



Board Agenda Item #	II A- Information Item
Date:	December 15, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Fall 2019 CA School Dashboard Updates

Proposed Board Recommendation

N/A

Background

Please see the attached report for MPS' performance on the Fall 2019 CA School Dashboard. The report also includes technical information and tips for the Board in order to better understand how the Dashboard works and how to measure MPS' performance more accurately and compare it with the performance of other schools, the districts and the state. This report will also be used with the school leadership teams for training, reflection, and LCAP development purposes.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Report on MPS' Performance on the Fall 2019 California School Dashboard
- School Performance Overview Report (for each MSA)



Report on Magnolia Public Schools' (MPS) Performance on the Fall 2019 CA School Dashboard

Table of Contents

MPS' Performance on the Fall 2019 CA School Dashboard.....	3
The Dashboard and the Eight State Priorities	4
How Do You Get a Performance Level (Color)?	7
What Is DFS? How Is It Different than the Proficiency Rate?	11
Can We Compare Schools by Their Colors?	16
How Did MPS Perform on the Fall 2019 CA School Dashboard? (All Students).....	18
How Did MPS Perform on the Fall 2019 CA School Dashboard? (Student Groups)	52
CCSA's 2017-19 Accountability Metrics: Statewide and Similar Schools Ranking.....	56
Dashboard and the Charter School Renewal Criteria	66
How Does MPS Make Use of the Dashboard Data?	73
Exhibits (Attachments)	79

MPS' Performance on the Fall 2019 CA School Dashboard

California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported on the California School Dashboard (Dashboard) available at www.caschooldashboard.org. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools, and student groups are performing across state and local measures. For state measures, performance is based on two factors: Current year (2018-19) results, and whether results improved from the prior year (2017-18).

The purpose of this report is to provide our stakeholders with Magnolia Public Schools' (MPS) performance on the Fall 2019 CA School Dashboard. The Dashboard website provides a 4-page PDF report for performance overview of each school. It also provides an additional 20+page detailed report with all state and local indicators and detailed student group performance. These Dashboard reports can be found in the appendices.

The Dashboard provides a report for each school but there is no aggregate report for a charter school organization with multiple schools. In order to view MPS' performance on one page with each school side by side, we have created an internal accountability page to display the Dashboard data so that we can easily compare one MSA with another, with the districts and the state. Having the data on one internal Dashboard page also allows us to see the larger organizational picture including student group comparisons, e.g., how Students with Disabilities performed at one MSA vs. another. This report includes charts and graphs from our internal Dashboard page which we use during our meetings with principals and deans for discussion, best practice sharing, and planning next steps.

One other report MPS finds useful and has included in this report is CCSA's academic accountability report which includes each charter school's statewide rank, similar students rank, percentage of students who are college/career prepared (for high schools), and 3-year growth (for elementary/middle schools) based on CCSA's metrics. CCSA provides advocacy support for renewal or replication to charter schools that pass CCSA's filters.

Beginning with the 2019 Dashboard, Charters are eligible for identification under the LCFF for Differentiated Assistance. Schools eligible for this support will be announced in January. The goal is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.

Charter renewal criteria have also been updated by the passage of AB 1505. The schoolwide Dashboard performance on all the state indicators along with schoolwide and student group comparisons with the state averages will now be used as the main criteria for two, five or seven-year renewals.

Before diving into MPS' performance data on the Fall 2019 CA School Dashboard, we recommend that you understand some details about the Dashboard in order to be able to use it more accurately to measure MPS school performance and compare with the performance of other schools, districts and the state. You can find resources with detailed information, flyers, videos, and links to instructional materials that support the Dashboard at

<https://www.caschooldashboard.org/about/resources>. More technical resources, including data files and manuals, are also available at the “California School Dashboard and System of Support” page:

<https://www.cde.ca.gov/ta/ac/cm/>. This report will provide some excerpts from those resources as well as internal guides and pages developed by the MPS Accountability Department.

The Dashboard and the Eight State Priorities

The Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures:

- State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state.
- Local measures apply at the LEA and charter school level and are based on data collected at the local level.

The state and local measures are drawn from the ten priority areas of the [Local Control Funding Formula \(LCFF\)](#), which was passed in 2013. Table 1 lists each priority area and its corresponding state and/or local measure:

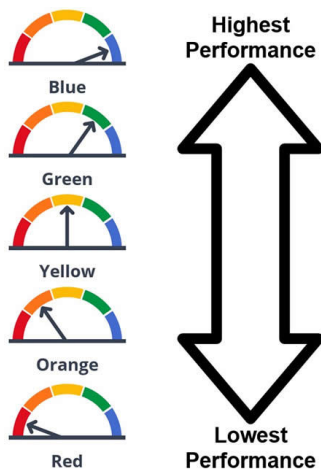
Table 1: The State and Local Measures for Each Local Control Funding Formula Priority Areas

Priority Areas	State Indicator	Local Indicator
Priority 1: Basic Services and Conditions at schools	N/A	Text books availability, adequate facilities, and correctly assigned teachers
Priority 2: Implementation of State Academic Standards	N/A	Annually report on progress in implementing the standards for all content areas
Priority 3: Parent Engagement	N/A	Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
Priority 4: Student Achievement	<ul style="list-style-type: none"> • Academic Performance (Grades 3–8 and Grade 11) • English Learner Progress 	N/A
Priority 5: Student Engagement	<ul style="list-style-type: none"> • Graduation Rate • Chronic Absenteeism 	N/A

Priority 6: School Climate	<ul style="list-style-type: none"> Suspension Rate 	Administer a Local Climate Survey every other year
Priority 7: Access to a Broad Course of Study		Annually report progress on the extent students have access to, and are enrolled in, a broad course of study.
Priority 8: Outcomes in a Broad Course of Study	<ul style="list-style-type: none"> College/Career 	N/A

These priority areas form the basis for California's integrated accountability system, which meets both state and federal requirements. Different criteria are used to **determine and report performance** for the state and local measures. For the methodology for measuring performance on the local measures, please see the local measures at <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>.

Performance on the **state measures** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are **five** performance levels, and each is assigned a different color: Red



is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

On the Dashboard, a school's, LEA's, or student group's performance on a state measure is graphically displayed by a gauge, that is broken into five different colored segments, to represent the five levels of performance. An arrow points to the color that that corresponds to the performance for that measure. The picture below illustrates the five analog gauge meters used on the California School Dashboard.

Each gauge meter is a half-circle dial that has 5 segments. Each segment represents a different performance level. The colors read from top to bottom: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level. A needle indicates the performance level for the measure.



Getting to Know the California School Dashboard

The California School Dashboard (<https://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

11 Measures of School Success

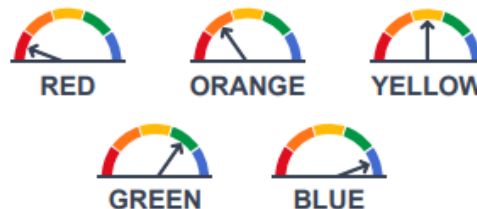
State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



The performance level (color) is based on current and prior year data.

Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher qualifications, safe and clean buildings, textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Engagement**
- **Access to Courses**

Districts receive one of three ratings for each of the four local measures:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local measures.

How Do You Get a Performance Level (Color)?

