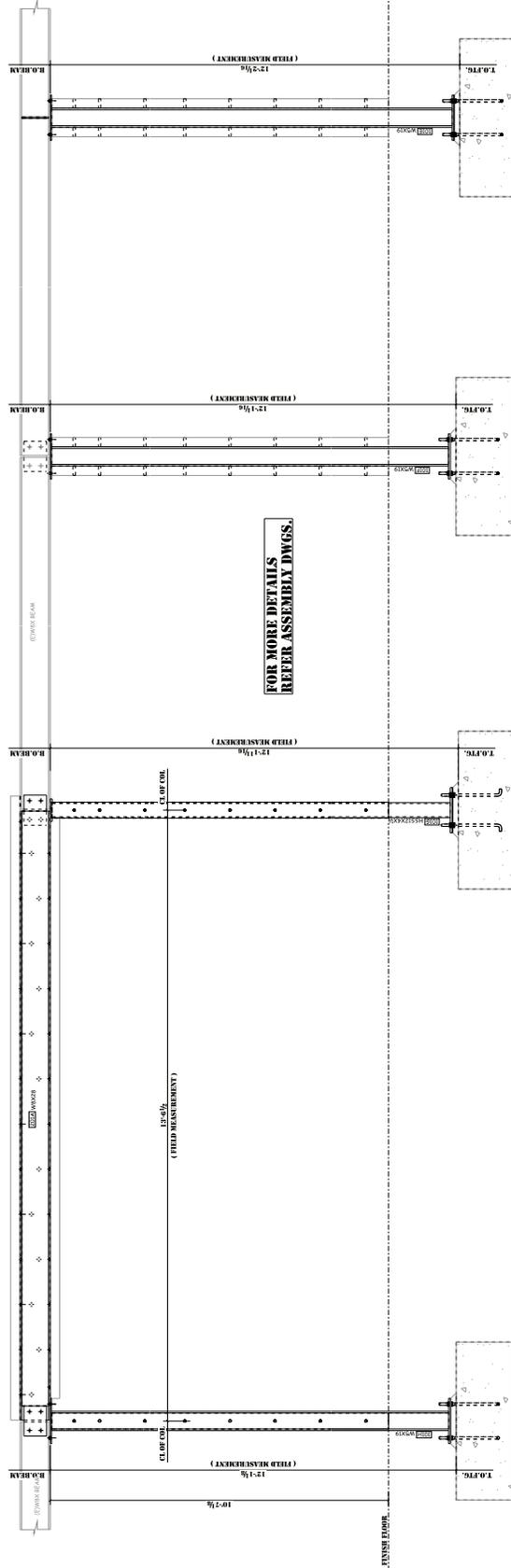
DRAWING NO. : **R2-1**

DATE : 02/02/2024

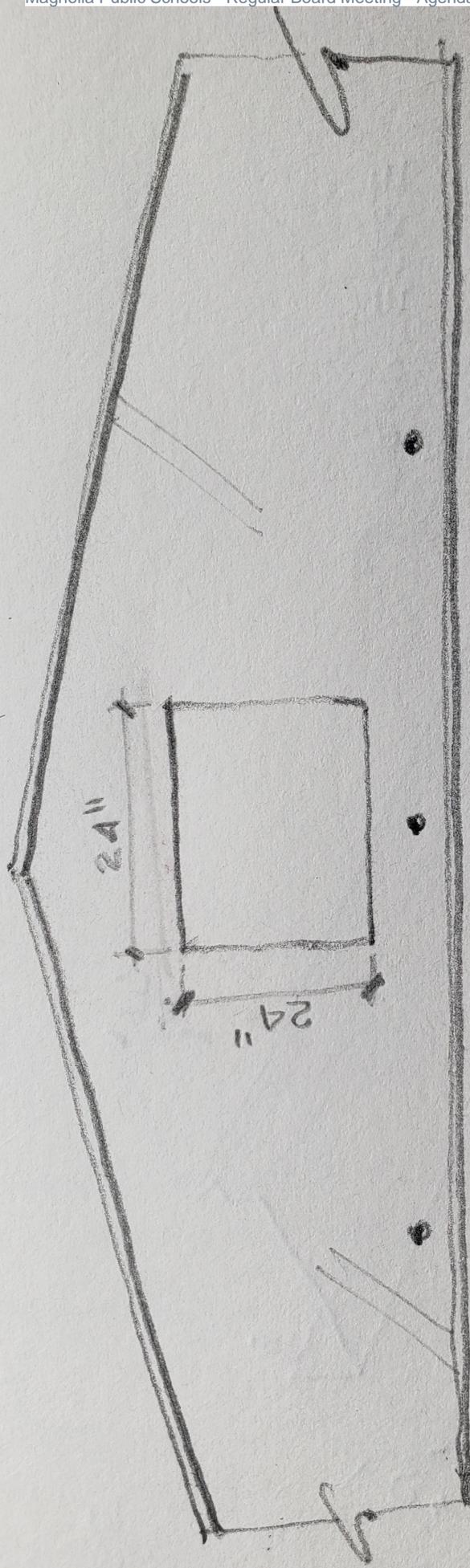
SCALE: N.T.S



ELEVATION 01



ELEVATION 02



(F) BEAM

REVISED SUBCONTRACTOR CHANGE ORDER 01

Delta 2 update 11/09/2023

Pure Plumbing Inc
California Contractor
Lic. 972929

170 N. Maple Street #104
Corona, CA. 92878
V: (951) 272-5978
F: (951) 272-5983

PCO 003
 15-0200
 \$10,695.00

Date: January 10, 2024

To: Colin, Erik

Job Name: Magnolia Charter

Our Job Number: 2023-21

Sent By: Teresa Castillo Diaz

Change (add or deduct) the following work to the original contract:	
Added (1) Urinal	
Added (2) Lavatories	
Move (3) Water Closets to a footing wall	
Sub-Total:	\$9,300.00
15% Mark UP:	\$1,395.00
TOTAL AMOUNT:	\$10,695.00

****Pricing valid for 30 days from date of Change Order****

We agree to the change stated above and to furnish labor and materials complete in accordance with the above specifications at the price stated above.

1/22/2024
 Date

By: Teresa Castillo Diaz
 Pure Plumbing Company Inc

We accept the above change. Above additional work to be performed under the same conditions as specified in the original contract unless otherwise stipulated.

 Date:

By: _____

PROJECT: Magnolia JAM Building
 18242 Sherman Way
 Reseda, Ca. 91335
EPI Job #: 23-035

EPI Construction Inc.
 Owner's Change Order

PROJECT MANAGER: Colin Beal
DATE: April 4, 2024

CHANGE ITEM # **PCO 004**

Description of Work:
 1. Added Costs for Hatches and Ladders

Schedule Impact: N/A

NO.	BILL ITEM:	DESCRIPTION	EPI COST CODE	UNIT COST					TOTAL
				LABOR	MATERIAL	EQUIP.	OTHER	SUB	
1		Hatches & Ladders	07-0804					6194.22	\$ 6,194.22
2		Rough Carpentry	06-0200					804.50	\$ 804.50
3		Roofing (Patch in)	07-0400					500.00	\$ 500.00
4									
5									
6		EPI Fee (4%)	20-0994						\$ 299.95

TOTAL CHANGE TO CONTRACT AMOUNT: \$ 7,798.67

We are not proceeding with the work until we have been authorized by your office. This quotation is void fifteen (15) days from the above date.

We are proceeding with construction on the basis of the above costs, and your understanding of same.

This change may impact the completion of the project, however, we are unable to ascertain the exact cost & time delay at this time. Therefore, we reserve our right to request such time delays or extensions as may be appropriate when the amount of impact is known.

SUBMITTED BY: Colin Beal 4/4/2024
 Colin Beal, EPI Construction Inc. Date

APPROVED BY: _____

 Date

BL WILCOX & ASSOC.

California Certified Small Business

QUOTATION NO.



Mailing Address

PO Box 829-90608
Whittier, CA. 90608

3/26/2024

521392

Serving You Since 1906

562-693-2787 FAX: 562-693-5843

Physical Address

7615 Baldwin Place
Whittier, CA. 90602

BLWILCOX.COM



COMPANY

EPI Construction
Attn: Erik

PCO 004
07-0804
\$6,194.22

PROJECT

12345 Ventura Blvd., #H
Studio City, CA. 91604

Fax Number

Installation and labor by others, unless stated differently below

Qty	Description	Unit Price
-----	-------------	------------

1	RHDG-4WT; 36" x 36" galvanized steel roof hatch, w/ 12" high, fiberglass insulated curb, spring assist, interior and exterior latch handle, padlock hasp, w/ white finish.	985.50
1	RHDG-2WT; 30" x 54" galvanized steel roof hatch, w/ 12" high, fiberglass insulated curb, spring assist, interior and exterior latch handle, padlock hasp, w/ white finish.	1,176.00
1	Model# 523; 11'6" aluminum ships ladder w/ access to roof hatch, floor mounted, 24" wide ladder, w/ 75 degree angle, w/ mill finish.	2,736.00

Lead Time: 5-6 weeks fabrication, transit from Commerce, CA

CUSTOM MATERIAL IS NON CANCELABLE AND NON RETURNABLE

<u>Sub Total</u>	<u>Freight</u>	<u>Tax %</u>	<u>Tax Amount</u>
\$4,897.50	831.46	.0950	\$465.26

Total Quotation
\$6,194.22

SIGNED:
3/26/24

Edward Zozaya
Edward@blwilcox.com

We will furnish all materials as listed above: All prices based on quantities shown. Pricing on this quote will be held 30 days, unless specifically stated otherwise. Freight shown is estimated and should not be considered final.

