



Board Agenda Item #	Item IV B
Date:	Thursday, June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

**Proposed Board Recommendation**

None

**Background**

MPS Academics departments will update board members on programs, activities and events. Updates will include Progress towards goals, Preliminary CAASPP State testing results, program data, Multi-tiered System of Support (MTSS) Implementation, school visits and support, Authorizer Visit Reports, STEAM EXPOs Summer schools, MPS MTSS implementation, 2019 college data, graduations, wrap ups, summer trainings and next year's plans and end of year summary of activities from the Academic Team members.

**Budget Implication** Not Applicable

**Funding Source** Not Applicable

**How Does This Action Relate/Affect/Benefit All MSAs?** Not Applicable

**Name of Staff Originator:**

Erdinc Acar, Chief Academic Officer

**Attachments (1)**

Power Point Presentation



# ACADEMIC UPDATES

**June 13, 2019**

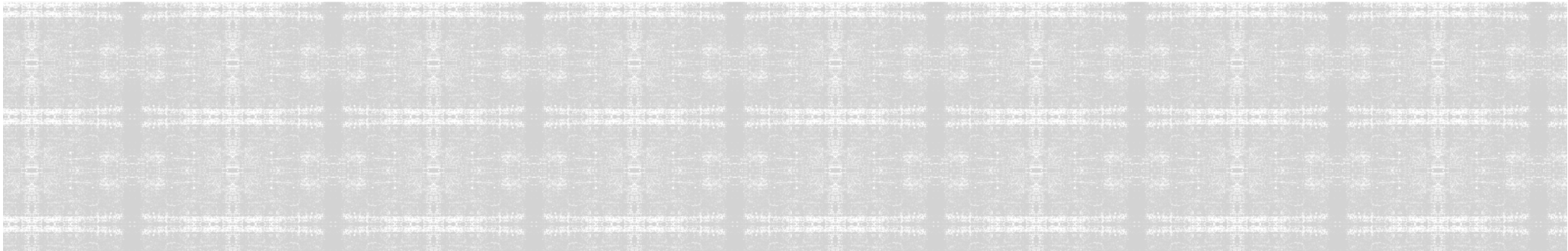
**REGULAR BOARD MEETING**

Erdinc Acar, Chief Academic Officer





# 2018-2019 SCHOOL YEAR 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.**



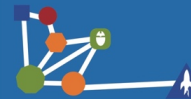
**3** **50% or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.**

**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.**



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.**



# 1

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



COHORT GRADUATION DATA									A-G COURSE COMPLETION			
Four-Year Cohort Graduation Rate (Baseline Data from DataQuest; Progress Data from College Counselors)					One-Year Cohort Graduation Rate (Baseline Data and Progress Data from College Counselors)				A-G Completion Rate (Baseline Data from DataQuest; Progress Data from College Counselors)			
	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 6/4/19)	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 6/4/19)	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 10/12/18)	On Target?
MSA-1	100.0%	100.0%	100.0%	Y	98.4%	100.0%	100.0%	Y	85.0%	100.0%	92.8%	Y
MSA-2	89.2%	100.0%	100.0%	Y	97.2%	100.0%	100.0%	Y	86.5%	100.0%	92.7%	Y
MSA-3	95.5%	100.0%	100.0%	Y	100.0%	100.0%	100.0%	Y	77.3%	100.0%	77.1%	N
MSA-4	95.8%	100.0%	100.0%	Y	100.0%	100.0%	100.0%	Y	95.8%	100.0%	87.5%	N
MSA-SA	92.3%	100.0%	100.0%	Y	92.9%	100.0%	100.0%	Y	84.6%	100.0%	85.7%	P
<b>MPS</b>	<b>95.5%</b>	<b>100%</b>	<b>100.0%</b>	<b>Y</b>	<b>98.3%</b>	<b>100%</b>	<b>100.0%</b>	<b>Y</b>	<b>84.8%</b>	<b>100%</b>	<b>87.6%</b>	<b>Y</b>

