



# ACADEMIC UPDATES

**May 15, 2019**

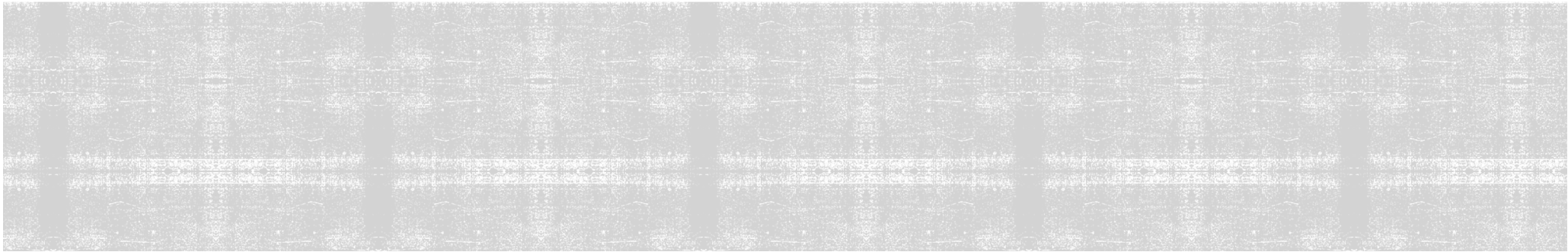
**BOARD ACADEMIC COMMITTEE MEETING**

Erdinc Acar, Chief Academic Officer





# ACADEMIC GOALS AND PROGRESS



# 2018-2019 GOALS

1

**100% Four-Year cohort graduation rate and 100% UC/CSU A-G course completion rate across all MPS.**



2

All student groups across MPS will show growth on the CAASPP-ELA/Literacy and Mathematics assessments by a **3-point or more increase from the prior year.**



3

**50% or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.**

4

**60% or more of all MPS students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the ultimate goal of 100%.**

5

**All students across MPS will meet their expected growth targets in Reading as measured by the Lexile metrics.**



6

All MPS sites will organize a **STEAM** Festival/EXPO, with **100%** of MPS students creating and demonstrating a STEAM focused project, experiment, model or demo.

7

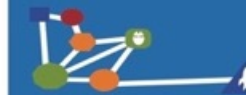
**Average Daily Attendance (ADA) rate of 97% or more across all MPS, with the ultimate goal of 100% ADA Rate.**



8

MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent **MTSS framework that engages all systems leading to improved student outcomes.**

8



9

**25% or more of all MPS students will be home-visited by the teachers and staff across all MPS.**



10

**School experience survey participation and satisfaction rates of 85% or more for students, parents, teachers, and staff across all MPS, with the ultimate goal of 100% participation and satisfaction rates.**



May 1 and 2 was College Signing Days  
Preparing a detailed report to be submitted to the  
June Board meeting



1

100% Four-Year cohort graduation rate and 100% UC/CSU A-G course completion rate across all MPS.





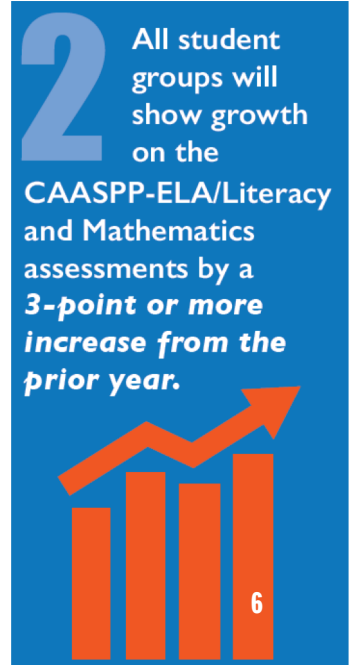
# COLLEGE ADMISSIONS

## PRELIMINARY DATA

College	Applied	Accepted	Attending	Denied	Waitlist	Deferred	Withdrawn
Arizona State University	4	4	1	0	0	0	0
California Polytechnic State University, San Luis Obispo	9	1	0	5	2	0	0
California State Polytechnic University - Pomona	29	14	1	10	3	0	0
California State University Maritime Academy	2	0	0	2	0	0	0
California State University, Bakersfield	3	5	0	0	0	0	0
California State University, Channel Islands	10	10	0	0	0	0	0
California State University, Chico	4	3	0	0	0	0	0
California State University, Dominguez Hills	31	24	0	1	1	0	0
California State University, East Bay	2	3	1	0	0	0	0
California State University, Fresno	3	0	0	0	0	0	0
California State University, Fullerton	38	17	2	8	5	0	0
California State University, Long Beach	57	14	0	34	7	0	1
California State University, Los Angeles	42	12	0	19	1	0	1
California State University, Monterey Bay	3	1	0	1	0	0	0
California State University, Northridge	62	60	5	1	0	0	0
California State University, Sacramento	2	1	0	0	0	0	0
California State University, San Bernardino	3	2	0	0	0	0	0
California State University, Stanislaus	2	2	0	0	0	0	0
Humboldt State University	1	2	0	0	0	0	0
Rutgers University -New Brunswick	1	1	0	0	0	0	0
San Diego State University	10	2	0	7	0	0	0
San Francisco State University	8	7	0	0	0	0	0
San Jose State University	7	1	0	4	0	0	0
The University of Arizona	1	2	0	0	0	0	0
University of California, Berkeley	17	4	1	9	1	0	0
University of California, Davis	18	8	1	6	6	0	0
University of California, Irvine	48	11	2	21	3	0	0
University of California, Los Angeles	45	4	1	36	1	0	0
University of California, Merced	16	13	0	4	0	0	0
University of California, Riverside	29	19	1	6	1	0	0
University of California, San Diego	28	5	0	16	3	0	0
University of California, Santa Barbara	30	2	0	16	1	0	0
University of California, Santa Cruz	15	5	0	6	1	0	0
University of Illinois at Urbana- Champaign	1	1	1	0	0	0	0
University of Southern California	1	2	0	2	0	0	0
University of Washington	2	0	0	1	0	0	0