IF YOU ACCEPT THE ABOVE PROPOSAL PLEASE SIGN AND DATE:

X _____ X _____

PROJECT: Magnolia JAM Building
 18242 Sherman Way
 Reseda, Ca. 91335
EPI Job #: 23-035

EPI Construction Inc.
 Owner's Change Order

PROJECT MANAGER: Colin Beal
DATE: April 4, 2024
CHANGE ITEM # PCO 005

Description of Work:
 1. Added costs for shot clocks

Schedule Impact: N/A

NO.	BILL ITEM:	DESCRIPTION	EPI COST CODE	UNIT COST					TOTAL
				LABOR	MATERIAL	EQUIP.	OTHER	SUB	
1		Shot Clocks	11-1100					7623.00	\$ 7,623.00
2									
3									
4									
5									
6		EPI Fee (4%)	20-0994						\$ 304.92
TOTAL CHANGE TO CONTRACT AMOUNT:									\$ 7,927.92

We are not proceeding with the work until we have been authorized by your office. This quotation is void fifteen (15) days from the above date.

We are proceeding with construction on the basis of the above costs, and your understanding of same.

This change may impact the completion of the project, however, we are unable to ascertain the exact cost & time delay at this time. Therefore, we reserve our right to request such time delays or extensions as may be appropriate when the amount of impact is known.

SUBMITTED BY: Colin Beal 4/4/2024
 Colin Beal, EPI Construction Inc. Date

APPROVED BY: _____
 _____ Date



PCO 005
 11-1100
 \$7,623.00

Choose an item.

PROPOSAL [Keywords]

To: EPI Construction Inc.
Erik Lieu

Date: 03/25/24
Project: Magnolia – JAM – SHOT CLOCK ADD
Location: Reseda, CA

We propose to furnish the following as manufactured by NEVCO, specified item, using standard design, materials, construction sizes and colors. Based on below quantities, descriptions, model numbers.

COP #5 – ADD SHOT CLOCKS

1pr Slim Shot Clocks, White LED's, Includes Receivers for Shot Clocks, Brackets and Control Switch

MATERIAL, FREIGHT AND INSTALL ADD TO CONTRACT COST \$7,623.00

Pricing Includes:

1. All unloading and placement of material in gym.
2. Non-Prevailing wages are included.
3. Lifts to perform installation.

Qualifications:

1. Pricing good for production run and delivery with completion not later than 9/2024.
2. Due to the unsettled nature of “Steel Tariffs” and “Freight Regulations”, any such surcharges are not included in this proposal. Any steel or freight surcharges incurred will be passed along to the customer.
3. We reserve our right to a schedule extension; change orders for additional costs (including but not limited to material escalation; labor rate increases; acceleration costs; shipping costs; storage costs; administration overhead; etc.) related to any occurrence of an event which is outside of our reasonable control and which prevents us from performing our obligations (Examples but not limited to: acts of God; strikes or other labor disturbances; delays in transportation; war; acts of terrorism; epidemics; pandemics; (such as COVID-19); etc.).
4. Final Electrical hookups and connections of both high and low voltage to be by others.
5. Basketball hoop supports are installed by others as directed by H2I and manufacturer engineering.
6. GC to provide dumpster for H2I to use at time of installation to dump trash and debris at no cost to H2I.
7. Work to be performed on concrete slab with scissor lifts during standard working hours.
8. Proposed project schedule:

Shop Drawings	3-4 weeks
Approval Process	3-4 weeks
Manufacturing Lead Time	7-9 weeks
Shipping	1-2 weeks
Installation	4-5 days

Excludes:

1. Any Liquidated, Consequential and/or Actual Damages clauses.
2. All required backing in walls to be by others.



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info@h2igroup.com





Choose an item.

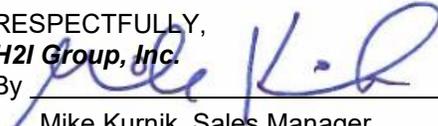
- 3. Note: Clean-up to be limited to removing all debris, dirt and rubbish accumulated as a result of our installation to a dumpster provided by others, leaving the premises broom clean and orderly.

SEE PAGE 3 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC "Standard Form Construction Subcontract", 1996 Edition or a subcontract form otherwise acceptable to H2I Group, Inc.

TERMS: Net 30 Days

ACCEPTED: Company _____
 Name _____
 Date _____

RESPECTFULLY,
H2I Group, Inc.
 By 
 Mike Kurnik, Sales Manager

Note: This quotation is offered for acceptance within 15 days and is subject to revision beyond that time.

DIR# PW-LR-1000537618, Expires 6/30/2024
 Contractors Licenses: California # 1060739, Expires 11/30/2024
 1679 Placentia Avenue, Costa Mesa, CA 92627
 Office Phone/Fax: 714-503-0326 Cell: 949-239-5145



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info@h2igroup.com





Choose an item.

PROPOSAL [Keywords]

H2I Group Inc. Terms and Conditions

General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 30 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantee, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: _____ Name: _____ Date: _____
(Please Print)



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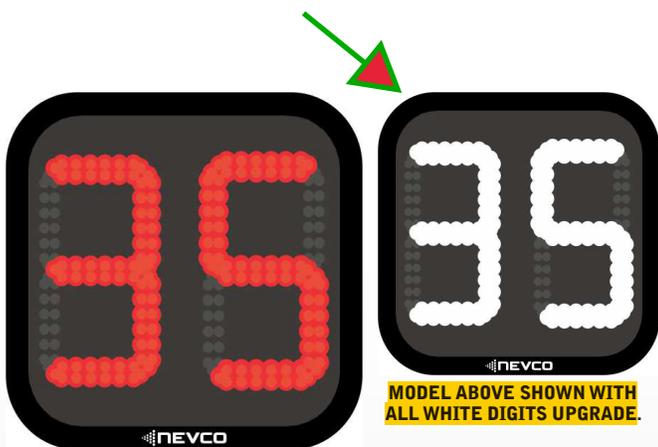
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BASKETBALL
ACCESSORIES

MODEL SSC-7


Shot Clock Size: 20" L x 20" H x 2" D

Approximate hanging weight: 30lbs (includes Indoor Accessory Driver (IAD) box and horns)

Digit Color: Super Bright Red or White **Digit Size:** 13"


DESIGN FLEXIBILITY

SINGLE SIDED


Can be mounted to backboard and flush with walls

DOUBLE SIDED


Ideal for fans and coaching staff

3-SIDED


Optimal viewing angles for players, coaches, and officials

Advanced timing features ideal for Basketball.

- Integrates with Nevco End of Period Lights through the IAD box (included with shot clock).
- Bright, long lasting, energy-efficient LEDs reduce power consumption and operating expense.
- Horn is encased in an external box that can be attached above or below the clock, ensuring sound clarity.
- Durable Lexan, yet lightweight, cabinet design can withstand heavy impact from basketball.
- Shot clock connects through cat5 cable to the IAD box, which is easy to conceal and protected from game elements.
- Integrates with Nevco accessories, such as End of Period lights and Locker Room Clocks.
- Daisy chaining capability allows for single or double sided mounting.



MAXIMIZE YOUR IMPACT™

 BUILD YOUR OWN DISPLAY AND SCORING SYSTEM ONLINE AT:
WWW.NEVCO.COM

U.S. & CANADA: 800-851-4040 INTERNATIONAL: 618-664-0360

FAX: 618-664-0398 E-MAIL: INFO@NEVCO.COM

INTEGRATED DISPLAY AND SCORING SOLUTIONS

Model SSC-7 (Indoor) Basketball Shot Clock



SSC-7 Shot Clock Details	
AGENCY APPROVAL	FCC, CE, INDUSTRY CANADA, Power Supply is UL/CUL listed
SHOT CLOCKS	Size: 20"L x 20"H x 2"D Hanging Weight: 30lbs each (including IAD box & horns) Constructed of aluminum
LED UNITS	Seven-bar segmented digits with protective aluminum
POWER	12vDC low voltage power input from included 120 VAC 0.5A Power Supply
BUILT-IN LIGHTNING PROTECTION	All models feature optical isolation circuitry providing additional protection against lightning strikes.