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



# COLLEGE ADMISSIONS

College	Applied	Accepted	Attending	Denied	Waitlist	Deferred	Withdrawn
Arizona State University	4	4	1	0	0	0	0
The University of Arizona	2	2	0	0	0	0	0
Art Institute	1	0	0	1	0	0	0
California State Polytechnic University - Pomona	30	14	1	14	3	0	0
California Polytechnic State University, San Luis Obispo	11	3	0	9	1	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	11	11	0	1	0	0	0
California State University, Chico	5	4	0	1	0	0	0
California State University, Dominguez Hills	32	26	0	1	1	0	0
California State University, East Bay	3	3	1	0	0	0	0
California State University, Fresno	3	0	0	0	1	0	0
California State University, Fullerton	38	17	2	9	5	0	0
California State University, Long Beach	58	16	0	40	7	0	0
California State University, Los Angeles	41	11	0	23	1	0	0
California State University, Monterey Bay	3	1	0	1	0	0	0
California State University, Northridge	66	67	33	7	0	0	0
California State University, Sacramento	2	2	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
University of California, Berkeley	17	4	2	14	2	0	0
University of California, Davis	20	12	3	9	5	0	0
University of California, Irvine	49	14	6	33	4	0	0
University of California, Los Angeles	47	4	2	47	3	0	0
University of California, Merced	16	14	1	6	0	0	0
University of California, Riverside	29	21	1	12	1	0	0
University of California, San Diego	28	7	0	21	4	0	0
University of California, Santa Barbara	30	3	0	24	3	1	0
University of California, Santa Cruz	15	6	0	8	1	0	0
Humboldt State University	2	2	0	0	0	0	0
University of Illinois at Urbana-Champaign	1	1	1	0	0	0	0
Pierce College	17	15	17	0	0	0	0
Pierce College	30	28	28	0	0	0	0
Rutgers University-New Brunswick	1	1	0	0	0	0	0
San Diego State University	11	2	0	9	0	0	0
San Francisco State University	8	8	0	0	0	0	0
San Jose State University	8	3	0	4	0	0	0
University of Southern California	2	2	1	7	0	0	0
University of Washington	2	1	0	1	0	0	0
<b>Total</b>	<b>653</b>	<b>338</b>	<b>100</b>	<b>304</b>	<b>42</b>	<b>1</b>	<b>0</b>

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.**



# CAASPP SBAC STATE ASSESSMENTS – STUDENT GROUP PERFORMANCE IN ELA & MATH

Data not available as of now



<b>ELA</b>							
	# score posted	Total # to be tested	% score posted	<b>2019 % met &amp; exceeded</b>	Change from 2018	2018 Score	2017 Score
<b>MSA1</b>	362	365	99%	<b>45.35%</b>	-2.97%	48.32%	47.54%
<b>MSA2</b>	287	287	100%	<b>41.24%</b>	6.92%	34.32%	33.01%
<b>MSA3</b>	326	328	99%	<b>35.53%</b>	-6.05%	41.58%	40.13%
<b>MSA4</b>	59	59	100%	<b>27.20%</b>	-5.43%	32.63%	31.11%
<b>MSA5</b>	181	181	100%	<b>46.53%</b>	0.90%	45.63%	33.33%
<b>MSA6</b>	160	160	100%	<b>45.26%</b>	-2.79%	48.05%	42.77%
<b>MSA7</b>	111	113	98%	<b>45.05%</b>	-5.28%	50.33%	47.56%
<b>MSA8</b>	460	463	99%	<b>42.54%</b>	5.22%	37.32%	44.96%
<b>MSA SD</b>	390	397	98%	<b>68.74%</b>	7.66%	61.08%	68.61%
<b>MSA SA</b>	375	379	99%	<b>34.23%</b>	-7.55%	41.78%	47.14%
<b>MPS Total</b>	<b>2711</b>	<b>2732</b>	<b>99%</b>	<b>44.75%</b>	<b>0.41%</b>	<b>44.34%</b>	<b>46.03%</b>