The “California School Dashboard Technical Guide” provides technical information on California’s accountability system, specifically in regards to the state and local indicators reported in the Dashboard. The guide is intended for accountability coordinators at LEAs to access the calculation methodology and rules used to produce each of the state indicators. (Source: <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf>)

For an LEA, school, or student group to receive a performance level (or color), they must have at least two years of data. The most current year of data are used to determine **Status**. The prior year data is used to determine **Change**. An LEA, school, or student group’s current year of data are used to assign a Status level for each applicable indicator. For each state indicator, there are five Status levels:

Five Status Levels
Very High
High
Medium
Low
Very Low

“Change,” in the California Model, is defined as the difference in results from the current year to the prior year: **Status** minus **Prior Year** = **Change**. There are five Change levels for each state indicator:

Five Change Levels
Increased Significantly
Increased
Maintained
Declined
Declined Significantly

The combination of the five Status levels and the five Change levels results in 25 performance levels displayed in a five-by-five colored table. See Figure 1 for an example of a five-by-five colored table. Each of the 25 performance levels are represented by one of five colors:

Figure 1 from the Technical Guide:

Five-by-Five Colored Tables

As described earlier, an LEA, school, or student group's performance level (color) is determined through the use of a five-by-five colored table. For instance, an LEA or school with a "High" in **Status** and an "Increased" in **Change** will receive an overall performance level of **Green** for most of the state indicators. See Figure 2 below.

Figure 2: How to Get a Performance Level (Color)

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Automatic Assignment of Orange

LEAs and schools are automatically assigned an Orange performance level in the following instances:

- **Academic Indicator:** LEAs or schools that fail to test at least ten percent of their testing population are automatically assigned an Orange performance level.
- **Chronic Absenteeism and Suspension Rate Indicators:** LEAs and schools that did not certify (or submit) their attendance data or discipline data in the CALPADS for the current or prior Dashboard cycles are automatically assigned an Orange performance level.
- **English Learner Progress:** For the 2019 Dashboard, LEAs and schools that failed to meet the 95 percent participation rate criteria are automatically assigned an ELPI Status of 'Low'.

Exercise: Use the following two tables -- the 5-by-5 table for the graduation rate indicator and the Fall 2019 status and change table for MPS -- to determine the performance colors of MPS, the comparison districts, and the state.

5-by-5 Table for the Graduation Indicator:

		Graduation Rate (9-12) - All Students Report				
		Graduation Change				
		Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Graduation Status	Very High 95.0% or greater		1	3	2	
	High 90.5% to less than 95.0%					
	Medium 80.0% to less than 90.5%					
	Low 68.0% to less than 80.0%					
	Very Low Less than 68.0%					

Fall 2019 MPS Graduation Rates:

Graduation Rate (9-12) Status and Change				
All Students				
	Student Performance	Number of Students	Status	Change
MSA-1	Blue	71	Very High 97.2%	Declined -2.8%
MSA-2	Blue	42	Very High 97.6%	Increased +7.9%
MSA-3	Blue	49	Very High 95.9%	Maintained +0.5%
MSA-4	-	41	Very High 97.6%	Increased +1.4%
MSA-SA	-	36	High 91.7%	Declined -1.2%
MPS	Blue	239	Very High 96.2%	Maintained +0.6%
MPS-LA	Blue	203	Very High 97.0%	Increased +1.1%
LAUSD	Orange	31,647	Medium 81.2%	Declined -1.7%
SDUSD	Yellow	7,007	Medium 89.2%	Maintained -0.3%
SAUSD	Yellow	3,671	Medium 87.8%	Maintained -0.6%
STATE	Green	509,504	Medium 85.7%	Increased +2.0%

What Is DFS? How Is It Different than the Proficiency Rate?

All state indicators on the Dashboard except for the Academic Indicator (**ELA/Literacy and math**) are measured using “percentages” and the Dashboard compares the current year percentage (status) to prior year percentage (change). For example; MSA-2 has a graduation rate of 97.6% as its status and the change from prior year is +7.9%. However, the Academic Indicator that measures school performance in ELA and math does not use percentages or percent proficiency rates. While CAASPP scores are still released in terms of “percent proficiency” and historically schools have been compared to each other in terms of proficiency rates, the most significant of which has been occurring during the charter renewal process, the CDE has been trying to promote the concept of **Distance from Standard (DFS)** as an alternative, more inclusive method in measuring school progress in ELA and math.

Excerpt from the Technical Guide:

DFS for Smarter Balanced Assessments

The DFS represents the distance between a student's score on the SBAC and the **Standard Met** Achievement Level threshold (i.e., the lower threshold of the scale score range for Level 3). The scale score ranges for the SBAC vary by content area—ELA and mathematics—and grade level and are available in Appendix D.

The calculation uses all available scale scores to provide a more precise measure of an LEA's and school's status and progress. Each student's DFS is calculated separately and then all of the distances are combined to determine an average. The average distance is calculated for each LEA, school, and student group. These results will show which areas are in need of improvement and the extent to which the average student score falls short of, or exceeds, the Level 3 threshold.

Because the scale score ranges for each performance level *differ for each grade level*, it is important to compare each student's ELA and mathematics scores against the Level 3 scale score for the appropriate grade. For example:

- In grade five, the scale scores for ELA range from 2,201 to 2,701. The scale scores for mathematics range from 2,219 to 2,700. Within each range, there are four distinct achievement levels. See Table 12 on the following page.

Table 12: Grade Five Scale Score Range for SBAC in ELA and Mathematics

Achievement Levels	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
Grade 5 ELA Scale Score Ranges	2201–2441	2442–2501	2502–2581	2582–2701
Grade 5 Math Scale Score Ranges	2219–2454	2455–2527	2528–2578	2579–2700

As noted in Table 12, above:

- For ELA, the lowest scale score for Level 3 is 2,502. Each grade five ELA assessment score is compared against this fixed point to obtain the Distance from Standard.
- For mathematics, the lowest scale score for Level 3 is 2,528. Each grade five mathematics assessment score is compared against this fixed point to obtain the Distance from Standard.

Table 13 below provides examples of how the DFS is calculated for the SBAC.

Table 13: Examples of Calculating the DFS for Grade 5 Student

Student	Student's Score on the SBAC	SBAC Scale Score Range for Level 3	Distance from Standard (DFS)
Grade 5 Student 1	ELA Score: 2552	ELA Scale Score Range: 2502 – 2581	2552 <i>minus</i> 2502 = 50 points The student scored 50 points above the lowest possible Level 3 scale score in Grade 5 ELA. The DFS is positive 50 points.
Grade 5 Student 2	Math Score: 2505	Math Scale Score Range: 2528 – 2578	2505 <i>minus</i> 2528 = -23 points The student scored 23 points below the lowest possible Level 3 scale score in Grade 5 mathematics. The DFS is negative 23 points.

Calculate DFS for LEA, School, or Student Group

Once the DFS is calculated for each student, all DFS calculations are aggregated and averaged together to determine the DFS for the LEA, school, or student group.

Example 1: Average DFS

MSA-1 had 359 students in grades 3-8 and 11 who were tested in math in 2019. When each student's DFS was calculated and all students' DFS were aggregated, the school had an average DFS of 43.1 points below standard in math. (Note: State target for the Medium status is 25 points below standard.)