SHOT CLOCK / CONTROL OPERATING FEATURES

MODEL SSC-7 (SHOT CLOCK)	MPC WIRED (CONTROL)	MPCW WIRELESS (CONTROL)	MPCX ₂ WIRELESS (CONTROL)
TIMING 13" Super Bright Red LED Digits Or all White Digits Upgrade	<ul style="list-style-type: none"> Any shot time can be set between 0-69 seconds. Handheld switch provides instant reset to programmed shot time, out of bounds time and prevents timer from counting. 	<ul style="list-style-type: none"> Any shot time can be set between 0-69 seconds. Handheld switch provides instant reset to programmed shot time, out of bounds time and holds prevents from counting. 	<ul style="list-style-type: none"> Any shot time can be set between 0-69 seconds. Handheld switch provides instant reset to programmed shot time, out of bounds time and prevents timer from counting.
HORN	<ul style="list-style-type: none"> Encased in external box that can be attached above or below the clock. Sounds automatically at 00. Shot clock violation has unique sound. End of game time syncs with scoreboard sound. 	<ul style="list-style-type: none"> Encased in external box that can be attached above or below the clock. Sounds automatically at 00. Shot clock violation has unique sound. End of game time syncs with scoreboard sound. 	<ul style="list-style-type: none"> Encased in external box that can be attached above or below the clock. Sounds automatically at 00. Shot clock violation has unique sound. End of game time syncs with scoreboard sound.
SYSTEM OPERATION	<ul style="list-style-type: none"> Control can operate scoreboard and shot clocks at the same time. When using shot clocks and scoreboard horns as a system, they sound at the same time. 	<ul style="list-style-type: none"> Control can operate scoreboard and shot clocks at the same time. When using shot clocks and scoreboard horns as a system, they sound at the same time. 	<ul style="list-style-type: none"> Control can operate scoreboard and shot clocks at the same time. When using shot clocks and scoreboard horns as a system, they sound at the same time.
INDEPENDENT OPERATION	Control operates shot clocks as an independent system.	Control operates shot clocks as an independent system.	Control operates shot clocks as an independent system.
CONTROL CABLE	<ul style="list-style-type: none"> Two (2) lengths of 2-WIRE (coaxial type) ¼" diameter required. Order the lengths required. 	N/A	N/A
SEGMENT TIMING	Supported	Supported	Requires MPCX ₂ segment timer control.

GUARANTEE: TO VIEW OR RECEIVE THE MOST RECENT COPY OF OUR GUARANTEE, PLEASE VISIT: WWW.NEVCO.COM/
U.S. SERVICE: 1-800-851-4040. **INTERNATIONAL SERVICE:** 1-618-664-0360. **CANADA SERVICE:** 1-800-461-8550.



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WWW.NEVCO.COM

U.S. & CANADA: 800-851-4040 INTERNATIONAL: 618-664-0360
 FAX: 618-664-0398 E-MAIL: INFO@NEVCO.COM

PROJECT:	Magnolia JAM Building 18242 Sherman Way Reseda, Ca. 91335	<u>EPI Construction Inc.</u> Owner's Change Order	PROJECT MANAGER: Colin Beal DATE: April 4, 2024
EPI Job #:	23-035	CHANGE ITEM #	PCO 006

Description of Work:

1. Added Costs for added Low Voltage Conduiting
2. Added Costs for Lighting Changes per Owner
3. Added Costs for Added outlets per Owner
4. Added Costs to replace electrical Existing Electrical Panels that we unuseable
- 5.
- 6.

Schedule Impact: N/A

NO.	BILL ITEM:	DESCRIPTION	EPI COST CODE	UNIT COST					TOTAL
				LABOR	MATERIAL	EQUIP.	OTHER	SUB	
1		Electrical	16-0000					26130.02	\$ 26,130.02
2									
3									
4									
5									
6		EPI Fee (4%)	20-0994						\$ 1,045.20
TOTAL CHANGE TO CONTRACT AMOUNT:									\$ 27,175.22

We are not proceeding with the work until we have been authorized by your office. This quotation is void fifteen (15) days from the above date.

We are proceeding with construction on the basis of the above costs, and your understanding of same.

This change may impact the completion of the project, however, we are unable to ascertain the exact cost & time delay at this time. Therefore, we reserve our right to request such time delays or extensions as may be appropriate when the amount of impact is known.

SUBMITTED BY:

APPROVED BY:

Colin Beal 4/4/2024
 Colin Beal, EPI Construction Inc. Date

_____ Date

Amp Electric, Landscape & Construction Co., Inc.

Change Order Estimate

LICENSE B, C10 & C27 #700567
 7625 HAYVENHURST AVE., #10
 VAN NUYS, CA 91406

Date	Change Order
3/27/2024	14791

Name / Address
EPI CONSTRUCTION INC. 12345 VENTURA BLVD. SUITE H STUDIO CITY, CA 91604

ELECTRICAL DIVISION

Project

Description	Qty	Rate	Total
MAGNOLIA PUBLIC SCHOOL 18238 SHERMAN WAY BLVD RESEDA, CA 91335			
ADDED COST FOR NEW PANELS THAT WERE REMOVED AND VANDALIZED			
PANEL A 200AMP 120/240 SINGLE PHASE			
MATERIALS COST ONLY 200 AMP PANEL NO BREAKERS JUST THE PANEL	1	1,034.18	1,034.18
BREAKERS COSTS	1	320.00	320.00
PANEL A/C 200AMP 30 SPACE 3 PHASE PANEL			
MATERIALS COST: 200AMP 3PHASE PANEL NO BREAKERS JUST THE PANEL & COVER	1	392.95	392.95
BREAKERS COST	1	380.00	380.00
MAIN FEEDERS TO PANELS AND PANEL INSTALL	1	3,840.00	3,840.00

Thank you for your business. If you have any questions please call Keith Napp @ 818 528-8693	Total	\$5,967.13
--	--------------	------------

Amp Electric, Landscape & Construction Co., Inc.

Change Order Estimate

LICENSE B, C10 & C27 #700567
 7625 HAYVENHURST AVE., #10
 VAN NUYS, CA 91406

Date	Change Order
2/13/2024	14809

Name / Address
EPI CONSTRUCTION INC. 12345 VENTURA BLVD. SUITE H STUDIO CITY, CA 91604

ELECTRICAL DIVISION

Project

Description	Qty	Rate	Total
MAGNOLIA PUBLIC SCHOOL 18238 SHERMAN WAY BLVD RESEDA, CA 91335			
ADDED SCOPE			
1) REMOVE & REPLACE 2 OLD WALL LIGHTS ON THE BACK OF BUILDING WITH NEW 57WATT LED WALL PACKS RELOCATE TO BETTER LOCATION FOR BETTER COVERAGE OF BACK AREA WIRE TO TIME CLOCK WITH PHOTO CELL OVERRIDE AS PER CODE			
2) RUN POWER TO FRONT "JAM" SIGN AND LEAVE POWER CLOSE BY RUN POWER FROM TIME CLOCK			
LABOR & MATERIALS COSTS: FOR ITEM #1 REMOVE AND REPLACE WALL PACKS AND RUN WIRING BACK TO TIME CLOCK	2	420.00	840.00
LABOR & MATERIALS COSTS: RUN 1/2" CONDUIT 150' WITH 3 #10 WIRE FROM TIME CLOCK TO SIGN IN FRONT OF BUILDING	1	1,520.00	1,520.00

Thank you for your business. If you have any questions please call Keith Napp @ 818 528-8693	Total	\$2,360.00
--	--------------	------------

Amp Electric, Landscape & Construction Co., Inc.

Change Order Estimate

LICENSE B, C10 & C27 #700567
 7625 HAYVENHURST AVE., #10
 VAN NUYS, CA 91406

Date	Change Order
3/15/2024	14905

Name / Address
EPI CONSTRUCTION INC. 12345 VENTURA BLVD. SUITE H STUDIO CITY, CA 91604

ELECTRICAL DIVISION

Project

Description	Qty	Rate	Total
MAGNOLIA PUBLIC SCHOOL 18238 SHERMAN WAY BLVD RESEDA, CA 91335			
ADDED COST FOR NEW LOW VOLTAGE LOCATIONS BASED ON 4/S BOX WITH MUD RING AND 3/4" CONDUIT HOME RUN BACK TO MDF AREA INSTALL PULL STRING ONLY (ALL DEVICES & WIRING BY OTHERS) 20 - LOW VOLTAGE DROP LOCATIONS WITH 3/4" CONDUIT HOME RUNS HAD 4 IN BASE BID WITH CONDUIT STUBS UP WALL THAT COST IS BEING DEDUCTED FROM TOTAL COST FOR ADDED LOCATIONS THERE IS A TOTAL OF 1535' OF 3/4" CONDUIT TO BE INSTALLED AND 16 ADDED LOCATIONS	1	8,300.00	8,300.00
20AMP DEDICATED QUAD OUTLETS AT MDF LOCATION	1	275.00	275.00
EQUIPMENT RENTAL FOR LIFT	1	350.00	350.00

Thank you for your business. If you have any questions please call Keith Napp @ 818 528-8693	Total	\$8,925.00
--	--------------	------------

Amp Electric, Landscape & Construction Co., Inc.