**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.**

<b>Math</b>							
	# score posted	Total # to be tested	% score posted	<b>2019 % met &amp; exceeded</b>	<b>Change from 2018</b>	<b>2018 Score</b>	<b>2017 Score</b>
<b>MSA1</b>	362	365	99%	<b>30.08%</b>	-4.98%	35.06%	29.61%
<b>MSA2</b>	287	287	100%	<b>27.99%</b>	2.41%	25.58%	23.87%
<b>MSA3</b>	328	328	100%	<b>17.42%</b>	-3.63%	21.05%	22.18%
<b>MSA4</b>	59	59	100%	<b>8.46%</b>	0.04%	8.42%	17.20%
<b>MSA5</b>	181	181	100%	<b>38.47%</b>	4.31%	34.16%	15.60%
<b>MSA6</b>	159	160	99%	<b>38.70%</b>	0.14%	38.56%	25.29%
<b>MSA7</b>	113	113	100%	<b>31.43%</b>	-1.90%	33.33%	39.03%
<b>MSA8</b>	460	463	99%	<b>23.72%</b>	0.83%	22.89%	22.38%
<b>MSA SD</b>	391	397	98%	<b>60.76%</b>	9.21%	51.55%	59.47%
<b>MSA SA</b>	375	379	99%	<b>28.52%</b>	2.12%	26.40%	32.50%
<b>MPS Total</b>	<b>2715</b>	<b>2732</b>	<b>99%</b>	<b>32.11%</b>	<b>1.61%</b>	<b>30.50%</b>	<b>30.76%</b>

**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.**

# NWEA MAP GROWTH DATA FALL – SPRING

**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%*.

	Comparison Periods: Fall 2018 to Spring 2019					
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?
MSA-1	45.0%	371	201	54.2%	9.2%	Y
MSA-2	55.0%	315	183	58.1%	3.1%	Y
MSA-3	60.0%	328	166	50.6%	-9.4%	P
MSA-4	60.0%	83	43	51.8%	-8.2%	P
MSA-5	60.0%	210	136	64.8%	4.8%	Y
MSA-6	44.0%	143	85	59.4%	15.4%	Y
MSA-7	60.0%	158	77	48.7%	-11.3%	P
MSA-8	55.0%	400	247	61.8%	6.8%	Y
MSA-SD	60.0%	344	205	59.6%	-0.4%	Y
MSA-SA	55.0%	401	202	50.4%	-4.6%	Y
<b>MPS</b>	<b>60.0%</b>	<b>2,753</b>	<b>1,545</b>	<b>56.1%</b>	<b>-3.9%</b>	<b>Y</b>

**READING**

	Comparison Periods: Fall 2018 to Spring 2019					
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	On Target?
MSA-1	45.0%	256	154	60.2%	15.2%	Y ▼
MSA-2	55.0%	326	200	61.3%	6.3%	Y ▼
MSA-3	60.0%	334	193	57.8%	-2.2%	Y ▼
MSA-4	60.0%	89	57	64.0%	4.0%	Y ▼
MSA-5	60.0%	209	154	73.7%	13.7%	Y ▼
MSA-6	44.0%	141	71	50.4%	6.4%	Y ▼
MSA-7	60.0%	156	52	33.3%	-26.7%	N ▼
MSA-8	55.0%	421	253	60.1%	5.1%	Y ▼
MSA-SD	60.0%	353	232	65.7%	5.7%	Y ▼
MSA-SA	55.0%	413	165	40.0%	-15.0%	N ▼
<b>MPS</b>	<b>60.0%</b>	<b>2,698</b>	<b>1,531</b>	<b>56.7%</b>	<b>-3.3%</b>	<b>Y ▼</b>

**MATH**

5

All students across MPS 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
Reporting Period: 8.13.18-5.6.19	MSA-1	MSA-1	MSA-2	MSA-2	MSA-3	MSA-3	MSA-4	MSA-4
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
AVG Lexile Growth	+16.4L	+42.4L	+15.8L	+40.8L	+6.1L	+51.5L	+5.9L	+53.6L
Most Popular Book #1	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
Most Popular Book #2	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
Most Popular Book #3	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	178
Out-Of-School Reading Student Average	1%	3	1%	2	4%	3	5%	7



