

ACADEMIC DEPARTMENT, CAO ERDINC ACAR

Progress Towards our Ten Goals

The School and home office teams have been working diligently to develop the new ten goals for the 2019-2020 school year since June 2019. There was dedicated time during the Summer Leadership Development that was used to evaluate the previous year's progress, analyze the results and data and evaluate program effectiveness. During this time, school teams were able to set their new goals and have been working on their action steps to accomplish them and monitoring their progress thus far. Recently, we went over the goals, actions, and progress during the Fall Practitioners Symposium on October 18 with the school teams. Schools are tasked to provide the next update on their progress when the 2019 California Dashboard Data is fully released by December 15.

Curriculum and Instruction

MPS home office provides extensive support, guidance, and coaching that focuses primarily on the areas of math and ELA/EL. Our director and coordinator developed pacing guides, standards mapping, lesson planning and provided deep-dive sessions in the months of September and October. When out in the field, we coach our teachers and admin teams the organizational goals and priorities in mind.

As a focus area, we collaboratively developed a **High-Quality Instruction** tool to help teachers and leaders to focus on areas and practices we determined as the most impactful and needed. The tool has been used by home office staff and school leaders for observation, feedback and teacher development. Each school also identified its focus elements from the MPS Teacher Framework and has been conducting informal, formal and peer observations and feedback.

Key Programs

Through the MPS-wide implementation of our single sign-on platform www.clever.com/in/magnolia, we increased student and teacher access and utilization of our key programs such as *MyOn Reading* and *BrainPop* - a learning resource program that supports core and supplemental subject areas.

Naviance College and Career programs are used for career exploration, college planning, and applications. We recently provided two important pieces of training for the new college advisors and school admin. This program provides access to all parents and their children's data. The home office monitors curriculum implementation and the college application process.

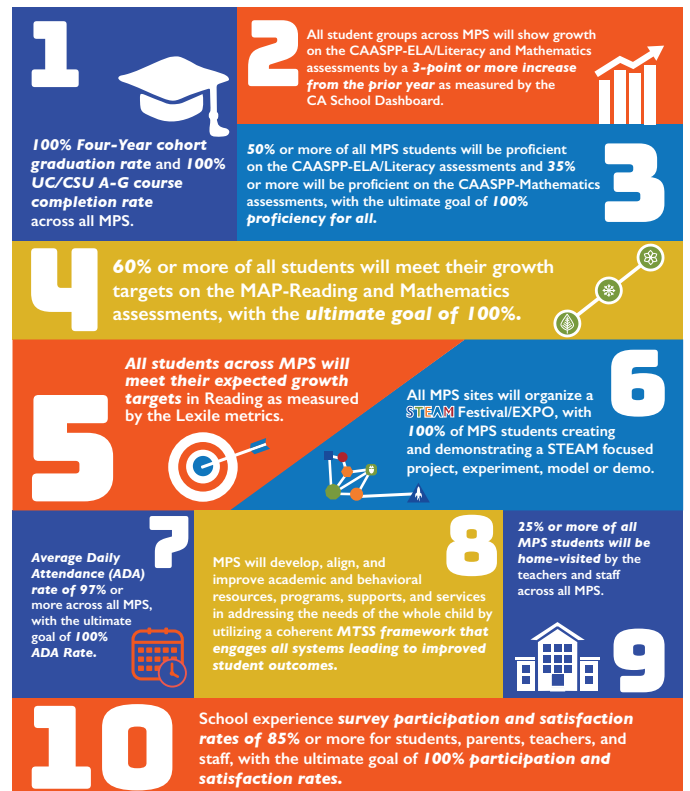
MPS students have access to over two hundred courses through *Odysseyware*, an online course provider. Since the merger of *Odysseyware* and *Edgenuity*, we recently we gained access to additional for our students.

Assessments

Our schools administered NWEA MAP Fall assessments in grades 2-10 in reading and math. The results were extensively studied by students, teachers, and admin for individual, group and school goal setting as the baseline data. School teams built their intervention programs and teacher growth targets centered on these results.

As formative assessments leading to standards mastery, Magnolia schools administer Smarter Balanced Interim Assessment Blocks (IABs) in ELA and Math classrooms in grades 3-11. IABs are short, focused sets or blocks of items that measure one or more assessment targets. Results from these assessments provide information about a student's

2019-2020 GOALS



strengths or needs in relation to the Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes. We track administration, progress and enable teachers and admin teams to inform instruction with the tool that we developed.

College Exam Readiness Work

In October, the school and home office teams met to work on a strategic document to address the college exam preparedness of our students. The plans include short-term and long-term strategies and actions for teachers at the classroom level, for admin and home office as a systems approach. Each school are tasked to incorporate the actions as part of their school goal (Goal #1.) The development team is working on identifying partners to provide funding for some of the programs.