Change Order Estimate

LICENSE B, C10 & C27 #700567
 7625 HAYVENHURST AVE., #10
 VAN NUYS, CA 91406

Date	Change Order
3/25/2024	14926

Name / Address
EPI CONSTRUCTION INC. 12345 VENTURA BLVD. SUITE H STUDIO CITY, CA 91604

ELECTRICAL DIVISION

Project

Description	Qty	Rate	Total
MAGNOLIA PUBLIC SCHOOL 18238 SHERMAN WAY BLVD RESEDA, CA 91335			
ADDED OUTLETS BASED ON WALK WITH ARCHITECT ON 3/22/24			
DUPLEX OUTLET IN MAIN COURT AREA	4	145.00	580.00
DUPLEX OUTLET FOR SHOCK CLOCKS	2	145.00	290.00
GFCI OUTLETS IN RESTROOMS	2	165.00	330.00
DUPLEX OUTLET ON SECOND FLOOR (THEY WERE SHOWN AS EXISTING ON E SHEETS)	4	145.00	580.00
HOMERUN-3/4" C.-4 #10	460	7.75	3,565.00

Thank you for your business. If you have any questions please call Keith Napp @ 818 528-8693

Total	\$5,345.00
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Coversheet

Approval of MPS Volunteer Enrichment Programs Policy

Section: IV. Action Items
Item: D. Approval of MPS Volunteer Enrichment Programs Policy
Purpose: Vote
Submitted by:
Related Material: IV_D_MPS Volunteer Enrichment Programs Policy.pdf

Agenda Item:	IV D: Action Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent
RE:	Approval of MPS Volunteer Enrichment Programs Policy

1. Action Proposed:

I move that the board approve the MPS Volunteer Enrichment Programs Policy.

2. Purpose:

MPS appreciates the time of all who serve MPS in various capacities and wishes to encourage these contributions. Because MPS is subject to various laws, regulations, and requirements set forth in charters, and because MPS’ obligation, first and foremost, is to ensure that its students are safely supervised, MPS has developed this policy to set forth standards and expectations by which volunteer enrichment programs (“Programs”) shall operate.

3. Background:

MPS was founded on the belief that students benefit significantly in their development as learners and in preparation for college and career when they are exposed to and engaged in first-hand experiences in science and technology. MPS’ commitment to providing students with these experiences is possible because of contributions of time and resources from community partners, scientific experts in academia, and industry leaders. To ensure student safety and compliance with all applicable laws and regulations, MPS has developed this policy by which Programs shall operate. Prior to the time that any Program serves students, the Program’s operator (the “Operator”) is required to execute the agreement attached to the policy confirming their agreement to comply with the terms of this policy (the “Policy”).

4. Analysis:

The Policy addresses the following topics:

- Program Suitability
- Nature of Volunteering
- Working with Staff
- Background Checks
- TB Tests
- Discrimination, Hazing, Bullying, Intimidation, and Harassment
- Equal Opportunities for Participation
- Avoidance of Conflicts of Interest



- Facilities Usage and Safety Expectations
- Supervision
- Parent Agreement
- Waiver of Liability
- Publicity
- Confidentiality
- Status
- Termination

The agreement attached to the Policy asks the Operator to review and affirm compliance with the Policy, that the Program will be without charge or any value due in exchange, and disclosure of any financial benefit if applicable.

5. Impact:

This Policy will ensure that volunteer enrichment programs follow certain standards and expectations, comply with applicable laws, regulations, and requirements, and that students benefit from these programs as learners in a safe and secure manner.

6. Exhibits:

1. MPS Volunteer Enrichment Programs Policy

Magnolia Public Schools

Volunteer Enrichment Programs Policy

Magnolia Public Schools (“MPS”) was founded on the belief that students benefit significantly in their development as learners and in preparation for college and career when they are exposed to and engaged in first-hand experiences in science and technology. MPS’ commitment to providing students with these experiences is possible because of contributions of time and resources from community partners, scientific experts in academia, and industry leaders. MPS is also fortunate that its Board of Directors has, historically, included these individuals as members, who have volunteered their time to contribute to MPS’ governance, as well as its mission. MPS appreciates the time of all who serve MPS in various capacities, and wishes to encourage these contributions. Because MPS is subject to various laws, regulations, and requirements set forth in charters, and because MPS obligation first and foremost it to ensure that its students are safely supervised, MPS sets forth the following standards and expectations by which volunteer enrichment programs (“Programs”) shall operate. Prior to the time that any Program serves students, the Program’s operator (the “Operator”) is required to execute the agreement attached hereto confirming their agreement to comply with the terms of this policy (the “Policy”).

Program Suitability

It is within the sole discretion of MPS to determine whether a Program is suitable to be offered to its students, taking into account and balancing the expected benefits, the Operator’s capacity and reputation to operate a safe and successful Program, the Program’s suitability taking into account applicable laws and regulations and the charters operated by MPS, the reputational impacts of working with an Operator or a particular Program, and the logistical demands upon MPS related to a Program.

Nature of Volunteering

All programs falling under this Policy must be provided to MPS and to its students by the Operator without any remuneration or consideration of any kind due to the Operator from MPS or its students, directly or indirectly. Operator agrees to provide the Program free-of-charge to MPS in order to provide an educational benefit to MPS students.

Working with Staff

Operators may not supervise and direct MPS employees unless the Operator has hired an MPS employee as their own employee. MPS does not prohibit Operators from hiring MPS employees to support the Program so long as the employment does not conflict with MPS employees’ duties to MPS. MPS employees, officers, and board members who are also employed by Operators must take care to ensure that they respect the boundaries of their respective roles, and do not allow their respective roles to conflict. For example, a Board member or MPS employee must not give preferential treatment to an MPS employee because they are also employed by Operator, and they likewise must not discipline or adversely treat an MPS employee because of their performance as an employee of Operator.

Background Checks

Prior to commencing Services, all Operator employees or volunteers who will come into contact with MPS' students and employees shall submit to a criminal background check and furnish MPS with verification that the Operator has received and reviewed the criminal record summary consistent with the terms of Education Code Sections 18975(b), 44237, 45125.1 for all employees and volunteers, and has determined that none of the employees or volunteers have been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. Any Operator employee or volunteer who has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students shall not be allowed provide Services or come on campus. Operator shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with MPS' students and/or staff at MPS' request.

TB Tests

All Operator employees or volunteers who will come into contact with MPS' students and employees shall not commence work/volunteering and working with students unless the person has submitted to a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Operator shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with the MPS' students and/or staff at MPS' request.

Discrimination, Hazing, Bullying, Intimidation and Harassment.

Operator agrees that it shall maintain policies and procedures that prohibit hazing, bullying, intimidation, and harassment and ensure that its employees are trained regarding the same. Each of Operator's employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, hazing, harassment, intimidation or bullying of a student. The Operator is also required to report such actions to MPS as soon as practicable.

Equal Opportunities for Participation.

Operator agrees that it shall provide equal opportunities for participation by all persons without discrimination on the basis of the grounds identified in Education Code Section 220, which prohibit discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is

contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. Operator shall comply with the Americans with Disabilities Act in its operations.

Avoidance of Conflicts of Interest

MPS Board members, officers, employees, and board members, officers, and employees of Operators must ensure that their involvement in the approval or operation of any Program does not present or create a potential or actual conflict of interest.

The Operator shall not derive any financial benefit from MPS for operating the Program. Accordingly, it is expected that no agreements with Operators could in any circumstance constitute a conflict of interest under Government Code Section 1090 in the absence of any financial interest in a contractual arrangement between MPS and an Operator.

To ensure compliance with the Political Reform Act (“PRA”), to the extent any employee, officer, or board member has an ownership interest in the Operator or is employed by the Operator, the individual must not participate in the approval of the Program. We hereby advise Operators and employees of operators, that the Political Reform Act bars MPS and its directors, officers, and employees from participating in any decision that is anticipated to financially impact a director, officer, or employee financially, even if the financial impact or benefit will be derived from a source other than MPS. For example, if operating the Program is expected to result in a financial benefit to a director, officer, or employee (e.g., a bonus or increased profit from increased business overall), even if the source of the financial gain is not MPS directly, this triggers the PRA’s prohibition on the director, officer, or employee’s participation in the decision to approve the Program. Any employee, officer, or board member who may be impacted financially by MPS’ decision to work with a Program shall disclose the same to MPS, refrain from influencing MPS to approve the Program, and take no part in MPS’ approval of the program (including the steps leading up to approval, e.g., negotiation and contracting).