5

All students across MPS 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



**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



# AVERAGE DAILY ATTENDANCE

**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 Month 9,10 or 11 (see notes)			Internal data	From LCAP	Attendance Periods: 8/14/18 to 6/4/19				
	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updt. on 6/3/19)	Distance from Target	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Cumulative Enrollment	2018-19 Chronic Absenteeism Count	2018-19 Progress (Updt. on 6/4/19)	Distance from Target	On Target?
MSA-1	96.80%	97.0%	96.35%	-0.6%	Y	6.0%	7.0%	587	70	11.93%	4.9%	N
MSA-2	95.51%	97.0%	96.07%	-0.9%	Y	12.1%	7.0%	418	31	7.42%	0.4%	P
MSA-3	96.67%	97.0%	96.04%	-1.0%	P	6.8%	9.0%	491	36	7.33%	-1.7%	Y
MSA-4	94.05%	96.0%	93.39%	-2.6%	N	18.0%	19.0%	166	32	19.28%	0.3%	P
MSA-5	94.39%	95.0%	95.07%	0.1%	Y	16.6%	12.0%	241	27	11.20%	-0.8%	N
MSA-6	97.71%	98.0%	94.95%	-3.1%	N	1.2%	3.0%	160	22	13.75%	10.8%	N
MSA-7	95.17%	97.0%	95.27%	-1.7%	Y	13.3%	10.0%	286	34	11.89%	1.9%	N
MSA-8	97.22%	97.0%	96.63%	-0.4%	Y	3.2%	3.5%	462	19	4.11%	0.6%	N
MSA-SD	95.82%	97.0%	95.99%	-1.0%	Y	9.8%	7.0%	397	30	7.56%	0.6%	P
MSA-SA	95.94%	97.0%	95.54%	-1.5%	Y	7.8%	7.0%	656	71	10.82%	3.8%	N
<b>MPS</b>	<b>95.93%</b>	<b>97.0%</b>	<b>95.53%</b>	<b>-1.5%</b>	<b>P</b>	<b>8.7%</b>	<b>8.0%</b>	<b>3,864</b>	<b>372</b>	<b>9.63%</b>	<b>1.6%</b>	<b>N</b>