## CAASP SBAC STATE ASSESSMENT DATA (ELA, MATH)

- Testing Still in progress
- No data at this point
- Checking every day completion rates and progress





**3** 39% or more of all students will be proficient on the CAASPP-ELA/Literacy assessments and 28% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of **100% proficiency for all.**

**Interim Assessment Blocks (IABs)** focus on the smaller sets of targets and therefore provide more detailed information **for instructional purposes.** 4-6 IABs are administered throughout the year in ELA and MATH.

MATH IABs	Above Standards		At/Near Standards		Below Standards		Total Tested	Above + One-Half of At/Near		2018 SBAC
	%	#	%	#	%	#		#	%	
MSA-1	17%	220	48%	536	32%	358	1114	488	43.81%	35.06%
MSA-2	28%	136	55%	342	51%	188	666	307	46.10%	25.58%
MSA-3	20%	153	43%	513	45%	414	1080	409.5	37.92%	21.05%
MSA-4	13%	15	41%	50	66%	89	149	40	26.85%	8.42%
MSA-5	43%	495	41%	464	30%	228	1187	727	61.25%	34.16%
MSA-6	37%	209	31%	288	26%	118	615	353	57.40%	38.56%
MSA-7	21%	39	48%	163	43%	132	334	120.5	36.08%	33.33%
MSA-8	21%	272	23%	732	23%	678	1721	638	37.07%	22.89%
MSA-SD	28%	914	19%	669	10%	282	1865	1248.5	66.94%	51.55%
MSA-SA	17%	162	31%	506	33%	563	1231	415	33.71%	26.40%
							<b>MPS Average</b>	<b>4746.5</b>	<b>53.79%</b>	<b>30.50%</b>

# 3

39% or more of all students will be proficient on the CAASPP-ELA/Literacy assessments and 28% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.

**Interim Assessment Blocks (IABs)** focus on the smaller sets of targets and therefore provide more detailed information **for instructional purposes**. 4-6 IABs are administered throughout the year in ELA and MATH.

ELA IABs	Above Standards		At/Near Standards		Below Standards		Total Tested	Above + One-Half of At/Near		2018 SBAC
	%	#	%	#	%	#		#	%	
MSA-1	17%	85	56%	398	39%	257	665	284	42.71%	48.32%
MSA-2	26%	134	51%	485	53%	417	1036	376.5	36.34%	34.32%
MSA-3	27%	241	51%	703	41%	470	1414	592.5	41.90%	41.58%
MSA-4	17%	11	82%	73	71%	56	140	47.5	33.93%	32.63%
MSA-5	35%	118	46%	275	47%	233	626	255.5	40.81%	45.63%
MSA-6	16%	32	39%	256	42%	96	383	160	41.78%	48.05%
MSA-7	31%	34	55%	92	39%	48	117	80	68.38%	50.33%
MSA-8	38%	291	45%	514	41%	355	954	548	57.44%	37.32%
MSA-SD	34%	348	52%	565	21%	206	1002	630.5	62.92%	56.35%
MSA-SA	30%	220	48%	609	48%	537	869	524.5	60.36%	56.35%
<b>MPS Average</b>								<b>3499</b>	<b>48.56%</b>	<b>44.34%</b>



# NWEA MAP GROWTH DATA FALL – WINTER

*NOT ALL SCHOOLS TESTED IN WINTER - ALL WILL TEST IN SPRING*

**4** 55% or more of all students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the ultimate goal of 100%.

MAP "MET GROWTH TARGET" DATA - READING												
	Comparison Periods: Fall 2018 to Winter 2019						Comparison Periods: Fall 2018 to Spring 2019					
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?
MSA-1	45.0%						45.0%					
MSA-2	55.0%						55.0%					
MSA-3	60.0%	47	24	51.1%	-8.9%	P	60.0%					
MSA-4	60.0%	94	45	47.9%	-12.1%	N	60.0%					
MSA-5	60.0%						60.0%					
MSA-6	44.0%	119	60	50.4%	6.4%	Y	44.0%					
MSA-7	60.0%	160	50	31.3%	-28.8%	N	60.0%					
MSA-8	55.0%	390	191	49.0%	-6.0%	P	55.0%					
MSA-SD	60.0%						60.0%					
MSA-SA	55.0%						55.0%					
MPS	60.0%	810	370	45.7%	-14.3%	N	60.0%	0	0			

TBD IN  
SPRING  
FOR ALL

5

All students across will meet their expected growth targets in Reading as measured by the Lexile metrics.