Facilities Usage and Safety Expectations

Operator will be provided with classroom space, as determined in MPS’ discretion, so that Operator may operate the Program on the dates and times approved by MPS. Operator must ensure that its operation of the Program does not cause disturbance or damage to MPS facilities and tampering with materials stored in the classroom. At the conclusion of each Program session, Operator must ensure that the spaces it has utilized are neat and clean, in the condition that the spaces were found at the beginning of the Program session.

Operator will ensure that Operator and its employees are familiar with the School Safety Plan and related safety procedures applicable to the campus on which the Operator is providing the Program, and Operator and its employees agree to abide by and implement those policies and procedures as appropriate in the event of an emergency event.

Supervision

While operating the Program, Operator will be responsible for supervising students and ensuring that they are safe. Following the conclusion of a Program session, Operator may not dismiss students to anyone other than an MPS employee or the student's parents/guardians/authorized person, or to the location designated by MPS administration for dismissal.

If any student's behavior fails to conform with MPS' policies, the Operator shall promptly refer the student to MPS administration and shall not seek to discipline the student themselves. Operator may revoke a student's privilege to participate in the Program in consultation with MPS administration, and provided that doing so is not otherwise inconsistent with the Policy.

Parent Agreement

Students may not participate in the Program unless and until their parent/guardian provides written advance consent. Parents/guardians must be given specific notice regarding who will be supervising their child(ren).

Waiver of Liability

Operator provides the Program to MPS as a volunteer and at Operator's own risk. Operator shall hold MPS and its directors, officers, and employees harmless and free and clear of liability and damages of any kind arising from or related to Operator's operation of the Program.

Publicity

Any of Operator's materials, webpages, social media posts, press releases, or other communications that use MPS' name or logo or the names or logos of MPS charter schools, or names or depicts MPS' students must be preapproved by MPS. MPS reserves the right to reject any such proposed communication in its sole discretion.

Confidentiality

Access to personally identifiable information of students shall be only for the purpose of carrying out an agreement subject to this Policy. Operator will not disclose personally identifiable information of any student to any third party. Operator shall comply with all applicable student data privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g.)

Status

For the avoidance of doubt, Operator's relationship with MPS shall be that of a volunteer providing a public service to MPS' students. Operator is not an agent of MPS, nor in a legal partnership with MPS. Operator shall provide the Program according to the Operator's own means and methods of work. The Operator will provide all materials and supplies necessary to operate its Program. The Operator is free to offer similar services to other schools and to otherwise practice their trade or profession for other organizations without limitation.

Termination

- A. Termination for Default. MPS or Operator (each a “Party”) may terminate an agreement made pursuant to this Policy if the other Party materially fails to observe or perform any covenant, obligation, or provision, and the Party’s material failure continues for a period of thirty (30) days after it receives a written notice of default from the other Party.
- B. Termination for Convenience. Either Party may terminate an agreement made pursuant to this Policy for convenience upon thirty (30) days prior written notice to the other party.
- C. Termination by Necessity. MPS may terminate an agreement made pursuant to the Policy immediately with 24 hours’ notice due to a change in law or anticipated or actual adverse administrative or judicial proceeding that it expected to make it impractical, impossible, or undesirable for MPS to continue under such agreement, or in the event of a health and safety exigency or incident by the Operator that adversely impacts MPS’ reputation in MPS’ sole opinion.

Agreement Between Magnolia Public Schools (“MPS”) and (“Operator”) Regarding Program Offerings Pursuant to MPS’ Volunteer Enrichment Programs Policy

1. I am an authorized representative of the Operator and am proposing for Operator to provide the following voluntary program to MPS:

[describe]

(the “Program”).

2. Operator has reviewed the attached Volunteer Enrichment Programs Policy (the “Policy”) and agrees to comply with its terms and that the Policy will govern the manner in which Operator provides its Program to MPS students.

3. Operator affirms that it is offering its Program to MPS and its students without charge and that nothing of any value is due from MPS to Program in exchange for Operator operating the Program.

4. Operator affirms that **as a consequence** of offering its Program, none of Operators shareholders, officers, directors, or employees who are also directors, officers, or employees of MPS will receive any financial benefit or be impacted financially, or, Operator affirms that it has fully disclosed such financial benefit below:

[describe]

5. Except as expressly set forth in the Policy and this agreement, there are no other terms, representations, warranties, or expectations, express or implied, governing the subject matter of this agreement and the Policy.

Executed by Operator this ___ day of ___, 20__ by:

Signed: _____

Name (Print): _____

Title: _____

Approved and agreed to by Magnolia Public Schools:

Signed: _____

Name (Print): _____

Title: _____

Coversheet

Glow, Grows & Priorities Presentations

Section: V. Information/Discussion Items
Item: A. Glow, Grows & Priorities Presentations
Purpose: Discuss
Submitted by:
Related Material: V_A_MSA 6 GGP 2023-24.pdf
V_A_MSA 7 GGP 2023-24.pdf
V_A_MSA 8 GGP 2023-24.pdf

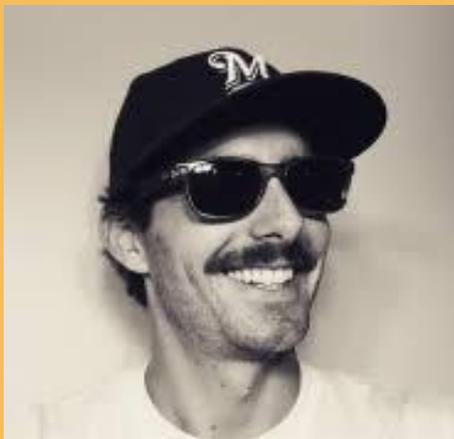


GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 6
2023-2024*



James Choe
Principal - 15 years



Jacob Theis
Assistant Principal - 8 years



Core values through: Innovation, Connection, and Excellence

Demographics

- Census day enrollment
 - 2021: 85
 - 2022: 100
 - 2023: 110
 - Currently at 116
- SWD: 19
- ELL: 21
- FRL: 92.8%
- Demographics
 - Hispanic: 94
 - African American: 12
 - Asian: 2
 - White: 2



GLOWS

- **2022-2023 SBAC Proficiency Rates (60.21% ELA / 35.87% Math)**
 - ELA: 21-22 51.76%
 - MATH: 21-22 32.56%
- Positive MAP Conditional Growth Index in reading and in Math
- Steady Enrollment Growth (2022: 85, 2023: 95 2024: 110)
- **Successful Relocation from Palms, to Pio Pico, and now to Wilton Elementary**
 - Retained core group of staff members
 - Maintaining high level of academic excellence
- **Retained 12/14 Staff for 23-24 (100% intent to return for 24-25)**
 - High retention since 2016-2017: Above 75%
- **Strengthening/Piloting our new SEL program: Leader in Me**
- STEAM Team Participation and recognition in LA County Science Fair and MPS STEAM Expo
- Awarded ASES grant: Working w/ Think Together to provide extracurriculars
- Successful WASC Oversight in 2/23
- Providing bus service from the west side



Core values through: Innovation, Connection, and Excellence

GLOWS

- Had our second annual Book Fair in over 7 years
- Providing Non Instructional Days through: Saturday School, F/W/S/S intersession
- **Comprehensive Kagan Teaching Strategies - PD, Coaching, and Implementation**
- Comprehensive PBIS - Fall and Spring Olympics
- Focus on the implementation of IXL and analyzing its data
- **Science Team (STEAM TEAM) have own multiple awards at our local STEAM expo**
 - STEAM team is going to LACSEF for it's 2nd year 3/10/24.
- Positive and Collaborative relationships with Wilton Elementary
- Positive Community Impact through Community Events and Marketing Effort
- Conducting Hybrid PTF meetings and PAC meetings for more participation
- **2nd Multicultural Food Festival returns after a 4 year hiatus: 4/19/24**
- Highly Rated Overall School Experience from Spring Stakeholder Survey
 - Parents 95% / Teachers 93% / Students 80%



2022-2023 MAP Scores

Math

Magnolia Science Academy 6

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	33	205.1	15.1	11	214.8	16.0	17	10	0.9	7.6	0.96	83	33	23	70	62
7	19	214.7	14.7	26	222.7	17.8	33	8	2.5	6.3	0.84	80	19	10	53	59
8	33	221.4	14.6	36	228.3	15.8	42	7	1.3	5.3	0.65	74	33	22	67	58