Math:

All Students				
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	359	Low 43.1 points below standard	Maintained +0.1 points
MSA-2	Yellow	287	Low 60.8 points below standard	Increased +5.6 points

Example 2: Proficiency Rates

SBAC Historical Proficiency Rates - MATH (3-8,11)						
	2015	2016	2017	2018	2019	Change (2018 to 2019)
MSA-1	24%	31%	29.61%	35.06%	30.13%	-4.93%
MSA-2	26%	23%	23.87%	25.58%	27.87%	2.29%

As expected, the proficiency rates of MSA-1 and MSA-2 you see above are different numbers than the DFS because proficiency rate is the percentage of students who are proficient, or in other words, percentage of students who have scored Level 3 or Level 4 on SBAC, regardless of their actual score within Level 3 or 4. Proficiency rate, by itself, also does not give much information about students who are in Levels 1 and 2 and how close they are to proficiency. A student's improvement from Level 1 to Level 2 or from Level 3 to Level 4 over a year does not have any impact on the proficiency rate. What matters for the proficiency rate is being proficient or not. However, the Dashboard takes into account each and every student's scale score and its distance from standard (i.e., cut-off score for Level 3) to provide an average distance for the school. Unlike the proficiency rate, if a student at Level 1 improves his/her distance to the Level 3 cut-score or if a student at Level 4 declines his/her distance from the cut-score, those changes have an impact on the average DFS. This shift in measurement has been developed in response to the need to focus on the growth of each and every student and not just a focus on students at the cusp of becoming proficient.

Example 3: DFS vs. Proficiency

School X has shown the following performance on the 2018 and 2019 SBAC math assessments. Did this school show growth on the Dashboard Academic Indicator for math?

CAASPP Proficiency Rates:

2018 SBAC – Math – All Students - Proficiency	2019 SBAC – Math – All Students - Proficiency
Level 1 – 35 students	Level 1 – 10 students
Level 2 – 15 students	Level 2 – 45 students
Level 3 – 40 students	Level 3 – 20 students
Level 4 – 10 students	Level 4 – 25 students
2018 Proficiency Rate: 50% (Levels 3 and 4)	2019 Proficiency Rate: 45% (Levels 3 and 4)

In 2019, School X has fewer students in Level 1, which indicates that underachieving students at Level 1 improved to Level 2 or above (due to intervention programs, etc.) The school also has more students at Level 4, an indication of more students performing at the top level (due to GATE programs, etc.) However, when only proficiency rates are compared, the school is considered declining. **Is proficiency rate alone a sufficient metric in measuring school performance?**

Distance from Standard (DFS) Calculations:

2018 SBAC – Math – Distance from Standard (DFS)	2019 SBAC – Math – Distance from Standard (DFS)
Grade 6: 35 students - Average DFS: 40 points below standard	Grade 6: 35 students - Average DFS: 38 points below standard
Grade 7: 35 students - Average DFS: 30 points below standard	Grade 7: 35 students - Average DFS: 26 points below standard
Grade 8: 30 students - Average DFS: 20 points below standard	Grade 8: 30 students - Average DFS: 17 points below standard
Average DFS: $(35 \times -40 + 35 \times -30 + 30 \times -20) / 100 = -30.5$ (30.5 points below standard)	Average DFS: $(35 \times -38 + 35 \times -26 + 30 \times -17) / 100 = -27.5$ (27.5 points below standard) Change from 2018: -27.5 minus $-30.5 = +3$ points
Status: Low (30.5 points below standard)	Change: Increased (+3 points)
	Performance Color: Yellow

Regardless of the proficiency rates, the Dashboard recognizes the school's improvement in its average distance from standard by 3 points. Each student's scale score had a direct impact on this result. While the school's overall count of proficient students decreased by 5 students, each student, on the average, improved by getting closer to the proficiency cut score in the new grade level (if his/her scale score was below standard) or becoming more advanced (if his/her scale score was already above standard).

5-by-5 Table for the Academic Indicator - Math:

		Mathematics (3-8,11) - All Students Report				
		Change in Average Distance from Standard				
		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Average Distance from Standard (Status)	Very High 35 points or higher					
	High Zero to 34.9 points				SD	
	Medium -25 points to less than zero					5*
	Low -25.1 to -95 points		3	1, 6	2, 7, Bell, SA	
	Very Low -95.1 points or lower	4				

Can We Compare Schools by Their Colors?

Direct comparison of MPS' performance levels (colors) with the colors of other schools, such as resident schools, may be misleading and should be done with caution because color depends on both "status" and "change". A school with a higher Status level that maintained or declined its scores may be assigned a lower performance color than a school with a lower Status level that increased its scores. While color is important, Status should be treated as equally significant for comparison purposes, if not more. See the example below for clarification.

		English Language Arts/Literacy (3-8,11) - All Students Report				
		Change in Average Distance from Standard				
		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Average Distance from Standard (Status)	Very High 45 points higher					
	High 10 to 44.9 points					SD
	Medium -5 points to +9.9 points					
	Low -5.1 to -70 points	3, 4	1, 6, SA	7	Bell, 5*	2
	Very Low -70.1 points or lower					

Example 1:

Assume School A has the following Status, Change and Performance color in ELA/Literacy:

Status	Change	Performance Color
Low 10 points below standard	Maintained +2.9 points	Orange

Note that the business rule for the ELA indicator for Low status is -70 to -5.1 points (DFS), and for change, less than 3 points change is considered as Maintained. **Low** (Status) and **Maintained** (Change) combine to yield an **Orange** performance color on the Dashboard.

Assume School B has the following Status, Change and Performance color in ELA/Literacy:

Status	Change	Performance Color
Low 70 points below standard	Increased +3 points	Yellow

School B has a much lower average DFS compared with School A (70 points vs. 10 points below standard); difference of 60 points is huge! However, since School B has “increased” its score from the prior year rather than Maintained or Declined (Remember: 3 to 15 points positive change in ELA is considered as “Increased”), it receives a Yellow color.

As can be seen in the example above, it would not be an accurate comparison if we only compared the colors, such as “Yellow is better than Orange,” and did not compare the actual Status levels. While change from prior year is important and recognized by the Dashboard in determining the color, **Status** is the actual student performance and should not be lost sight of amid the colors. In this example, students of School A, on the average, are actually much closer to standard than the students of School B even though School A received a lower performance level (color) than School B.

Example 2:

In the following REAL example from the 2019 Fall Dashboard, MSA-1 has an Orange color and MSA-2 has a Yellow color on the Math indicator even though MSA-1’s students performed 17.7 points closer to standard compared with MSA-2’s students. *(-43.1 minus -60.8 = 17.7 points)*

All Students				
	Student Performance	Number of Students	Status	Change
MSA-1	Orange 43.1 points below standard	359	Low	Maintained +0.1 points
MSA-2	Yellow 60.8 points below standard	287	Low	Increased +5.6 points

How Did MPS Perform on the Fall 2019 CA School Dashboard? (All Students)