# MY ON READING DATA 1/2

	10.03.18	5.6.19	10.03.18	5.6.19	10.03.18	5.6.19	10.03.18	5.6.19
	MSA-1	MSA-1	MSA-2	MSA-2	MSA-3	MSA-3	MSA-4	MSA-4
<b>Reporting Period: 8.13.18-5.6.19</b>								
Number of Students	461	464	267	267	556	505	176	181
Days with Reading	1100%	12%	2100%	22%	400%	5%	3%	5%
Books Read	2,872	14,444	2,936	15,098	1,506	8,962	447	2,223
AVG Number of Books Read per Student	6		11		3		3	
Pages Read	78,443	391K	69,176	413K	27,611	192K	9,092	64,658
AVG Pages per week	19	22	35	41	7	10	7	9
Minutes Read	40.6K	227K	35.4K	203K	14.7K	97.7K	3,800	41.5K
AVG Minutes per week	12	13	18	20	4	5	3	6
AVG % Time Spent Reading Non-Fiction	46%	53%	48%	47%	44%	50%	75%	64%
Minutes Read Without Audio	12.2K	68.0K	10K	97	3,113	24	593	16
AVG % Time Spent W/out Audio	36%	32%	27%	42%	19%	19%	27%	40%
Books in Projects Read	0	687	0	0	0	487	0	0
Minutes Read in Projects	0	9,362	0	0	0	6,350	0	0
AVG Time Spent Reading in Projects	0	7	0	0	0	14	0	0
AVG Lexile	740L	720	645L	669	666L	703	626L	677
AVG Lexile Taken	0	3	0.8	3	0.3	1.5	0.1	1.1
AVG Starting Lexile Score in period	733L	733	709L	709	701L	701	652L	649
AVG First Lexile Score in Period	761L	697	605L	645	587L	652	633L	660
AVG Ending Lexile Score in Period	740L	720	645L	669	666L	703	626L	677
<b>AVG Lexile Growth</b>	<b>+16.4L</b>	<b>+42.4L</b>	<b>+15.8L</b>	<b>+40.8L</b>	<b>+6.1L</b>	<b>+51.5L</b>	<b>+5.9L</b>	<b>+53.6L</b>
<b>Most Popular Book #1</b>	The Grin in the Dark -700L	A journey to Adaptation with Max Axiom, Super Scientist	The Grin in the Dark -700L	Paintball Punk	Hamlet - 370L	Paintball Punk	King of Pop: The Story of Michael Jackson -590L	Haunted Hotels around the world
<b>Most Popular Book #2</b>	King of Pop: The Story of Michael Jackson -590L	A crash course in Forces and Motion with Max Axiom, Super Scientist	Phantom of the Library - 620 L	Pandarella	Romeo and Juliet -450L	Frankenstein	Megalodon - 310 L	Baseball's Record breakers
<b>Most Popular Book #3</b>	Paintball Punk -310L	The world's most amazing bridges	Jellaby: Monster in the City- 240L	Point-blank Paintball	King of Pop: The Story of Michael Jackson -590L	Frankenstein	Haunted Houses: The Unsolved Mystery - 650 L	Baseball stats and the stories behind theM: what every fan needs to know
Minutes Read: Weekends	259	2928	330	2557	136	1165	92	1078
Out-Of-School Reading Student Average	1%	3	1%	2	4%	3	5%	7



5

All students across will meet their expected growth targets in Reading as measured by the Lexile metrics.



# MY ON READING DATA 2/2

	10.03.18	5.6.19	10.03.18	5.6.19	10.03.18	5.6.19	10.03.18	5.6.19	10.03.18	5.6.19
Reporting Period: 8.13.18-5.6.19	MSA-5	MSA-5	MSA-6	MSA-6	MSA-8	MSA-8	MSA-SA	MSA-SA	All Grades	All Grades
Number of Students	247	242	153	163	472	462	618	640	5,234	
Days with Reading	1100%	21%	29%	25%	2200%	21%	18%	20%	500%	
Books Read	1,681	13,559	3,267	12,128	5,181	23,497	9,023	45,041	116,824	134K
AVG Number of Books Read per Student	7		21		11		15		22	
Pages Read	33,670	339K	82,812	361K	122,000	629K	182,000	1088K	669,462	
AVG Pages per week	18	37	73	58	35	36	39	45	3,216	
Minutes Read	18.6K	192K	48.6K	215K	71.5K	369K	100K	618K	350K	1965K
AVG Minutes per week	10	21	43	35	20	21	22	25	1,845	
AVG % Time Spent Reading Non-Fiction	55%	52%	45%	50%	57%	56%	50%	48%	43%	49%
Minutes Read Without Audio	4,325	48	8,055	43	17.1K	117	21	203K	76.1K	616
AVG % Time Spent W/out Audio	21%	25%	19%	21%	21%	28%	22%	36%	25%	3100%
Books in Projects Read	4	781	0	200	0	256	379	1,132	383	3,543
Minutes Read in Projects	7	11	0	1,608	0	5,534	5,348	16	5,355	51
AVG Time Spent Reading in Projects	0	6	0	1	0	2	2%	1%	1	2
AVG Lexile	674L	721	672L	790	779L	885	541L	591	524L	720
AVG Lexile Taken	0.6	4.1	0.8	8.5	0.8	7.1	1	6	146	1,562
AVG Starting Lexile Score in period	680L	681	714L	714	846L	848	520L	520	515L	694
AVG First Lexile Score in Period	679L	680	664L	684	744L	780	529L	523	511L	665
AVG Ending Lexile Score in Period	674L	721	672L	790	779L	885	541L	591	524L	720
AVG Lexile Growth	+27.6L	+86.8L	+9.3L	+144.0L	+6.3L	+126.8L	+47.5L	+119.0L	+9.7L	+25.3L
Most Popular Book #1	Cristiano Ronaldo -580 L	New York	Manners Matter in the Classroom -420L	The Grin in the Dark	The Grin in the Dark -700L	Circles Everywhere	The Boston Tea Party - 600L	Haunted Objects from Around the World	The Grin in the Dark -700L	
Most Popular Book #2	The Tell-Tale Heart -320L	Creepy Urban Legends	The Grin in the Dark -700L	Haunted Objects from Around the World	King of Pop: The Story of Michael Jackson -590L	The Grin in the Dark	Heroes of the American Revolution - 790L	Super Scary Stories	King of Pop: The Story of Michael Jackson -590L	
Most Popular Book #3	The Murders in the Rue Morgue-510L	Haunting Urban Legends	Haunted Objects From Around the World-710L	King of Pop: The Story of Michael Jackson	Creepy Urban Legends-640L	Paintball Punk	True Stories of the Revolutionary Way-710L	Paintball Punk		
Minutes Read: Weekends	0	893	61	610	371	1318	534	6524	809	16.8K
Out-Of-School Reading Student Average	0%	1	0%	1	2%	1	6%	7	121%	4