Math: Math K-12



2022-2023 MAP Scores

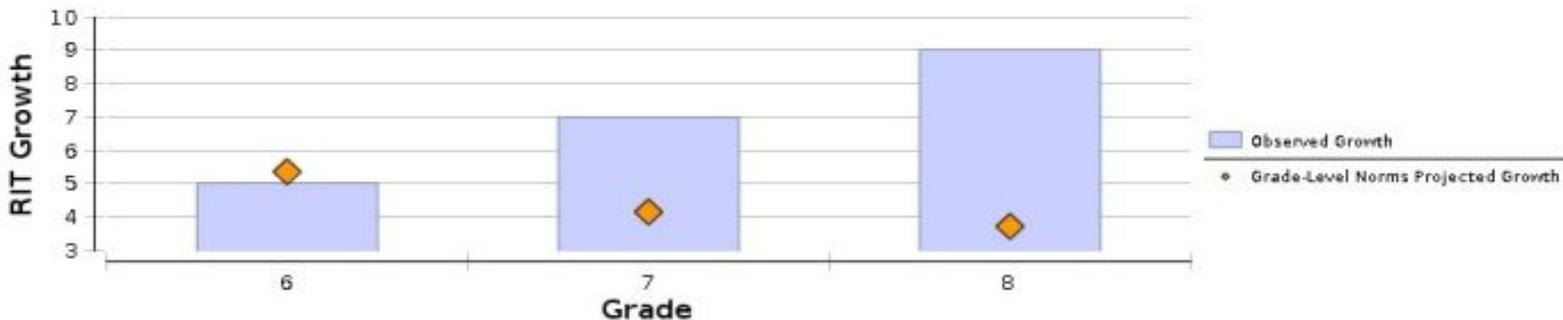
ELA

Magnolia Science Academy 6

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	33	207.6	14.7	36	213.0	13.5	37	5	1.3	5.3	0.03	51	33	19	58	54
7	19	214.8	12.6	53	222.1	10.2	70	7	1.4	4.1	1.81	96	19	13	68	67
8	33	216.7	10.1	43	225.2	9.8	68	9	1.2	3.7	2.37	99	33	26	79	75

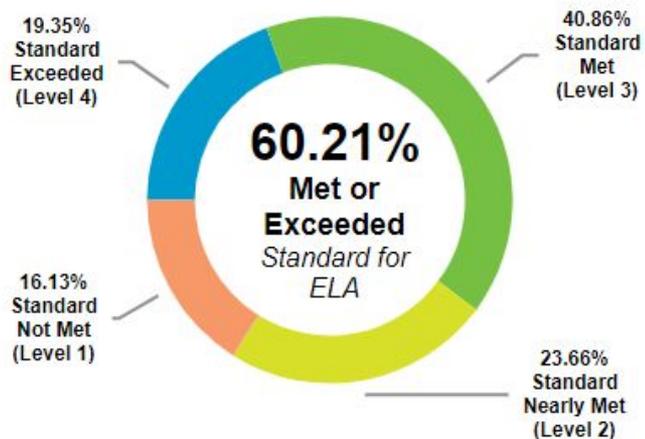
Language Arts: Reading



2022-2023 SBAC Scores

ELA

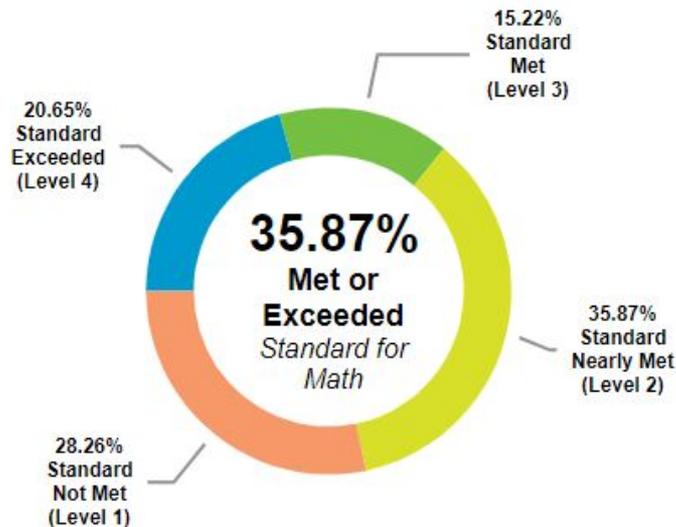
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level

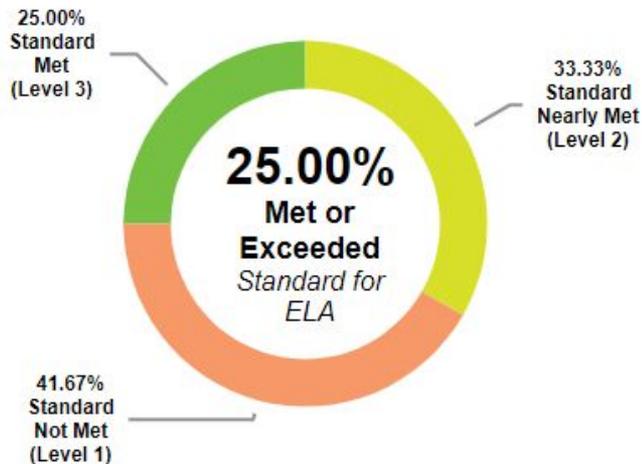


[VIEW MATH DETAILED TEST RESULTS](#)

2022-2023 SBAC SWD

ELA

Percent of students within each achievement level

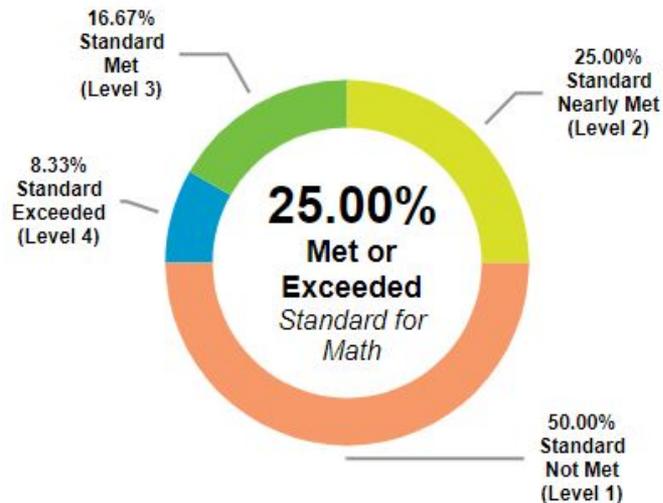


Standard Exceeded (Level 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level

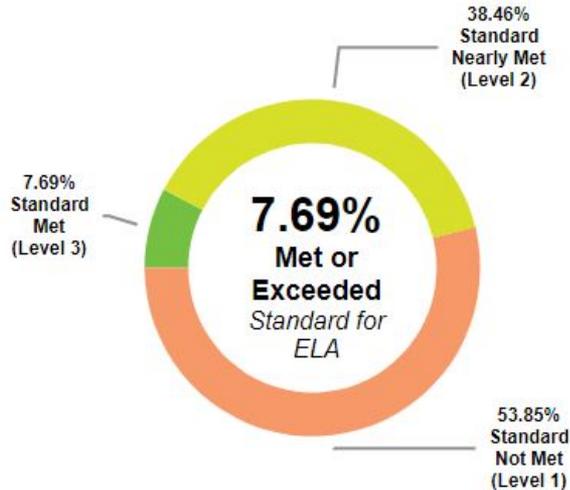


[VIEW MATH DETAILED TEST RESULTS](#)

2022-2023 SBAC EL

ELA

Percent of students within each achievement level

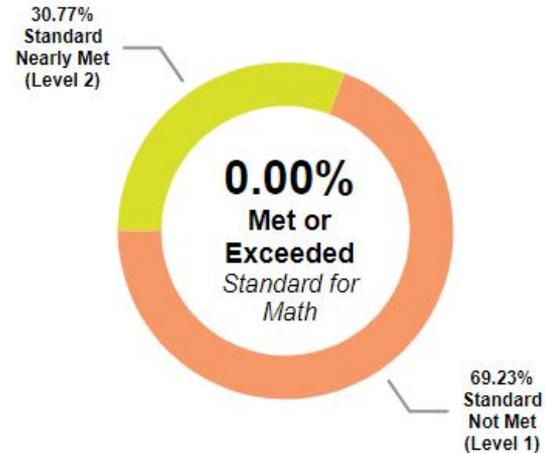


Standard Exceeded (Level 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



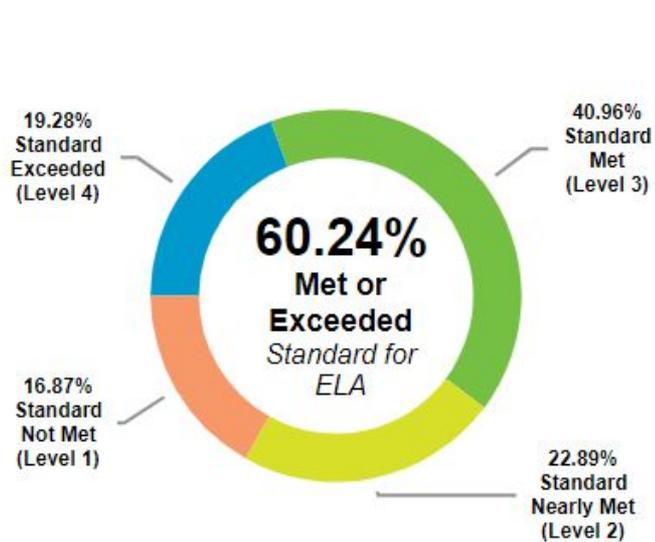
Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