Multi-Tiered System of Support (MTSS)

As the second year of the SUMS MTSS grant cycle, we are developing school and org-wide programs and practices based on the FIA and LEA needs assessment results.

Professional Development and Collaborations

- Principals Meetings – Aug, Sep, Oct
- Deans of Academics Meetings – Aug, Sep, Oct
- Deans of Students Meetings – Aug, Sep, Oct
- October 18, Fall Practitioners Symposium – MPS-wide PD
- Summer Teacher in-services
- Summer Leadership Development

Upcoming Important Events

- SDUSD Renewal Decision of MSA-SD - Dec 3, 2019 5:00PM
- Authorizer Visits
 - **MSA-SA**, 5&6-Feb
 - **MSA 6**, 20-Feb
 - **MSA 7**, 21-Feb
 - **MSA Bell**, 27-Feb
 - **MSA 4**, 3-Mar
 - **MSA-1, 2, 3, 5** TBD
- School STEAM EXPOs – varying dates
- MPS Wide College and Career Fair- TBD
- 2019 CA STEAM Symposium – Anaheim, Dec 9-10, 2019
- MPS Spring Practitioners Symposium - March 6, 2020
- 2020 CCSA Conference - Long Beach, March 16-19, 2020
- 2020 MPS STEAM EXPO Long Beach - Saturday, April 25, 2020



MPS Fall Practitioners Symposium

MATH DEPARTMENT, DIRECTOR TRACI LEWIN

Key Events/Professional Development:

- Presented at the Summer Symposium on High-Quality Instruction in the Mathematics Classroom and co-led and co-developed the first MPS-wide New Teacher Orientation.
- Led Elementary Math Standards Deep Dive at MSA-7 and MSA-SA during the school sites' in-service, conducted Analyzing Data professional development, NWEA and/or SBAC, with MSA-7, MSA-SA, MSA-3 and during the September Dean of Academics Meeting.
- Led an MPS-wide Math Department Chair Meeting in September to build capacity and share promising practices.
- Conducted Secondary Standards Deep Dive by Grade Level for 6th-11th-grade teachers to build capacity in teachers' understanding and implementation of CCSS Math Standards.
- Presented at the MPS Fall Symposium on CHATS Framework in the Mathematics Classroom to ensure compliance with the MPS EL Master Plan.
- Led math department meetings and capacity building with MSA-2, MSA-3, MSA-4, MSA-5, MSA-6, and MSA-SD during the school sites' early release days. Provide updates and support for school leaders at monthly meetings.



Resources/Support:

- Updated Math Pacing Guides aligned to Interim Assessments, created essential standards and lesson alignment for K-8th grade and created a hub of resources to support High-Quality Instruction in the Math classroom which is housed on the MPS Math Teacher Google Site which is updated on a regular basis.
- Communicate regularly with math teachers via email or MPS Math Teacher Google Classroom.
- Conduct weekly check-ins with new Math teachers to build capacity and provide individualized support.
- Assisted in the creation and implementation of the High-Quality Instruction Observation Tool to focus site visit feedback and next steps.
- Conducted 33 site visits to the schools from August-October and provided feedback to math teachers and school leaders.

Other:

- Represented MPS as a member of the Mathematics Framework Revision Focus Group for the California Department of Education.
- Selected to be a WASC Chairperson for a visit to another charter organization and attended the WASC chairperson training, both of which allow for learning of promising practices to continue building our math program.
- Attended the LACOE Math Leaders Network Meetings to learn about math updates and promising practices across LA County.

ELA AND EL DEPARTMENT, COORDINATOR KATIE MANN

Key Events/Professional Development:

- Presented at the Summer Symposium (Supporting Academic Language Development through the CHATS Framework, EL Coordinator's Meeting), and co-led and co-developed the first MPS-wide New Teacher Orientation.
- Provided professional development and training on the EL Master Plan at all school sites (August-September). Hosted ELA standards Deep Dives (Grades 6-8, 11). Presented at the Fall Symposium (EL Coordinator's Meeting).
- Coordinated StudySync Curriculum training (New Teacher Orientation, MSA-3 Demo Lesson Day, Fall Symposium - StudySync Next Steps and Integrated ELD supports) provided by our curriculum consultant. Presented in monthly Deans of Academics and Principal's meetings.

Resources/Supports:

- Created 2019-2020 ELD Resources shared Google Folder, worked with ELA teachers to select Essential IABs for ELA in grades 6-8, 11 (to be administered next school year) along with curriculum-aligned pacing guides.
- Worked with EL Coordinators to determine ELD Power Standards for use in all content classes.
- Created grade-level specific shared Google folders for ELA resources to facilitate collaboration among teachers at different sites.
- Created LTEL Parent Notification Letter template based on CDE guidance, in order to keep our sites in compliance with state-mandated parent notifications. Updated EL Master Plan based on program updates and updates from the CDE.
- Conducted regular 1-1 meetings with EL Coordinators to follow up on compliance and program needs. Supported ELA teachers via email and in-person meetings to build capacity and provide individualized support as needed.