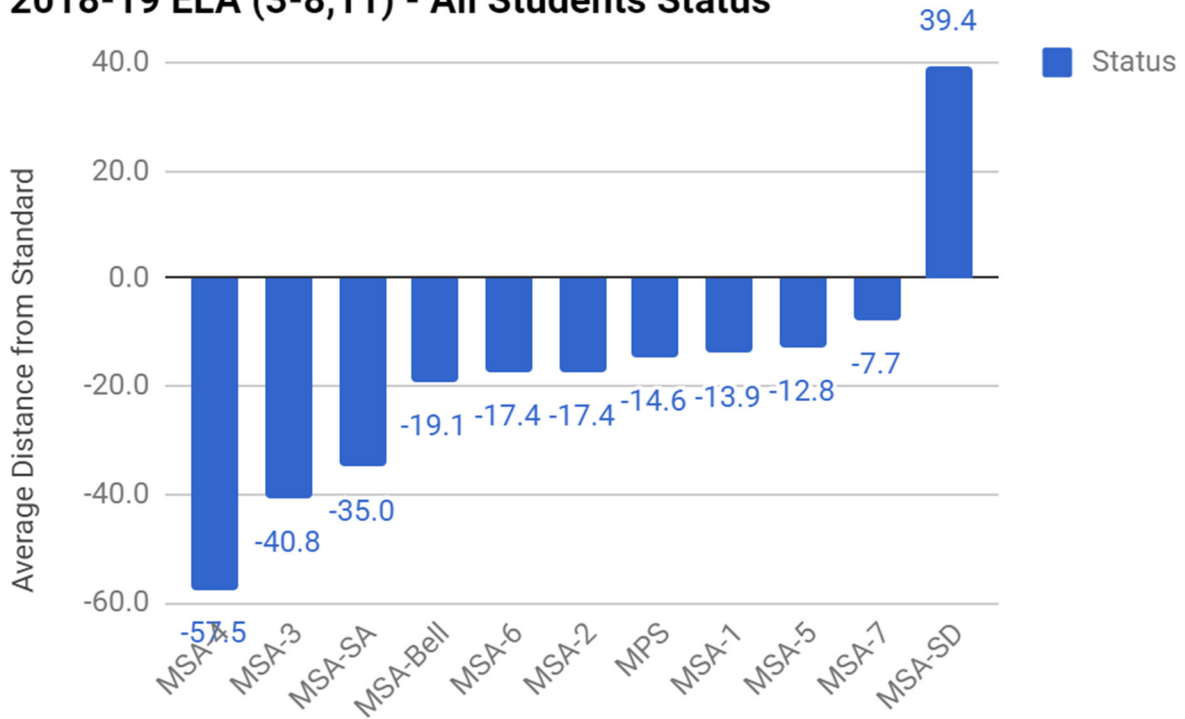
English Language Arts (3-8, 11):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	359	Low 13.9 points below standard	Declined -4.9 points
MSA-2	Yellow	287	Low 17.4 points below standard	Increased Significantly +20.0 points
MSA-3	Orange	322	Low 40.8 points below standard	Declined Significantly -21.4 points
MSA-4	Orange	57	Low 57.5 points below standard	Declined Significantly -27.2 points
MSA-5	-	174	Low 12.8 points below standard	-
MSA-6	Orange	151	Low 17.4 points below standard	Declined -14.0 points
MSA-7	Orange	109	Low 7.7 points below standard	Maintained +1.1 points
MSA-Bell	Yellow	454	Low 19.1 points below standard	Increased +13.4 points
MSA-SD	Blue	375	High 39.4 points above standard	Increased Significantly +17.0 points
MSA-SA	Orange	360	Low 35.0 points below standard	Declined -11.0 points
MPS	Orange	2,648	Low 14.6 points below standard	Maintained +1.9 points
MPS-LA	Orange	1,913	Low 21.3 points below standard	Maintained +0.9 points
LAUSD	Yellow	223,502	Low 24.1 points below standard	Increased +5.1 points
SDUSD	Green	48,480	High 12.1 points above standard	Maintained +2.3 points
SAUSD	Yellow	24,314	Low 45.7 points below standard	Increased +4.1 points
STATE	Green	3,189,965	Medium 3.0 points below standard	Increased +3.1 points

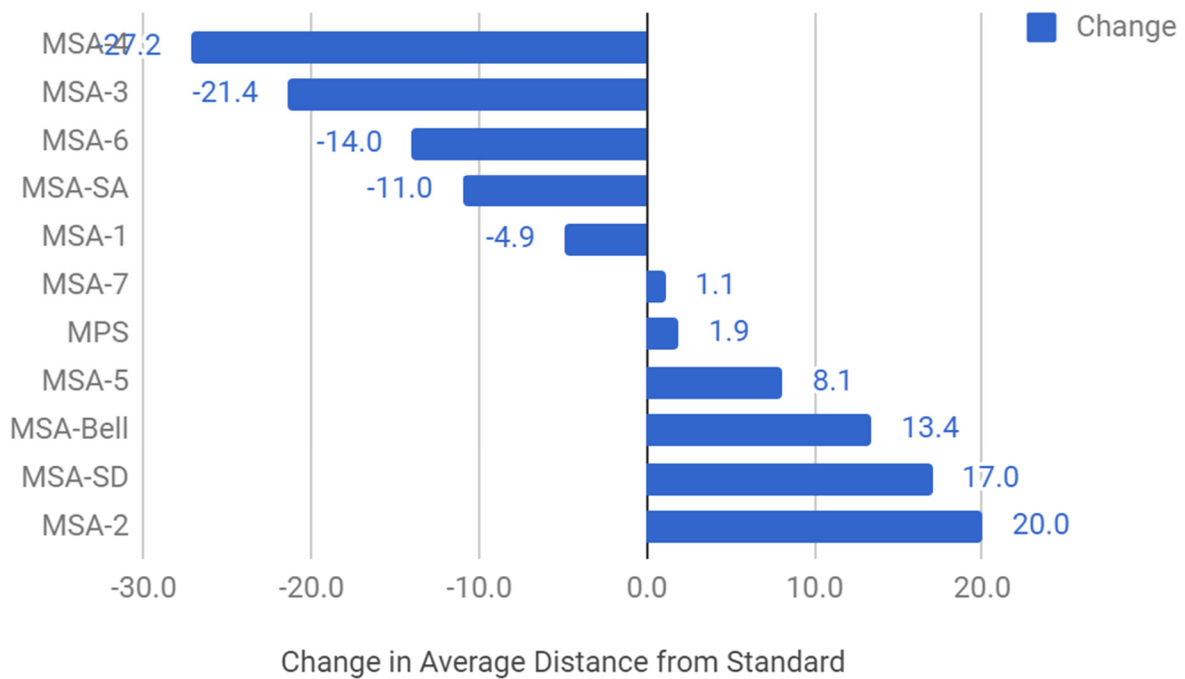
		English Language Arts/Literacy (3-8,11) - All Students Report				
		Change in Average Distance from Standard				
		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Average Distance from Standard (Status)	Very High 45 points higher					
	High 10 to 44.9 points					SD
	Medium -5 points to +9.9 points					
	Low -5.1 to -70 points	3, 4	1, 6, SA	7	Bell, 5*	2
	Very Low -70.1 points or lower					

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
-	1, 3, 4, 6, 7, SA	2, Bell, 5*	-	SD

2018-19 ELA (3-8,11) - All Students Status



2018-19 ELA (3-8,11) - All Students Change



English Language Arts (3-8, 11) Highlights:

- One school has a Blue color (MSA-SD); two have Yellow (MSA-2, Bell); six have Orange.
- MSA-5 would normally receive a Yellow color. They did not receive any color due to CDS code change.
- Nine schools have Low status; MSA-SD has a High status.
- Five schools showed positive change; five showed negative.
- If MPS were considered as one LEA, it would have received an Orange performance color (Low status with 14.6 points below standard, Maintained by +1.9 points. A 3-point increase would have put MPS in Yellow.)
- Compared with their local districts, eight of ten schools (except for MSA-3 and 4) have a better DFS.
- Compared with the state average, only MSA-SD has a better DFS (39.4 points above standard vs. 3 points below standard.)