2022-2023 SBAC SES

ELA

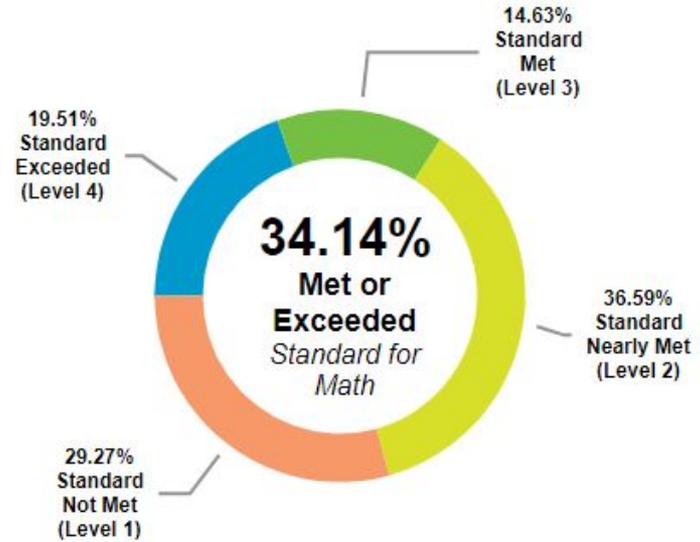
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

2022-2023 Dashboard

LEARN MORE English Language Arts

All Students

State



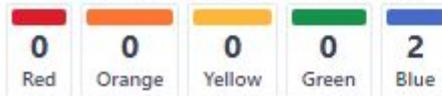
Blue

29.3 points above standard

Increased 19.5 Points ⓘ

EQUITY REPORT

Number of Student Groups in Each Level



[View More Details](#) →

LEARN MORE Mathematics

All Students

State



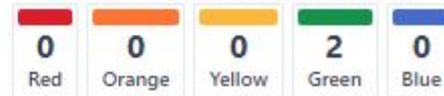
Green

15.3 points below standard

Increased 35.5 Points ⓘ

EQUITY REPORT

Number of Student Groups in Each Level



[View More Details](#) →

California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Universal (Tier 1)

Supplemental (Tier 2)

Intensified (Tier 3)

DATA

1. Infinite Campus
 - a. Attendance
 - b. Behavior
 - c. Gradebook
2. Test Scores
 - a. Local
 - b. State
3. Surveys/Discussion
 - a. Annual Stakeholder Survey
 - b. Staff Meetings

1st SUPPLEMENTAL

DATA

2nd or 3rd SUPPLEMENTAL

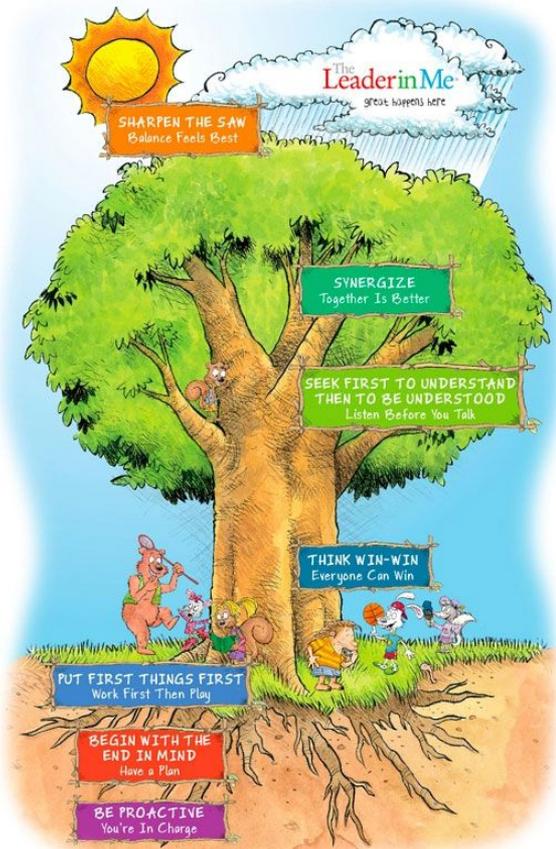
SST Meeting

INDIVIDUALIZED

DATA

INTENSIFIED
HIGHLY
INDIVIDUALIZED

SEL



OVER 40 MILLION COPIES SOLD

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

Stephen R. Covey

UPDATED WITH FRESH INSIGHTS BY
SEAN COVEY
NEW YORK TIMES BESTSELLING AUTHOR

FOREWORD BY JIM COLLINS
AUTHOR OF *GOOD TO GREAT* AND COAUTHOR OF *BUILT TO LAST*

Implementing The Leader In Me: In it's 2nd year

Lead by our PE teacher and taught to our teachers to share common language.

Working on Life Skills through the 7 health habits

Receiving training from Franklin Covey to implement the program with fidelity.

STEAM Team

2022

Technology/Robotics/Engineering

Mario Reyes

1st place

Azmavet Vicentes and Natalie Lopez

2nd place

Steam Expo Art Projects

Alicia Torres

3rd place

Math Comp

Mario Reyes and Kenneth Diaz

1st Place

2023

Life Science:

Azmavet Inocente

1st place

Earth and Physical Sciences:

Natalie Lopez-Martinez

3rd place

Technology Category

Emmanuel Morales-Hernandez

3rd Place

Computer Robotics and Engineering

Kenneth Diaz

2nd place

Math Comp:

Anderson Gomez

1st place

STEAM Team

LACSEF 2023

Recognition in the following categories

Behavioral Social Sciences - Jenny Hernandez

Naval Research - Joseph Augustin

Aerodynamics/Hydrodynamics - Natalie Lopez/Janelle Elias

Engineering - Kenneth Diaz

Physics - Eduardo Diaz and Emmanuel Morales, Joseph Augustin

Placed in the following categories

Animal Physiology

Azmavet - 3rd place

Earth/Space Sciences

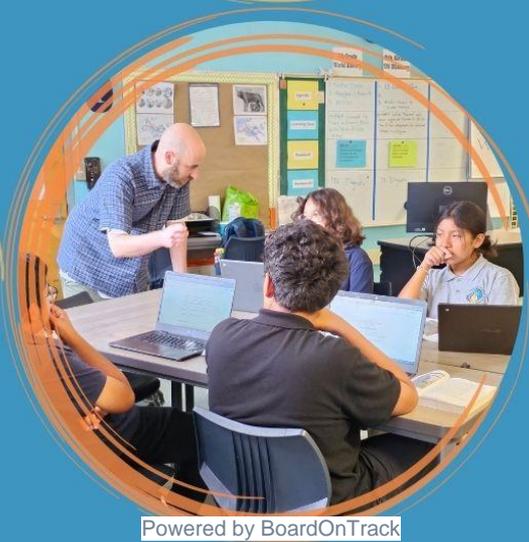
Melissa Meneses - 1st place

Core values through: *Innovation, Connection, and Excellence*

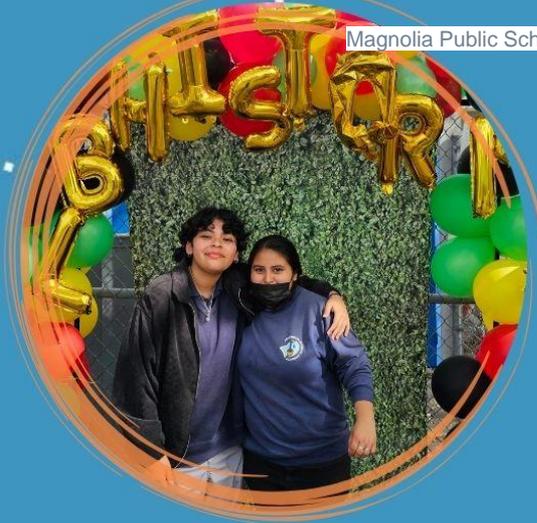
GROWS

- Enrollment and outreach to facilitate continued growth
- Chronic Absenteeism: goal is to go below 20%
- Extracurricular Programs
 - Sports
 - Visual and Performing Art
 - Language
- iPad Protection and oversight
- Continued support for SWD and ELL students
- Stronger parent collaboration
- Lockers
- More prizes for PBIS awards









EDUCATIONAL PARTNER INPUT

STUDENTS

- ❖ 100% of our students participate in our surveys.
- ❖ 80% Overall Satisfaction with Magnolia Science Academy 6

FAMILIES

- ❖ 96.4% of families participate in our surveys.
- ❖ 95% Overall Satisfaction with Magnolia Science Academy 6

Staff

- ❖ 100% of families participate in our surveys.
- ❖ 93% Overall Satisfaction with Magnolia Science Academy 6

Core values through: Innovation, Connection, and Excellence

PRIORITIES

1

Enrollment

We are looking to increase our enrollment to service as many students in the community as possible.