# MPS STEAM EXPOS



**STEAM EXPO 2019**

FREE & OPEN TO THE PUBLIC

**JOIN US**

Saturday, March 30<sup>th</sup>  
10:00 am - 2:00 pm

Long Beach Convention & Entertainment Center  
Promenade Ballroom & Concourse  
300 East Ocean Blvd., Long Beach, CA 90802

- Science, Technology, Engineering, Art, and Math demonstrations
- Family Challenges
- Music & Art Performances
- Robotics Contest
- Mini Maker Faire

POWER to IMAGINE

#MPSSTEAMExpo  
magnoliapublicschools.org/steamexpo

MAGNOLIA PUBLIC SCHOOLS

**6** MSA-2 Valley will organize a **STEAM** Festival/EXPO, with **100%** of students creating and demonstrating a STEAM focused project, experiment, model or demo.

## SCHOOL-WIDE STEAM EXPOS

- Feb 4-8, 2019 - Magnolia Science Academy -1
- March 22, 2019 - Magnolia Science Academy -2
- March 14, 2019 - Magnolia Science Academy -3
- February 1 2019 - Magnolia Science Academy -4
- March 14, 2019 - Magnolia Science Academy -5
- March 23, 2019 - Magnolia Science Academy -6
- March 21, 2019 - Magnolia Science Academy -7
- March 12, 2019 - Magnolia Science Academy -8
- March 1, 2019 - Magnolia Science Academy -Santa Ana
- May 11, 2019 - Magnolia Science Academy -San Diego





**7** Average Daily Attendance (ADA) rate of 97% or more, with the ultimate goal of 100% ADA Rate.



	ADA RATE					CHRONIC ABSENTEEISM RATE						
	Based on 2017-18 P-2	From 2018-19 School Goals	Attendance Periods: 8/14/18 to 4/12/19 (or in line with P2)		On Target?	Internal data	From LCAP	Attendance Periods: 8/14/18 to 4/12/19 (or in line with P2)				On Target?
	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updt. on 4/20/19)	Distance from Target		2017-18 Baseline	2018-19 Target	2018-19 Cumulative Enrollment	2018-19 Chronic Absenteeism Count	2018-19 Progress (Updt. on 4/24/19)	Distance from Target	
MSA-1	96.80%	<b>97.0%</b>	96.45%	-0.5%	P	6.0%	<b>7.0%</b>	586	47	8.02%	1.0%	P
MSA-2	95.51%	<b>97.0%</b>	95.99%	-1.0%	P	12.1%	<b>7.0%</b>	421	32	7.60%	0.6%	P
MSA-3	96.67%	<b>97.0%</b>	96.17%	-0.8%	P	6.8%	<b>9.0%</b>	495	43	8.69%	-0.3%	Y
MSA-4	94.05%	<b>96.0%</b>	93.17%	-2.8%	N	18.0%	<b>19.0%</b>	166	38	22.89%	3.9%	N
MSA-5	94.39%	<b>95.0%</b>	95.11%	0.1%	Y	16.6%	<b>12.0%</b>	242	33	13.64%	1.6%	N
MSA-6	97.71%	<b>98.0%</b>	94.91%	-3.1%	N	1.2%	<b>3.0%</b>	160	24	15.00%	12.0%	N
MSA-7	95.17%	<b>97.0%</b>	95.17%	-1.8%	N	13.3%	<b>10.0%</b>	285	40	14.04%	4.0%	N
MSA-8	97.22%	<b>97.0%</b>	96.57%	-0.4%	P	3.2%	<b>3.5%</b>	463	28	6.05%	2.5%	N
MSA-SD	95.82%	<b>97.0%</b>	96.15%	-0.8%	P	9.8%	<b>7.0%</b>	396	31	7.83%	0.8%	P
MSA-SA	95.94%	<b>97.0%</b>	95.46%	-1.5%	N	7.8%	<b>7.0%</b>	662	65	9.82%	2.8%	N
<b>MPS</b>	<b>95.93%</b>	<b>97.0%</b>	<b>95.52%</b>	<b>-1.5%</b>	<b>N</b>	<b>8.7%</b>	<b>8.0%</b>	<b>3,876</b>	<b>381</b>	<b>9.83%</b>	<b>1.8%</b>	<b>P</b>

# MULTI-TIERED SYSTEM OF SUPPORT

MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent *MTSS framework that engages all systems leading to improved student outcomes.*