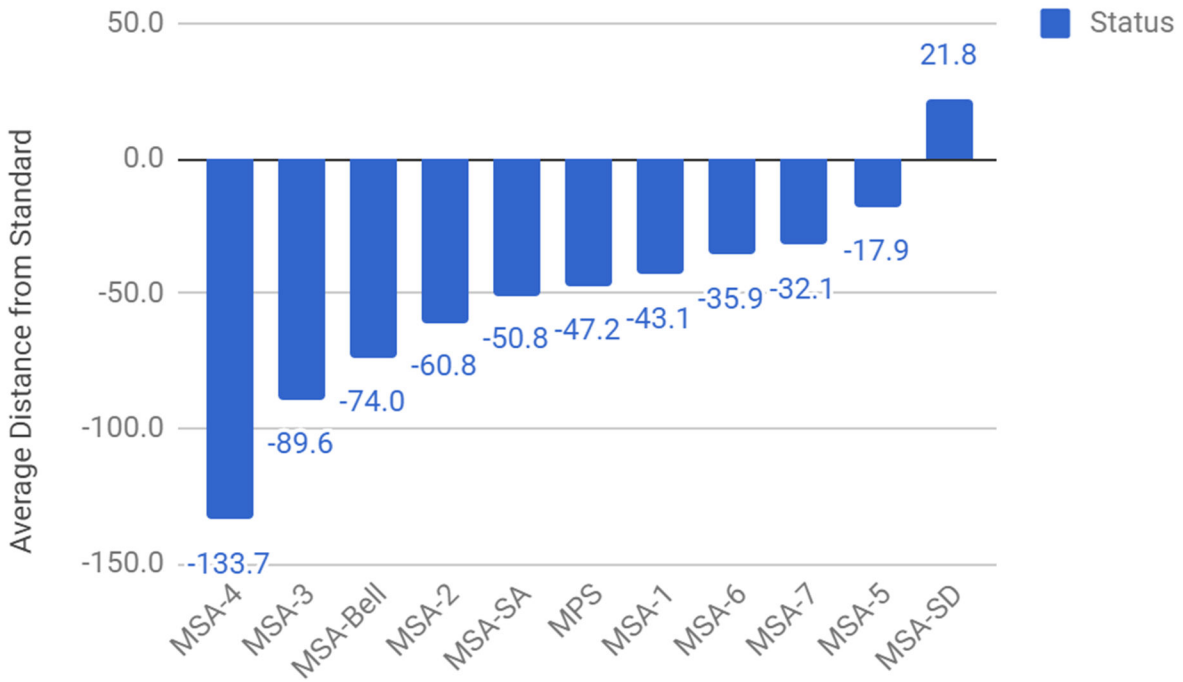
Mathematics (3-8, 11):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	359	Low 43.1 points below standard	Maintained +0.1 points
MSA-2	Yellow	287	Low 60.8 points below standard	Increased +5.6 points
MSA-3	Orange	322	Low 89.6 points below standard	Declined -13.8 points
MSA-4	Red	57	Very Low 133.7 points below standard	Declined Significantly -21.1 points
MSA-5	-	174	Medium 17.9 points below standard	-
MSA-6	Orange	151	Low 35.9 points below standard	Maintained +2.5 points
MSA-7	Yellow	110	Low 32.1 points below standard	Increased +3.0 points
MSA-Bell	Yellow	453	Low 74.0 points below standard	Increased +7.0 points
MSA-SD	Green	375	High 21.8 points above standard	Increased +13.2 points
MSA-SA	Yellow	360	Low 50.8 points below standard	Increased +8.6 points
MPS	Yellow	2,648	Low 47.2 points below standard	Increased +5.4 points
MPS-LA	Orange	1,913	Low 60.1 points below standard	Maintained +2.7 points
LAUSD	Yellow	223,082	Low 54.1 points below standard	Increased +5.2 points
SDUSD	Green	48,331	Medium 10.4 points below standard	Increased +3.8 points
SAUSD	Orange	24,264	Low 68.2 points below standard	Maintained +2.9 points
STATE	Orange	3,183,085	Low 33.5 points below standard	Maintained +2.9 points

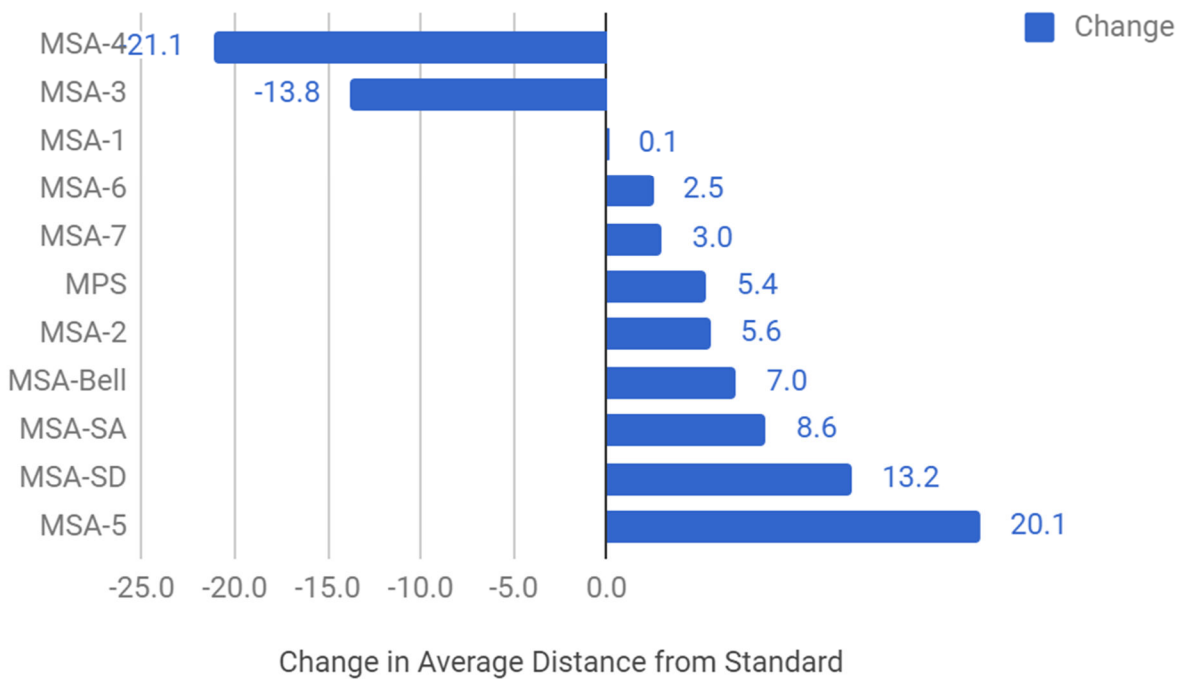
		Mathematics (3-8,11) - All Students Report				
		Change in Average Distance from Standard				
		Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Average Distance from Standard (Status)	Very High 35 points or higher					
	High Zero to 34.9 points				SD	
	Medium -25 points to less than zero					5*
	Low -25.1 to -95 points		3	1, 6	2, 7, Bell, SA	
	Very Low -95.1 points or lower	4				