2

MAP Student Growth

We will continue to show positive results in our students year to year growth.

3

SBAC

We will continue to provide high quality education to our students and have our kids strive to become proficient in all of their academic studies.

4

Culture

We will continue to redefine our culture to create a sense of belonging at our school, a focus in academics, and to be a positive impact to society.



GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 7
2023-2024*



- **Fall to Winter MAP (NWEA) Testing Growth** - Observed notable growth from Fall to Winter in our 3rd grade math (47% of students met growth targets) + 3rd grade ELA (58% met growth targets), as well as our 5th grade math (51% of students met growth targets) scores.
- **ELA Interim Assessment Block (IAB) for Brief Writes** - Indicates high achievement in 3rd grade (78% ABOVE STANDARD) and 5th grade (73% NEAR or ABOVE STANDARD).
- On the 2023 SBAC, **75% of our Reclassified English Proficient (RFEP) students met proficiency** in ELA, which is an 8% increase for our RFEP students from the 2022 SBAC in ELA.
- **Chronic Absenteeism** - 2023 California Dashboard chronic absenteeism rate was 29% for the 2022-2023 school year. Our 2023-2024 school-wide goal was to decrease our chronic absenteeism rate to 18% and we are currently at 18%.
- Hosted our **Annual Community Resource Fair** with 17 community partners, 2 elected officials were represented. A visit from our Councilmember John Lee and Our Community Resource Fair was the cover story of The San Fernando Sun.
- **Garden Club Harvest** - Two groups of students have been able to successfully nurture plants from seed to harvest. Students developed a profound understanding of where food comes from and the effort it takes to produce.
- **Increased parent participation & engagement** - held 21 Parent Meetings & workshops & 8 family Events
- **Expanded Learning Programs** - added a before school program; now serving 180 students in after school program, added Intersession STEAM camps; added more after school enrichment programs (sports, art, coding, movie making); hired a full time ELOP Coordinator
- Strong school-wide and in-class **Positive Behavior and Intervention Support (PBIS)** programs helping to decrease behavior referrals; earned the PBIS Calif. PBIS Gold Implementation Award; **awarded 83,719 points** through the PBIS Rewards system
- **Home Visits** - 27% of our students have received a home visit this year. School-wide goal is 30%

GROWS

- Continue to work toward our school-wide goal of 30% of our students demonstrating proficiency in math as measured by SBAC.
- Continue to work toward our school-wide goal of 42% of our students demonstrating proficiency in ELA as measured by SBAC.
- Working toward using student data trends (based on MAP + SBAC) to inform long term-planning and curriculum mapping.
- Improve effectiveness of English Language Development instruction and proficiency of English Language Learners
- Increase support and resources for Students with Disabilities as student needs increase
- Continue to work on decreasing our truancy rate by 15% and increasing our ADA by 3% to meet our school wide goals
- Provide more parent workshops focusing on areas like financial literacy, the educational system, and computer skills.
- Working towards redefining how we track parent engagement
- Continue Enrollment and Outreach efforts to facilitate growth



PRIORITIES

1

Student Growth in ELA & Math

- 42% of students will demonstrate proficiency on the ELA SBAC
- 30% of students will demonstrate proficiency on the Math SBAC
- 60% of students will meet their growth targets on the MAP Reading and Math

2

Attendance

- Increase ADA from 93% to 97% or above
- Decrease Chronic Absenteeism Rate from 21.5% to 18% or lower
- Lower Truancy Rate from 33.9% to 25% or lower

3

EL Student Growth & Progress

- Increase number of students making progress toward EL proficiency
- Improve the quality of the ELD Program & ELD instruction to focus on growth

4

High Quality Teaching

- Prioritize PD focused on high quality instructional strategies
- Increase number of informal observations
- Create a culture of coaching and growth

Our students have read
almost 5,000 books this year!

Family Field Trip to Santa
Barbara Zoo & UC Santa
Barbara!



Recipients of the CA
PBIS Gold
Implementation Award!



North Valley
Teacher of the
Year! Jenn Rivera





GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 8
2023-2024*

Glows

- 8th Grade Science CAST Growth +4.64%
- PBIS Monthly Assemblies
- Winter-Summer Sports/Academic Camps
- Athletic Program
- Educational Field Trips
- Robust Elective Offerings
 - STEAM Lab
 - Art
 - Music
 - Foreign Language (Spn)
 - ELD
- Community School's Grant Recipients
- Enrollment



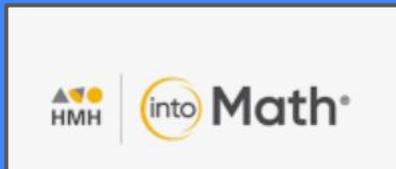
MAGNOLIA SCIENCE ACADEMY 8

BELL

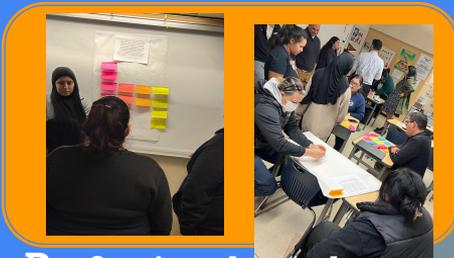
PBIS Monthly Assembly-February



Grows



- Academic Growth
- Attendance (ADA)
- Teacher Retention
- Mastering New Curriculum
- Student Voice
- Student Behavior
- Academic Alignment



Professional Development

2023/2024 Priorities

1

Teacher Development

- Instructional Classroom Management
- Community School

2

School Culture

- Student Ambassadors
- CSC/PACE Coordinator
- Monthly Team Building
- Retention/ADA

3

Academics

- Math/Reading
- Student groups
 - EL/SPED
- GATE

4

Social Emotional

- Behaviors (RJ)
- Positivity Project
- Extracurricular Activities

FIELD TRIPS



MSA 8 BELL HIGHLIGHTS

HIGHLIGHTS

- Math Festival
- GYMM (Guiding Young Male Minds)
- GLAM (Girls Leadership and Mentoring)
- College Field Trips
- Student Ambassadors
- Competitions
 - MESA
 - Academic Pentathlon
 - Math Field Day



After School Program

- Sports Program Offered
 - Girls & Boys Flag Football
 - SRLA
 - Volleyball
 - Cheer
 - Girls & Boys Basketball
 - Girls & Boys Soccer
- Clubs
 - Trivia Pursuit
 - Culture Club
 - Mixed Sports
 - Jazz
 - Taekwondo
 - Artland
 - Minecraft
 - Esports
 - Nintendo Club
 - Dance



STEAM Focus



Coversheet

Facilities Projects Update

Section: V. Information/Discussion Items
Item: B. Facilities Projects Update
Purpose: Discuss
Submitted by:
Related Material: V_B_Facilities Projects Updates.pdf



Agenda Item:	V B: Information/Discussion Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Patrick Ontiveros, General Counsel & Director of Facilities Mustafa Sahin, Project Manager Katrina Jimenez, Assistant Project Manager
RE:	Update on Facilities Projects

1. Action Proposed:

This is an informational item, there is no action.

2. Purpose:

Facilities Department monthly report to give an update on the existing projects at each campus.

3. Updates:

MSA1

- JAM Building
 - Roofing is complete.
 - Insulation on the exterior walls is complete.
 - Shear Panel is being installed.
 - Drywall will start on Monday, April 8th and will take two weeks to complete.
 - Mid-June completion is tracking.
- Bungalows
 - Fire Marshal came to approve the Fire alarm on March 18th.
 - One fire alarm for the entire campus is requested.
 - ADT is preparing a proposal.
 - Staff is requesting a temporary Fire Alarm.
- Alley closure
 - Application was submitted Feb 02, 2024
 - 12-18 months for review

MSA2 -16600 Vanowen

- CUP Application was submitted on January 24, 2024.
- Started Community Outreach
 - May 11th - Meet and Greet Event

MSA5 - 7111 Winnetka

- Demolition is expected to commence after the title change process is complete.
- Modular Classroom Design
 - Silvercreek was selected on March 21st.
 - Staff is finalizing the contract. Notice to Proceed was sent to Silvercreek.
 - Gateway, DLR, Silvercreek, Magnolia Staff first meeting was held April 2nd.
- CDE site approval
 - Received a support letter from Pierce stating long-term commitment.
 - The package will be submitted to CDE week of April 8th.



- *Met with Pierce College for the 2nd time to finalize the addendum for a long-term agreement to take our students to Pierce campus to decrease MSA 5 site density.*
- *Pierce expected to get back to MPS in 2 weeks.*
- MPS Staff are pursuing advanced site acquisition funds.
 - CSFA Board found MSA5 financially sound for Advance Apportionment at their meeting held on Thursday March 28th.

MSA7

- MPS staff had a positive site walk through at 18120 Sherman Way (Bank of America building) on March 26th.
- Berliner Architect was hired to do an analysis.

MSA SA - Digital Sign

- Stanford Sign (vendor) ordered the screen, expected to be received by April 2024.