8

**Multi-Tiered System of Support**

<p><b>Inclusive Academic Instruction</b></p> <ul style="list-style-type: none"> <li>Identify a comprehensive assessment system</li> <li>Create and utilize teams</li> <li>Provide universal academic supports</li> <li>Provide supplemental interventions and supports</li> <li>Provide intensified interventions and supports</li> <li>Develop guideline to implement curriculum with universal design for learning (UDL)</li> </ul>	<p><b>Inclusive Behavior Instruction</b></p> <ul style="list-style-type: none"> <li>Identify a comprehensive assessment system</li> <li>Create and utilize teams</li> <li>Provide universal behavior supports</li> <li>Provide supplemental interventions and supports</li> <li>Provide intensified interventions and supports</li> <li>Provide comprehensive behavior supports</li> </ul>	<p><b>Inclusive Social-Emotional Instruction</b></p> <ul style="list-style-type: none"> <li>Identify a comprehensive assessment system</li> <li>Create and utilize teams</li> <li>Provide universal social-emotional supports</li> <li>Provide supplemental interventions and supports</li> <li>Provide comprehensive social-emotional development supports</li> </ul>
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## All Means All

<p><b>Administrative Leadership</b></p> <p><b>Strong &amp; Engaged Site Leadership</b></p> <ul style="list-style-type: none"> <li>Lead development of a vision</li> <li>Attend instructional meetings and classes</li> <li>Create a leadership team</li> <li>Create opportunities to contribute</li> <li>Use data to guide decisions</li> </ul> <p><b>Strong Educator Support System</b></p> <ul style="list-style-type: none"> <li>Provide access to instructional coaching</li> <li>Seek input from teachers</li> <li>Make learning opportunities available to all</li> <li>Use data</li> <li>Conduct strengths-based evaluations</li> </ul>	<p><b>Integrated Educational Framework</b></p> <p><b>Fully Integrated Organizational Structure</b></p> <ul style="list-style-type: none"> <li>Identify who has access</li> <li>Use non-categorical language and practices</li> <li>Use collaborative instruction among peers</li> <li>Use paraeducators to support inclusive education</li> </ul> <p><b>Strong &amp; Positive School Culture</b></p> <ul style="list-style-type: none"> <li>Foster collaborative relationships</li> <li>Create a shared vision</li> <li>Identify ways for all staff to contribute</li> <li>Ensure all students have access to extra-curricular activities</li> <li>Demonstrate culturally responsive practices</li> </ul>	<p><b>Family &amp; Community Engagement</b></p> <p><b>Trusting Family Partnerships</b></p> <ul style="list-style-type: none"> <li>Engage with students and families</li> <li>Obtain input and feedback</li> <li>Provide engagement opportunities</li> <li>Facilitate home-school communication</li> <li>Provide information</li> </ul> <p><b>Trusting Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Engage with the community</li> <li>Identify mutual interests and goals</li> <li>Ensure reciprocity</li> <li>Maintain an open door policy</li> <li>Invite community members to serve</li> </ul>	<p><b>Inclusive Policy Structure &amp; Practice</b></p> <p><b>Strong LEA / School Relationship</b></p> <ul style="list-style-type: none"> <li>Develop a district-based team</li> <li>Attend school-level meetings</li> <li>Provide district-level professional learning</li> <li>Identify and remove barriers</li> <li>Regularly communicate outcomes</li> </ul> <p><b>LEA Policy Framework</b></p> <ul style="list-style-type: none"> <li>Link multiple initiatives</li> <li>Review data</li> <li>Review and revise policy</li> <li>Select research-based practices</li> <li>Expand practices into other schools and Districts</li> </ul>
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Adapted with permission from: SWIFT Education Center. (2016). *Domains and Features Placemat*. Lawrence, KS. swiftschools.org