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
4	1, 3, 2006	2, 7, Bell, SA	SD, 5*	-

2018-19 Mathematics (3-8,11) - All Students Status



2018-19 Mathematics (3-8,11) - All Students Change



Mathematics (3-8, 11) Highlights:

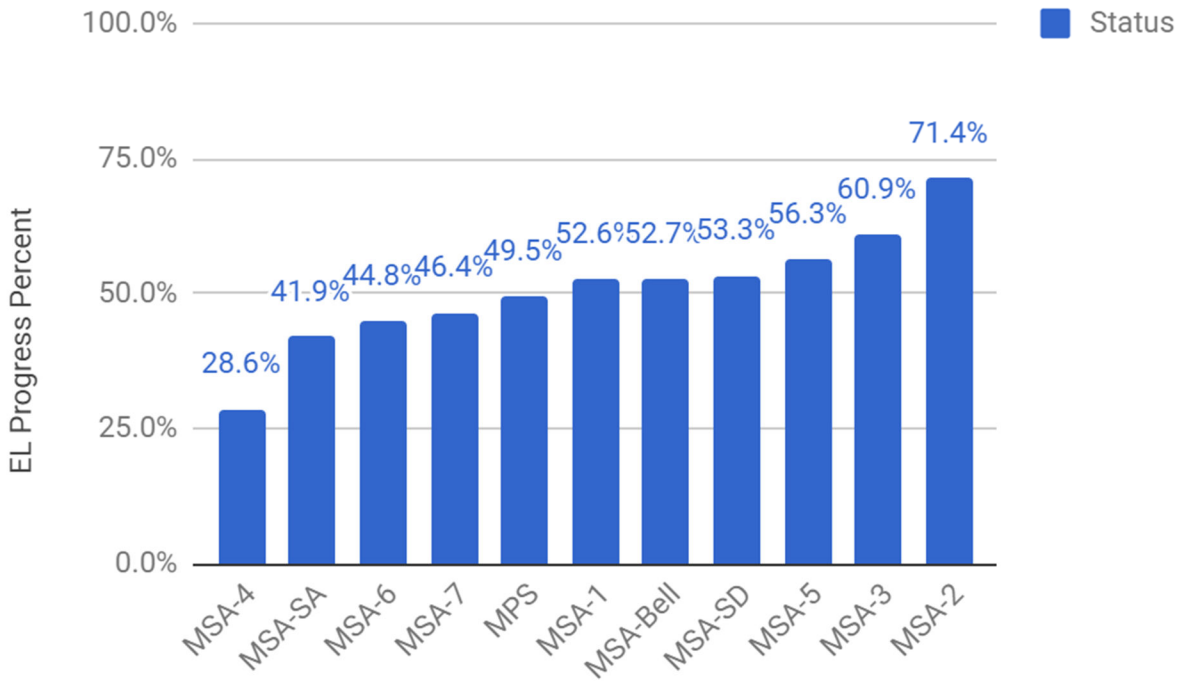
- One school has a Green color (MSA-SD); four have Yellow (MSA-2, Bell); three have Orange.
- MSA-5 would normally receive a Green color. They did not receive any color due to CDS code change.
- Seven schools have Low status; MSA-SD has a High status; MSA-5 has a Medium status; MSA-4 has a Very Low status.
- Eight schools showed positive change; two showed negative.
- If MPS were considered as one LEA, it would have received a Yellow performance color (Low status with 47.2 points below standard, Increased by +5.4 points.)
- Compared with their local districts, seven of ten schools (except for MSA-3 and 4) have a better DFS.
- Compared with the state average, three schools have a better DFS (MSA-5, 7, and SD; MSA-6 is close.)

English Learner Progress (1-12):

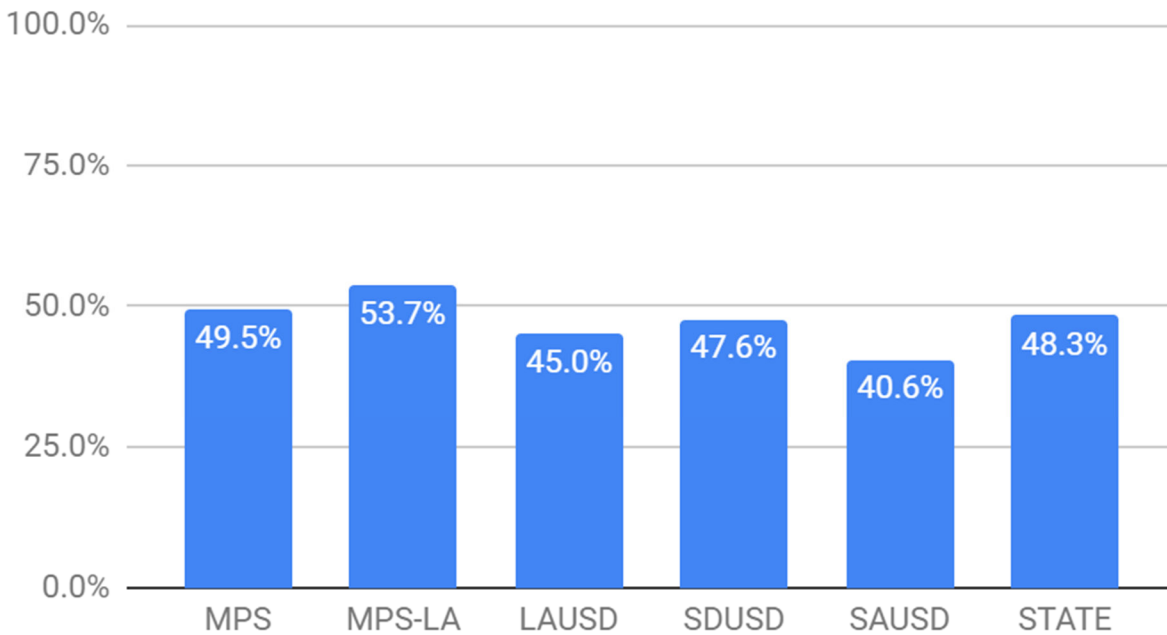
	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	-	95	Medium 52.6%	-
MSA-2	-	49	Very High 71.4%	-
MSA-3	-	23	Low 60.9%	-
MSA-4	-	14	Very Low 28.6%	-
MSA-5	-	48	High 56.3%	-
MSA-6	-	29	Low 44.8%	-
MSA-7	-	56	Medium 46.4%	-
MSA-Bell	-	55	Medium 52.7%	-
MSA-SD	-	15	Low 53.3%	-
MSA-SA	-	210	Low 41.9%	-
MPS	-	594	Medium 49.5%	-
MPS-LA	-	369	Medium 53.7%	-
LAUSD	-	68,139	Medium 45.0%	-
SDUSD	-	12,962	Medium 47.6%	-
SAUSD	-	12,772	Low 40.6%	-
STATE	-	844,257	Medium 48.3%	-

		English Learner Progress (1-12) Status and Change Report				
		English Learner Progress Change				
		Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
English Learner Progress Status	Very High 65% or greater	Yellow	Green	Blue	Blue	Blue
	High 55% to less than 65%	Orange	Yellow	Green	Green	Blue
	Medium 45% to less than 55%	Orange	Orange	Yellow	Green	Green
	Low 35% to less than 45%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 35%	Red	Red	Red	Orange	Yellow

2018-19 English Learner Progress (1-12) - Status



2018-19 English Learner Progress (1-12) Status



English Learner Progress (1-12) Highlights:

- Schools have been only assigned a Status level in 2018-19. They will receive a performance color next year.
- One school has a Very High status (MSA-2); one school has High (MSA-5); three have Medium (MSA-1, 7, Bell); four have low; one has Very Low (MSA-4).
- Three schools (MSA-3, 4, and SD) did not meet the required 95% ELPAC test participation rate and were automatically assigned a Low performance level, except for MSA-4, which already had a Very Low level.
- If MPS were considered as one LEA, it would have received a Medium performance level (49.5%).
- Compared with their local districts, eight of ten schools (except for MSA-4 and 6) have a higher percentage of English Learner Progress.
- Compared with the state average of 48.3%, six schools have a higher percentage of English Learner Progress.