Our amazing @MagnoliaSchools teachers are using the #CHATSframework to support #academiclanguagedevelopment #MagnoliaScalesUp



12:32 PM · Aug 8, 2019 · Twitter for iPhone

- Assisted in the creation and implementation of the High-Quality Instruction Observation Tool to focus site visit feedback and next steps.
- Conducted 27 site visits to the schools between August-October and provided timely feedback to teachers and school leaders.
- Managed site compliance with Title III documents, certification forms, reclassification guidance, as well as other EL compliance needs.

Other:

- Attended LACOE's Bilingual/ELD Director's Network monthly meetings, ELSPED CDE Guidance Training, Fall Charter Schools Meeting, Assessment Literacy - Analyzing Student Work to Improve Teaching and Learning

SPECIAL EDUCATION AND SUPPORT SERVICES, DIRECTOR DR. ARTIS CALLAHAM

On Going Daily Support

- The overarching goal of increasing accountability and improving our internal compliance.
- Attending potentially litigious and more high-profile case IEP, 504 and parent meetings (either by phone or in-person) 2019-2020 School year.
- Currently responding to / Correcting our Performance Indicator Review (PIR) and Disproportionality Review (Dispro) errors.
- Currently creating a bilingual assessment process. First-Priority is to complete the Bilingual assessments to clear the Dispro for MSA 2, MSA 5, and MSA 1 by December 15th. Second – Priority is to complete the Bilingual assessments requested by SPED coordinators and third – is to assist in reviewing files to determine which previous students should have had a bilingual evaluation and comply with a new bilingual assessment and implement new procedures for next year.
- Creating and vetting a Uniform Compliance Guide (UCG) for Special Education Compliance.
- Complete intermittent assessment and recordkeeping checks for SPED and 504 Plan Files selected randomly for proactively supporting schools to reduce DISPRO, PIR And DINC errors.

Continuous duties include

- Supporting school sites through Sped litigation – Attending potentially litigious and high profile IEP meetings for supporting Admin and SPED teams through the process to avoid pitfalls such as Due process or Informal Disputes.
- Ongoing monitoring of Edlogical Expenditures, SPED Annual Calendars, Psychologist's Assessment and service logs.
- Onsite (Preceptor) supervision of Social Work and Counseling Interns Continuous Professional Development Workshop presentations on school sites, at symposiums and for authorizing districts as scheduled.
- Support School sites through the compliance review process by assisting in prepping for DVR's and Program Quality Reviews; Provide guidance and support to the overall SPED Team and Psychologists.

Growth Mindset Goals:

- To establish a procedure for developing an Individual Service Agreement for Every student receiving Designated Instructional Services i.e. – Speech, Adaptive P.E., Deaf and Hard of Hearing, Occupational Therapy, etc. from a Non-Public Agency.
- To solidify the Psych Team and to set the groundwork with colleges in preparation for and housing of speech therapists and SLPA's. So far we have an in-housed psychologist at all but three MPS schools.
- We are planning to hire one SLPA and one SLP to be shared between two schools by the end of the next calendar year.
- So far, I have completed 10 professional development workshops at schools, symposiums and authorizing districts.
- Ongoing attendance at LACOE, El Dorado SELPA, LAUSD, USC, SPORTS and Additional Training and Outside meetings as assigned.
- Financial Obligations include assisting with the Maintenance of Efforts (MOE) reports, submitting legal costs documents for reimbursement of legal and associated funds, Writing and submitting Educable Related Mental Health Plans for six schools to El Dorado SELPA by Nov. Deadline. Secured the four STEP grants by submitting the acceptance documents.

STUDENT SERVICES, DIRECTOR DR. BRENDA LOPEZ

Top of mind this school year is to continue to build systems and routines across the organization. Align our policies of practice. The three focus areas are Discipline/ Behavior, Attendance, and Safety. Student discipline is an area that continues to evolve based on current legislation. As a practice, I created the student incident investigation guideline that all deans of students have been tasked with knowing and sharing with any support staff that assists with student incident investigations or behavior. Based on our current data, suspension and expulsion data for the first three months of the first semester have declined as school leaders continue on practices that support alternatives to suspension. Many of our sites have developed Positive Behavior and Intervention Support systems to help reinforce desired behaviors will look for student success.