Summer Institute Trainings 1,2,3,4

Home office finished

All schools finished

**OV:ET**

SCHOOL-WIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION


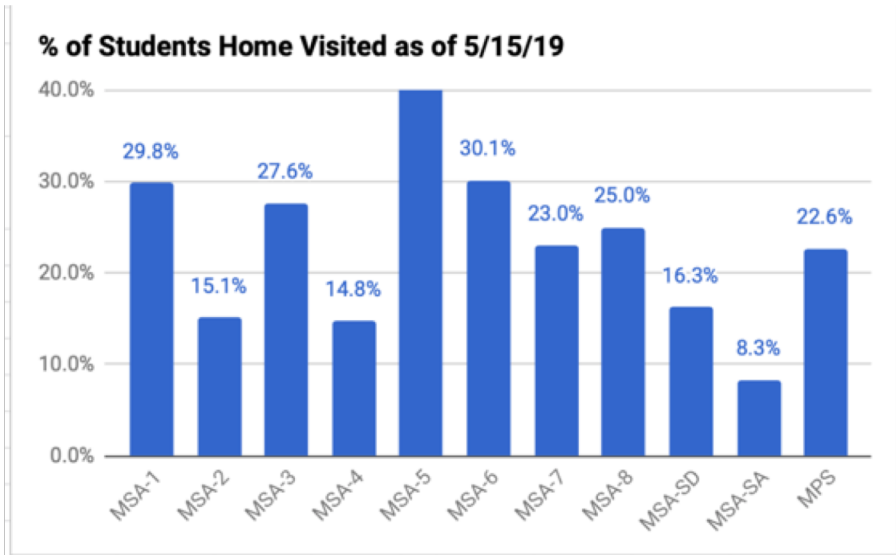
**FIDELITY**

**INTEGRITY**

**ASSESSMENT**

Version 14.2.0  
swiftschools.org

**9** 25% or more of all students will be home-visited by the teachers and staff.

HOME VISIT RATE									
	Internal data (from LCAP update)	From School Goals	From 8/14/18 to 5/15/19					Distance from Target	On Target?
			2017-18 Baseline	2018-19 Target	2018-19 Census Day Enrollment	2018-19 # of Home Visits Made	2018-19 Students Home Visited		
MSA-1	41.0%	25.0%	590	174	176	29.8%	4.8%	Y	
MSA-2	17.0%	25.0%	437	58	66	15.1%	-9.9%	P	
MSA-3	20.0%	25.0%	511	141	141	27.6%	2.6%	Y	
MSA-4	1.0%	10.0%	176	24	26	14.8%	4.8%	Y	
MSA-5	35.0%	35.0%	247	116	134	54.3%	19.3%	Y	
MSA-6	25.0%	25.0%	156	43	47	30.1%	5.1%	Y	
MSA-7	23.0%	30.0%	291	58	67	23.0%	-7.0%	Y	
MSA-8	25.0%	25.0%	472	118	118	25.0%	0.0%	Y	
MSA-SD	16.0%	15.0%	406	64	66	16.3%	1.3%	Y	
MSA-SA	15.0%	25.0%	675	47	56	8.3%	-16.7%	N	
<b>MPS</b>	<b>22.3%</b>	<b>25.0%</b>	<b>3,961</b>	<b>843</b>	<b>897</b>	<b>22.6%</b>	<b>-2.4%</b>	<b>P</b>	



School experience survey participation and satisfaction rates of 75% or more for students, parents, teachers, and staff, with the ultimate goal of 100% participation and satisfaction rates.



## Student Survey

What feedback did students have for their school?

# ELEMENTARY STUDENT SURVEY

### Elementary Student Survey

282 responses | [show breakdown](#)


Save as PDF

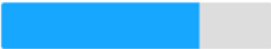

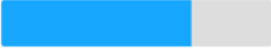












Topic	Percent Favorable ?	Compared to others in the CORE Districts dataset ?	Change since Spring 2018 ?
<b>OVERALL SCHOOL EXPERIENCE</b>	84%		▲ 1
<b>Climate of Support for Academic Learning</b>	76%	0th-19th percentile	▼ 6
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	72%	0th-19th percentile	▼ 3
<b>Sense of Belonging (School Connectedness)</b>	69%	0th-19th percentile	▼ 4
<b>Safety</b>	61%	40th-59th percentile	▲ 2 Greatest increase
<b>Overall Score</b>	69%		

Explore >

Secondary Student Survey  
 3,154 responses | [show breakdown](#)

# SECONDARY STUDENT SURVEY

 Save as PDF

Topic	⇅ Percent Favorable <sup>?</sup>	Compared to others in the CORE Districts dataset <sup>?</sup>	Change since Spring 2018 <sup>?</sup>	
OVERALL SCHOOL EXPERIENCE	73% 		▲ 1	
Climate of Support for Academic Learning	70% 	 20th-39th percentile	0	
Safety	64% 	 20th-39th percentile	▲ 4 Greatest increase	
Knowledge and Fairness of Discipline, Rules and Norms	59% 	 20th-39th percentile	▼ 2	
Sense of Belonging (School Connectedness)	55% 	 20th-39th percentile	0	
Overall Score	63% 			

Explore 



## Staff Survey

What feedback did teachers & staff have for their school?

# STAFF SURVEY

### Staff Survey

313 responses | [show breakdown](#)

Save as PDF

Topic	⇅ Percent Favorable <sup>?</sup>	Compared to others in the CORE Districts dataset <sup>?</sup>	Change since Spring 2018 <sup>?</sup>	
Climate of Support for Academic Learning	92%	 40th-59th percentile	▼ 1	
OVERALL SCHOOL EXPERIENCE	85%		▲ 4	
Knowledge and Fairness of Discipline, Rules and Norms	78%	 20th-39th percentile	▼ 1	
Sense of Belonging (School Connectedness)	78%	 40th-59th percentile	0	
Safety	69%	 20th-39th percentile	▲ 4	
Overall Score	80%			



## Family Survey

What feedback did family members have for their school?

# PARENT SURVEY

Family Survey

2,611 responses | [show breakdown](#)

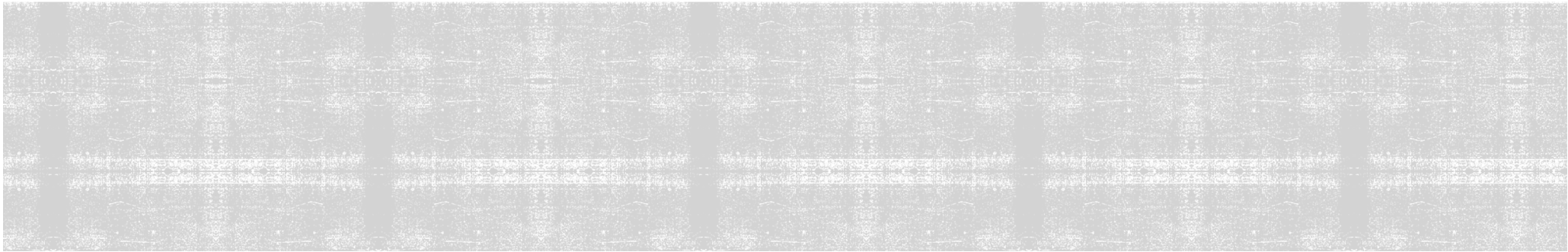
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Topic	⇅ Percent Favorable <sup>?</sup>	Compared to others in the CORE Districts dataset <sup>?</sup>	Change since Spring 2018 <sup>?</sup>
Climate of Support for Academic Learning	95%	60th-79th percentile	▼ 1
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	94%		▲ 1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	▲ 1
Safety	93%	60th-79th percentile	▲ 2
Overall Score	94%		