LAUSD Average 94 % - State Average 95.2%

LAUSD Average 11.9 % - State Average 9%



# 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**

**Inclusive Academic Instruction**

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

**Inclusive Behavior Instruction**

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

**Inclusive Social-Emotional Instruction**

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

## All Means All

**Administrative Leadership**

**Strong & Engaged Site Leadership**

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

**Strong Educator Support System**

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

**Integrated Educational Framework**

**Fully Integrated Organizational Structure**

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

**Strong & Positive School Culture**

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

**Family & Community Engagement**

**Trusting Family Partnerships**

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

**Trusting Community Partnerships**

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

**Inclusive Policy Structure & Practice**

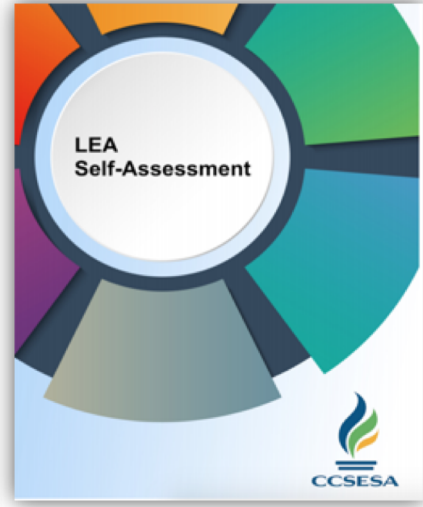
**Strong LEA / School Relationship**

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

**LEA Policy Framework**

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

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**

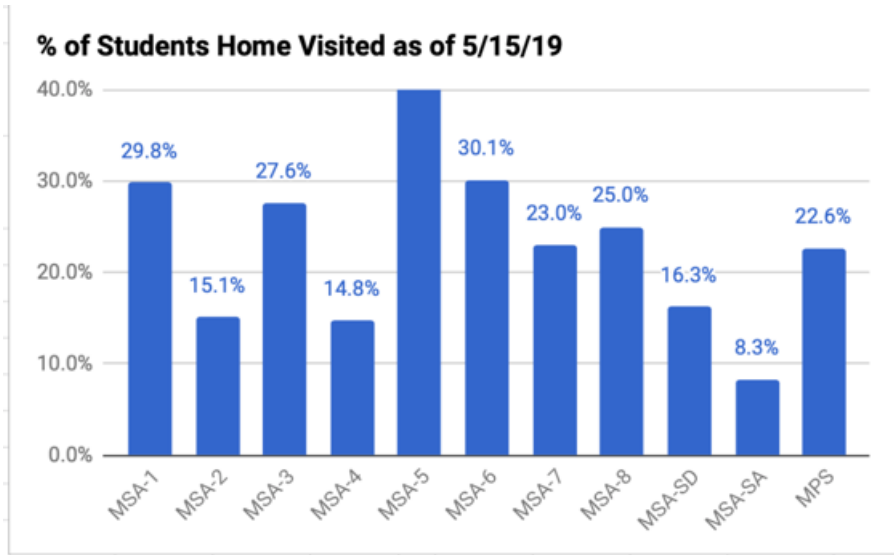
**INTEGRITY**

**ASSESSMENT**

VER 15.2.0  
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					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%	<b>25.0%</b>	590	174	176	29.8%	4.8%	Y
MSA-2	17.0%	<b>25.0%</b>	421	98	112	26.6%	1.6%	Y
MSA-3	20.0%	<b>25.0%</b>	511	141	160	31.3%	6.3%	Y
MSA-4	1.0%	<b>10.0%</b>	176	24	26	14.8%	4.8%	Y
MSA-5	35.0%	<b>35.0%</b>	247	116	134	54.3%	19.3%	Y
MSA-6	25.0%	<b>25.0%</b>	156	43	47	30.1%	5.1%	Y
MSA-7	23.0%	<b>30.0%</b>	291	58	67	23.0%	-7.0%	Y
MSA-8	25.0%	<b>25.0%</b>	472	118	118	25.0%	0.0%	Y
MSA-SD	16.0%	<b>15.0%</b>	406	64	66	16.3%	1.3%	Y
MSA-SA	15.0%	<b>25.0%</b>	675	47	56	8.3%	-16.7%	P
<b>MPS</b>	<b>22.3%</b>	<b>25.0%</b>	<b>3,945</b>	<b>883</b>	<b>962</b>	<b>24.4%</b>	<b>-0.6%</b>	<b>Y</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 <a href="#">Explore &gt;</a>
Overall Score	63%		



## 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](#)

Save as PDF

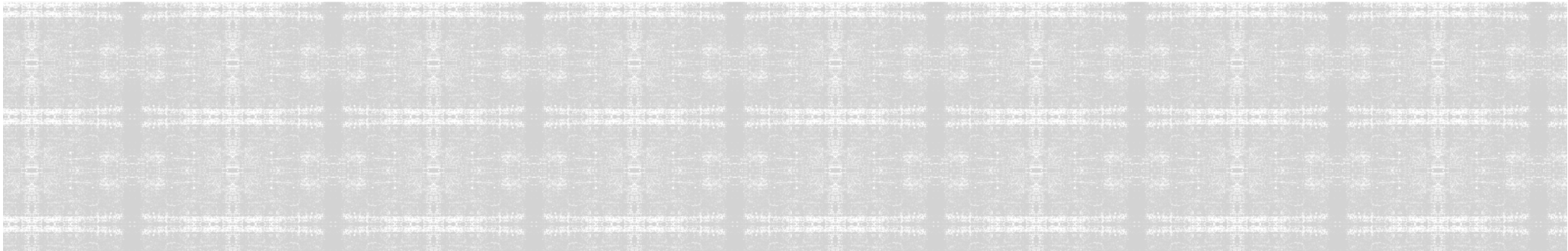
Topic	⇅ Percent Favorable <sup>?</sup>	Compared to others in the CORE Districts dataset <sup>?</sup>	Change since Spring 2018 <sup>?</sup>	
Climate of Support for Academic Learning	95%	60th-79th percentile	▼ 1	
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	▲ 2	
OVERALL SCHOOL EXPERIENCE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