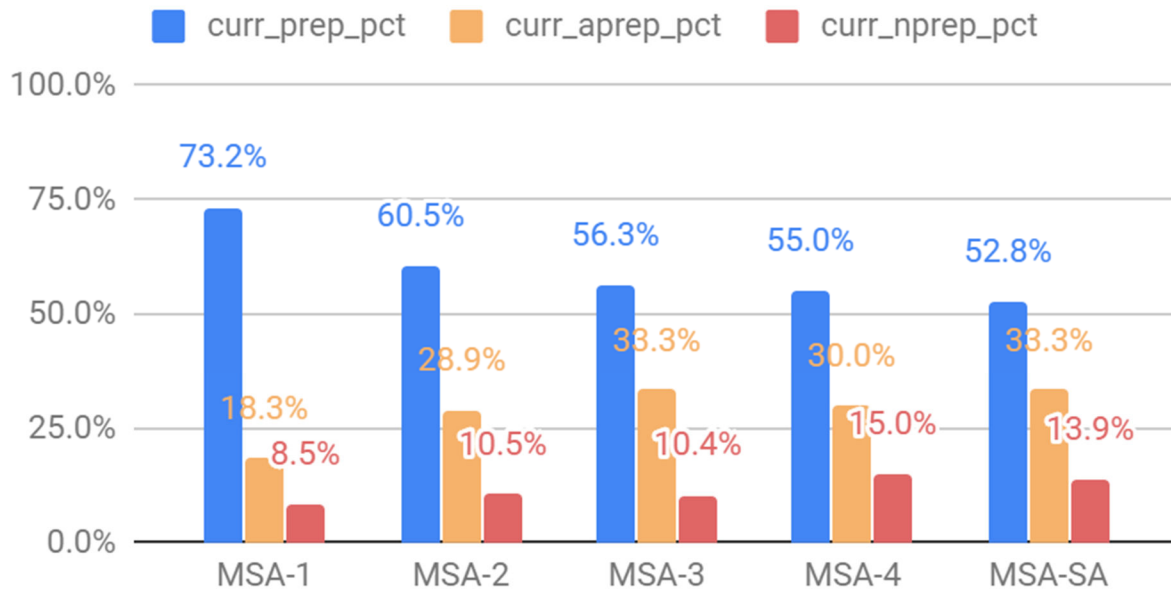
College/Career Indicator (9-12):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Blue	71	Very High 73.2%	Increased +12.6%
MSA-2	Green	38	High 60.5%	Increased +2.6%
MSA-3	Green	48	High 56.3%	Increased +8.5%
MSA-4	-	40	High 55.0%	Maintained +1.2%
MSA-SA	-	36	Medium 52.8%	Declined -8.8%
MPS	Green	233	High 61.4%	Increased +5.3%
MPS-LA	Green	197	High 62.9%	Increased +7.3%
LAUSD	Yellow	31,388	Medium 37.7%	Maintained -0.7%
SDUSD	Green	6,976	High 60.0%	Maintained +0.3%
SAUSD	Green	3,636	Medium 41.8%	Increased +3.5%
STATE	Yellow	504,344	Medium 44.0%	Maintained +1.7%

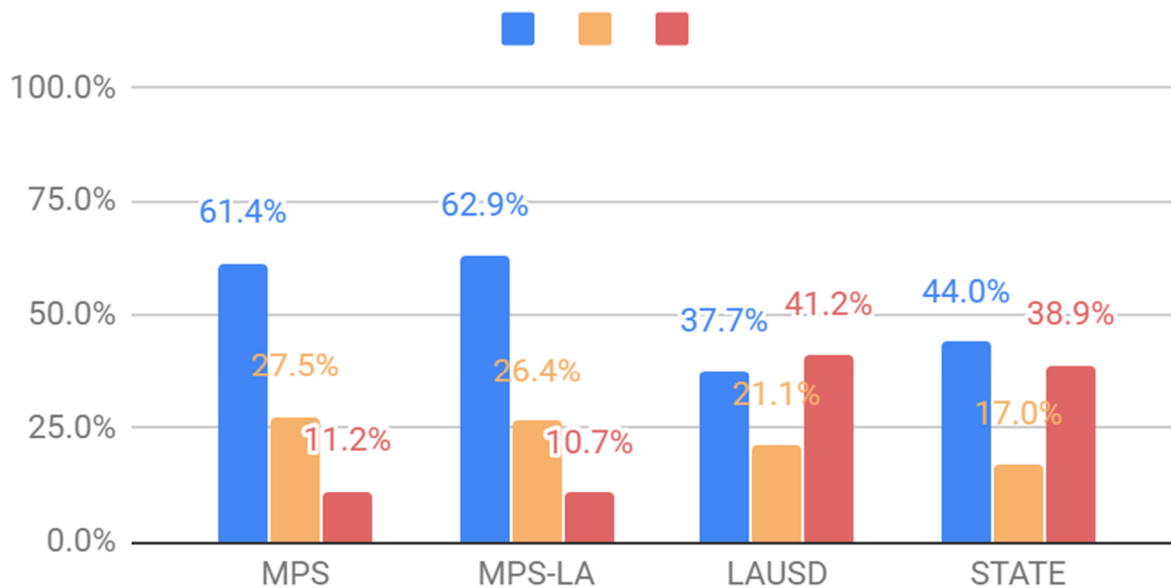
		College/Career Indicator (9-12) - All Students Report				
		College/Career Change				
		Declined Significantly by 9.1% or more	Declined by 2.0% to 9.0%	Maintained Declined or increased by 1.9% or less	Increased by 2.0% to 8.9%	Increased Significantly by 9.0% or more
College/Career Status	Very High 70.0% or greater	Yellow	Green	Blue	1	Blue
	High 55.0% to 69.9%	Orange	Yellow	Green	2, 3	Blue
	Medium 35.0% to 54.9%	Orange	Orange	Yellow	Green	Green
	Low 10.0% to 34.9%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 10.0%	Red	Red	Red	Orange	Yellow