# **UPCOMING EVENTS AND ACTIVITIES**



# UPCOMING EVENTS AND ACTIVITIES

- CAASP SBAC testing continue until the end of May
- NWEA MAP SPRING testing last week of May
- MTSS Implementation - FIA Assessments
- Summer schools at 7 school sites – About 600 students
- 2019 college data being prepared and shared
- Wrap up meetings at school sites
- Wrap up Meetings : Principals, Dean of Academics, Dean of Students, SPED/Psychologists, EL Coordinators, PACE coordinators
- Summer In-Services – August 5-9
- MSA-8 and MSA-SD Renewal petitions and preparations
- Graduations (see next slides for dates and locations) – Please join us

# MPS GRADUATION CEREMONIES

A	B	C	D	E	F
School Site	Graduation Type	# of Graduates	Graduation Date	Time	Location of Ceremony
MSA-1	HS	69	6/6/2019	5:00 PM	SCUN
	MS	84	6/6/2019	1:30 PM	SCUN
MSA-2	MS	77	6/7/19	Afternoon	CSUN
	HS	41	6/7/19	Afternoon	CSUN
MSA-3	MS	103	6/7/19	11:00am-1:00pm	Carson Community Center
	HS	47	6/7/19	2:00pm-4:00pm	Carson Community Center
MSA-4	MS	19	06/07/19	6:00 PM	Webster's Auditorium
	HS	41	06/06/19	6:00 PM	Webster's Auditorium
MSA-5	MS	52	06/06/19	3:00 PM	Regent Hall @ MSA5
MSA-6	MS	60	June 6th	4:00 AM	West Los Angeles College
MSA-7	5TH	53	June 7	8:30 AM	Lifehouse Church Hall @ MSA7
	K	(+13 TK "promotic	June 7	10:00 AM	Lifehouse Church Hall @ MSA7
MSA-8	MS	178	June 5th	1:30 PM	MSA Bell - GYM/MPR
MSA-SA	K	53	June 7	8:30 AM	MSA Santa Ana-Gym
	5TH	64	June 7	11:00 AM	MSA Santa Ana-Gym
	MS	70	June 7	2:00 PM	MSA Santa Ana-Gym
	HS	37	June 7	5:30 PM	MSA Santa Ana-Gym
MSA-SD	MS	124	06/07/2019	4:00 PM	MSA - SD MPR

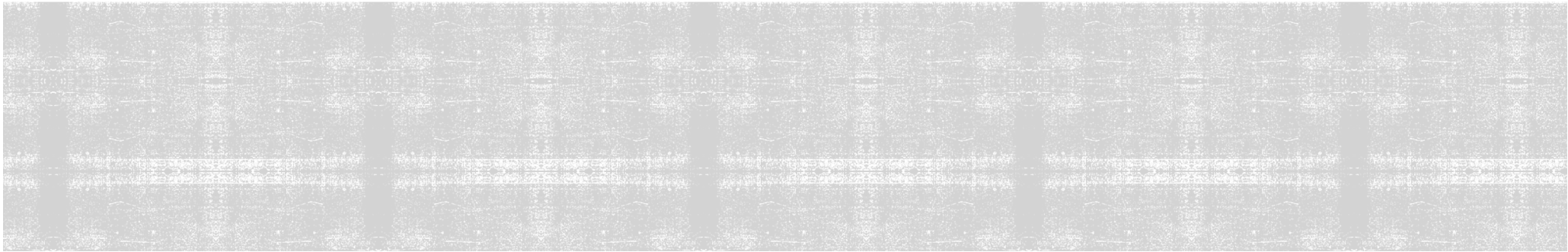
# 2019-2020 PLANS

- Proposing to add three new positions from current budget allocations
  - New ELA/ELD Coordinator
  - New Math Coach
  - New College and Career Coordinator





# **ACADEMIC DEPARTMENT PROGRESS SUMMARY**



## **CHIEF ACADEMIC OFFICER- ERDINC ACAR**

- Provided leadership and management to the MPS Academic Department
- Helped renewal of MSA-6, 7 and SA
- Coordinated successful authorizer visits in all schools
- Provided budgeting support to school teams and finance dept
- Coordinated MPS STEAM EXPOs
- Conducted school visits, classroom walkthroughs and leadership team support
- Managed MPS-wide vendors and service providers
- Restructured Math support and services
- Coordinated effective Summer In-services, Fall and Spring Symposiums
- Coordinated summer schools
- Identified grants and facilitated submissions (MTSS, SPED, SSAE, ASES)

# DIRECTOR OF STUDENT SERVICES – DR. ARTIS M. CALLAHAM

*In an effort to build the infrastructure at Magnolia Public Schools toward a self-sustainable SPED and Student Services Unit, the following was implemented:*