# ALL SCHOOLS GOALS PROGRESS REPORT

2018-19 - Goal Progress Report																												
A	B	C	D	E	F	Graduation, A-G		Dshbrd Std Grps Grwth		SBAC Proficiency		MAP Growth		Lexile		STEAM		ADA		MTSS		Home Visits		Survey Satisfaction				
						Updated on 6/4/19			Goal 1		Goal 2		Goal 3		Goal 4		Goal 5		Goal 6		Goal 7		Goal 8		Goal 9		Goal 10	
						Pts	Max	%	Updated on 6/4/19	Pts	Updated on 6/5/19	Pts	Updated on 6/5/19	Pts	Updated on 6/5/19	Pts	Updated on 6/6/19	Pts	Updated on 6/4/19	Pts	Updated on 6/6/19	Pts	Updated on 6/4/19	Pts	Updated on 6/4/19	Pts	Updated on 6/4/19	Pts
	MSA-1	16	20	80%		Y	2	P	1	P	1	Y	2	P	1	Y	2	Y	2	P	1	Y	2	Y	2			
	MSA-2	19	20	95%		Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2	Y	2	Y	2	Y	2			
	MSA-3	13	20	65%		P	1	Y	2	N	0	P	1	P	1	Y	2	P	1	P	1	Y	2	Y	2			
	MSA-4	11	20	55%		P	1	Y	2	N	0	P	1	P	1	Y	2	N	0	P	1	Y	2	P	1			
	MSA-5	19	20	95%		Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2			
	MSA-6	15	20	75%		Y	2	Y	2	N	0	Y	2	Y	2	Y	2	Y	2	N	0	P	1	Y	2			
	MSA-7	13	20	65%		Y	2	P	1	N	0	N	0	P	1	Y	2	Y	2	P	1	Y	2	Y	2			
	MSA-Bell	19	20	95%		Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2			
	MSA-SD	18	20	90%		Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2	Y	2	Y	2	P	1			
	MSA-SA	15	20	75%		Y	2	P	1	P	1	P	1	Y	2	Y	2	Y	2	P	1	P	1	Y	2			
	MPS	17	20	85%		Y	2	Y	2	Y	2	Y	2	P	1	Y	2	P	1	P	1	Y	2	Y	2			



# EVENTS AND UPDATES



# 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 "promotio	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

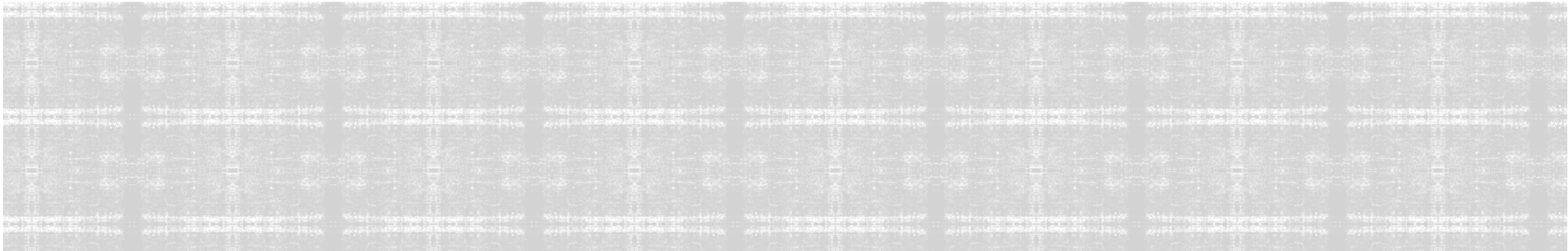


# UPCOMING EVENTS AND ACTIVITIES

- Summer schools at 7 school sites – About 600 students
- Summer In-Services – August 5-9
- MSA-8 and MSA-SD Renewal petitions and preparations



# **ACADEMIC DEPARTMENT END OF YEAR PROGRESS**



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

- Provided leadership and management to the MPS Academic Department
- Helped in the renewals of MSA-6, 7 and SA
- Coordinated successful authorizer visits in all schools
- 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
- Provided budgeting support to school teams and finance dept
- 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.