I am continuously looking to bring promising practices to our schools related to proactive intervention strategies. I have developed Capacity Building Workshops with site staff to support skill-building in areas related to student discipline and challenging behavior. So far, I have trained three sites related to being Trauma-Informed and Multi-Tiered Systems of Support and how PBIS looks within the MTSS realm. The goal is to have all our sites trained as Trauma-Informed as we continue to understand how historical trauma plays a role in how students' behavior presents itself. Last school year, I build a partnership with the Department of Mental Health and we have Dr. Gomez, present to MSA 8, MSA 3, MSA 4 and MSA 6. I then received training from the Los Angeles County Office of Education to train our own staff. This school year I have trained MSA 7 and MSA Santa Ana staff and I have training scheduled with San Diego in January. My goal is to make my rounds to the remaining schools MSA 1, 2, and 5 during the first half of the second semester if not sooner.



Increasing average daily attendance to 97% across MPS is our ongoing goal, currently, our schools are working to create systems of support to increase attendance and monitoring progress by reporting period. The focus on decreasing chronic absenteeism is supported by enforcing the attendance policy that incorporates documentation notifying families regarding student absence and late arrivals past 30 minutes. I have incorporated the Attendance works resources to support ongoing efforts as well as facilitate any Student Attendance Review Team meeting should the process of the policy extend to that step. I have worked with LACOE to continue to gather resources related to increasing ADA and decreasing chronic absenteeism these include gathering information on supporting students who are considered at-promise youth.

In regards to safety, aligning practices across MPS is of vital importance related to addressing gaps in communication. I recently created a standard operating procedure for all school sites related to school closure in the event of a natural disaster or other crisis situation that would impact the well-being of people on the school site. As a preventative approach added to safety top of mind is sustaining our suicide prevention, intervention, and post-vention efforts. MPS has a team for Crisis Management to support all sites and we were trained by the SPORT 2 LACOE grant. The roll-out process will begin with training school site leaders, crisis management staff, school staff, families and students. In addition to ongoing safety skill development, I partnered with every school site's Trauma Center to plan a Stop the Bleed Training for staff. Stop the Bleed is a national campaign awareness campaign and a call to action. Stop the Bleed is intended to encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. This training is led by medical professionals that will work with our staff to facilitate the training on the school site and it is free.

DEVELOPMENT AND COMMUNICATIONS, DIRECTOR ISMAEL SOTO

Development: Mr. Soto over the summer and into the academic school year built the infrastructure for the newly formed development and communications department at Magnolia with the creation of the Grants Management online Google portal which aids in the management of all MPS development efforts. He is primarily responsible for developing and rolling out effective and efficient programs that identify, cultivate, track and solicit prospective government, and private and family foundation sources for gifts to fund the organization's identified priorities. It also includes boilerplate information including financials, narrative and permanent folder which contains items such as the Magnolia business plan and IRS tax information. With Ismael now a member of the academic team, he is now able to get first-hand information to inform grant focus areas. In addition, Ismael works closely with Erdinc Acar-Chief Academic Officer with one-on-one meetings to determine development and communications priorities. To date, we have successfully submitted The Joseph Drown Foundation grant in October for their December 2019 board meeting with a \$100K request for general operations.

Communications: Ismael is developing more efficient and effective communications models. This includes the creation of the NEW CEO quarterly message titled "The Rubalcava Report." The audience for The Rubalcava Report is prospective funders, charter authorizers, elected officials, current funders, and community leaders. This is a shift from our current model which is more localized and school highlight centered. The NEW quarterly MPS newsletter will be titled "The Magnolia Minute." The audience will include MSA stakeholders, community members, and partners. The Magnolia Minute will be released via Mailchimp and Spark for the LinkedIn platform. Spark is a great virtual newsletter app as part of the Adobe Creative Suite that will energize our newsletters. We have also capitalized on our CEO's strength when delivering a message via video. The SBAC message and welcome video were released on our parent communication portal ParentSquare. Dean of Students was also guided and scripted by Ismael in creating attendance month videos, also released on ParentSquare.



Parent and Community Engagement (PACE): After the 2019 legislative cycle, Magnolia Public Schools is working alongside partners such as the LA Coalition for Excellent Public Schools (LACEPS) and the California Charter School Association (CCSA) on efficient and effective efforts with multiple MSA's to create strong family advocates. One such collaboration was the October 26th Family Leader Summit organized by LACEPS where parents received a day-long professional development that included social media training, history of charters, and breakout sessions in the areas of advocacy, Charter 101+Truth Telling, and utilizing their personal stories to ignite themselves as a public charter school leaders.

Portrait of a Graduate: Ismael has successfully completed phase one "The Engagement Process" which aims to build understanding and ownership among your district's leadership and school board and *Create a Portrait of a Graduate Design Team*. Ismael will continue to develop the overall timeline. The next phase "ACTIVATE" will convene our Portrait Design Teams using various methods such as group meetings, round table discussions, and online surveys.