- 1- **More Cost-Effective SPED Service Provision: Cost savings in service bills**
- 2- **Procedures and Systems:**
  - Uniform Compliant Manual for SPED
  - Created Compliance and Monitoring Documents for SPED, GATE, /Psych and DIS service Logs/ SPED Calendars/ LRE Analysis/ Manifestation Determination / 504 Plans/ Gate Reporting Doc
  - Assisted with PBIS training and supports to school
- 3- **Guidance and Support of SPED Team:**
  - Supervised all Psych Faculty and Supported SPED Teachers and Coordinators
  - Supervised and Evaluated all Psych and Social Work Interns
- 4- **Direct School Support:**
  - PBIS supports at MSA 1, MSA 2, MSA 4, MSA 8, and MSA S.D.
  - Social Emotional Demo Lessons
  - Professional Development workshops in (UDL, MTSS,SEL,SAI, SPED Compliance, SPED Co Teaching Strategies, Grading with Equity...)
- 5- **Gifted and Talented Students and 504's:**
  - Supported Assessment / Screening of GATE Students with OLSAT
  - Validated Eligibility with Ravens/ Set up process
  - Developed GATE Eligibility Protocol and Report/ Letter for Cum and Parents.
- 6- **Litigious Cases:**
  - Resolved 5 Litigious Cases from 2017-2018
  - Recouped Legal Costs and Residential NPS costs approximately \$150,000 via Legal cost grant/ Collaboratively with Finance Team
- 7- **Additional Funds:**
  - STEPS - \$ 41,326.31
  - Legal Cost Grants - \$150,000
  - ERMHS/ Mental Health Grants - \$50,000 Reimbursable
  - Program Development Grant- \$46,200.00
  - Innovation Grant- \$ 5,000.00 (Teacher written – MSA 6)
  - Co-Coordinated the MTSS Grant- \$ 150,000
  - Inquired to L.W. at the COP and located the MAA funds from 2016
- 8- **Partnerships:**
  - University of Southern California -Social Worker Interns (First and Second year)
  - Alliant University – School Psych Interns
  - LACOE SELPA access to all Professional Development Workshops at no cost



## **ASSISTANT DIRECTOR OF STUDENT SERVICES – DR. BRENDA LOPEZ**

- Streamlined attendance policies, specifically SART process following 3rd truancy notification letter, this is an ongoing process
- Worked collectively with the Dean of Students to revise the School Safety Plan which resulted with an approval by the Governing Board of Magnolia Public Schools
- Connect Magnolia school sites with PBIS/ MTSS resources, specifically trauma informed training by the UCLA Training Center of Excellence
- In an effort to promote transparency and trust between stakeholders and school sites, Dr. Lopez established a connection with the American Civil Liberties Union (ACLU) to inform and educate students, families and staff regarding knowing their legal rights
- Connected Magnolia families through the Parent and Community Engagement Coordinators to the My School My Rights platform which guides families to access information regarding various topics that they might encounter in the learning community.
- Led monthly Dean of Students meetings with the emphasis on aligning policies and procedures Magnolia wide and connecting to promising practices with *High Quality Site Visits* in collaboration with our LA Coalition partner charter schools.
- Aligned discipline practices and guidance while referencing Policies and Student- Parent Handbook for Suspension/ Expulsion incidents, this was especially useful during litigation
- As an opportunity to continue to acquire resources for Magnolias *At Promise* student populations, through LA County Office of Education applied and received upwards of \$10,000 for all MPS LA County Schools (Total of 8 schools)

## **MATH COACH – TRACI LEWIN**

- Created and rolled out pacing guides aligned to Interim Assessment Blocks for all tested grade levels
- Established and assisted in the implementation of Interim Assessment Block (IABs) calendar for math, tracked data and administration of the IABs
- Led 10 Professional Development sessions at the MPS Symposiums
- Created and steered grade level standards deep dives for all tested grade levels
- Represented MPS by presenting a Professional Development session at the California Mathematics Council Conference
- Developed strong relationships with MPS Math teachers through site visits and coaching sessions
- Maintained a variety of resources, supports, and promising practices via MPS Math Teacher Google Site
- Taught a 10 week demo class at MSA-Bell to showcase teaching strategies and provide intervention support
- Supported school site leadership teams with annual over sight visits and WASC visits
- Served as an Induction Mentor and Intern Mentor for several math teachers.

## **ELD COORDINATOR- NICOLE VASQUEZ**

- Teacher/classroom observations and feedback around ELD-Maintain and update EL Master Plan
- Oversaw integrated and designated ELD at MPS schools
- Provided professional development and coaching of ELD, ELD standards, and ELD compliance
- Provided updates and professional development during school leadership meetings (dean and principals)
- Submitted and maintained requirements for Title III
- Trained and supported site-level ELD Coordinators
- Provided support for ELAC, ELPAC, and reclassification

## **OUTREACH AND COMMUNICATIONS DEPARTMENT – ISMAEL SOTO**

- Under the leadership of Ismael Soto, the Outreach and Communications Department (OCD) has successfully breached the one million dollar fundraising mark in 2018, the first in Magnolia Public Schools history.
- In 2018, he successfully launched a partnership with SchoolMint, a platform that helps create Charter Management Organization sustainability through smart, modern practices and industry-leading solutions that help MSA schools attract and retain students.
- In an effort to streamline parent communications, he launched the district-wide ParentSquare platform which allows for two-way auto translate by means of a mobile app, text, or email.
- The OCD was instrumental in the charter renewal of Magnolia Science Academy - Santa Ana in 2019 by leading advocacy and communication efforts with school leaders, teachers, and parents at the Advisory Commission on Charter Schools (ACCS) and State Board of Education in Sacramento, CA.
- Successfully launched the Parent and Community Engagement Program at MPS with seven PACE Coordinators he co-manages and supports through standing weekly calls and robust monthly professional development sessions.
- Successfully launched the new Recruitment and Enrollment Strategy in collaboration with the MPS Accountability Department were Parent and Community Engagement (PACE) Coordinators and school site Office Managers strategically engage to increase enrollment across MPS.