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
-			2, 3	1

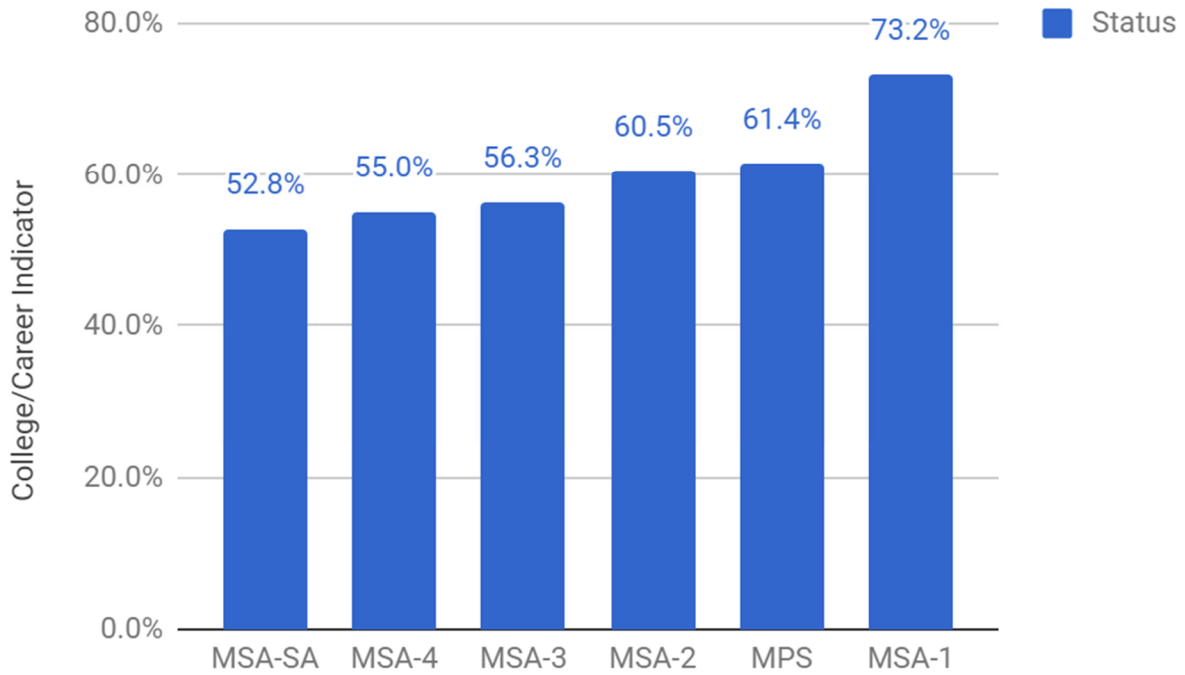
2018-19 College/Career Indicator (9-12) - % Prepared, % Approaching Prepared, % Not Prepared



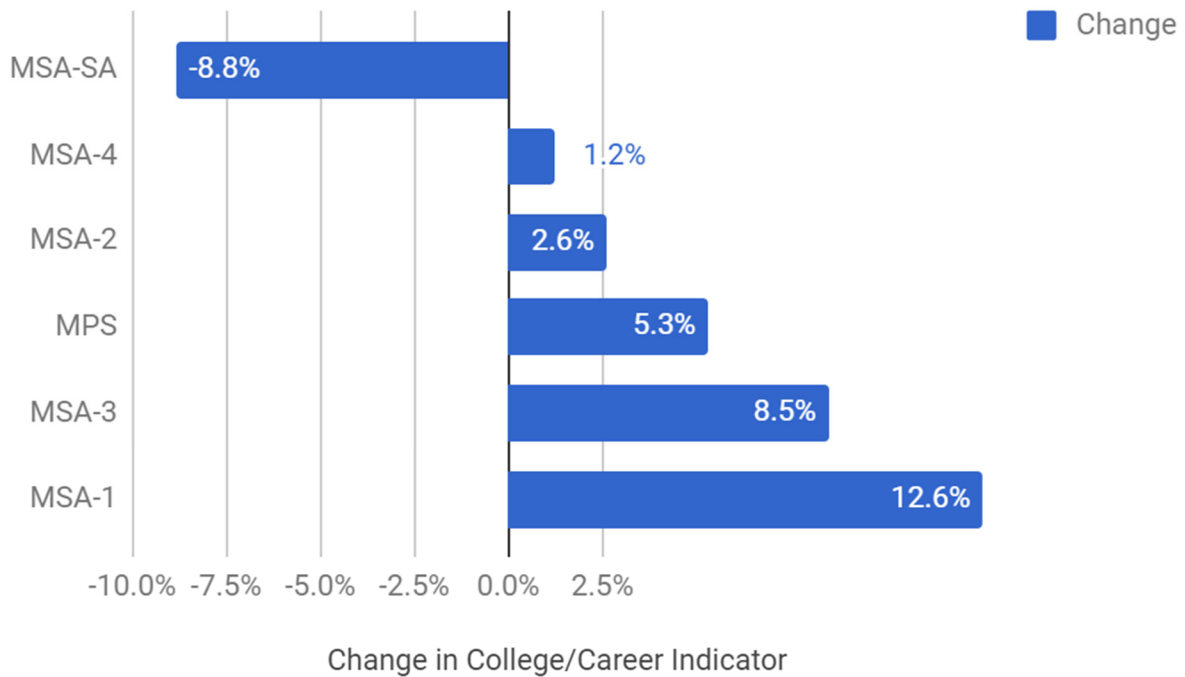
2018-19 College/Career Indicator (9-12) - % Prepared, % Approaching Prepared, % Not Prepared



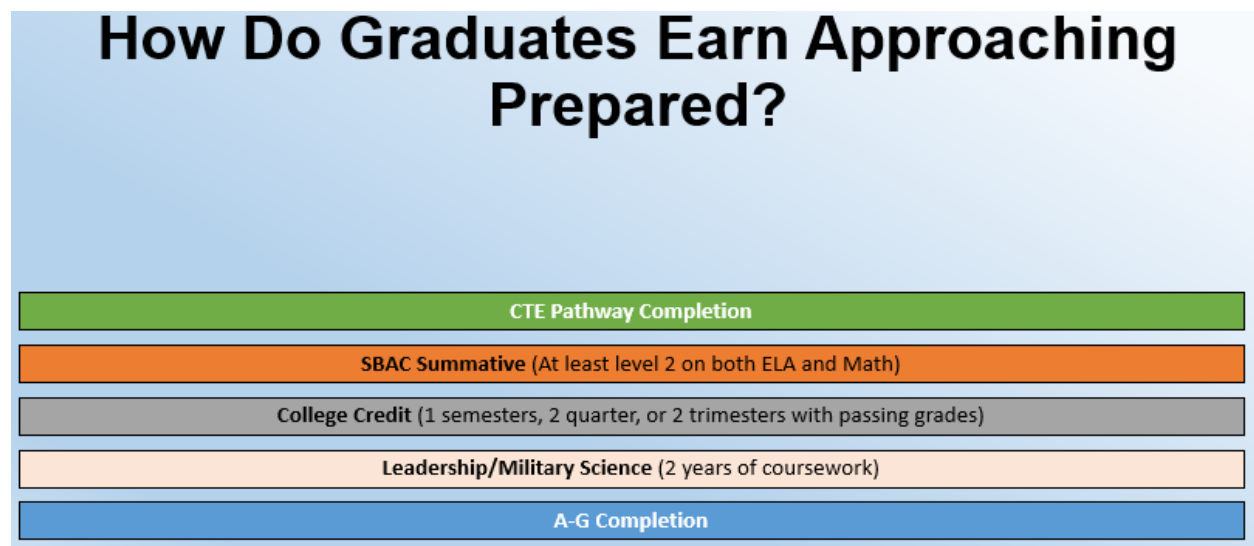
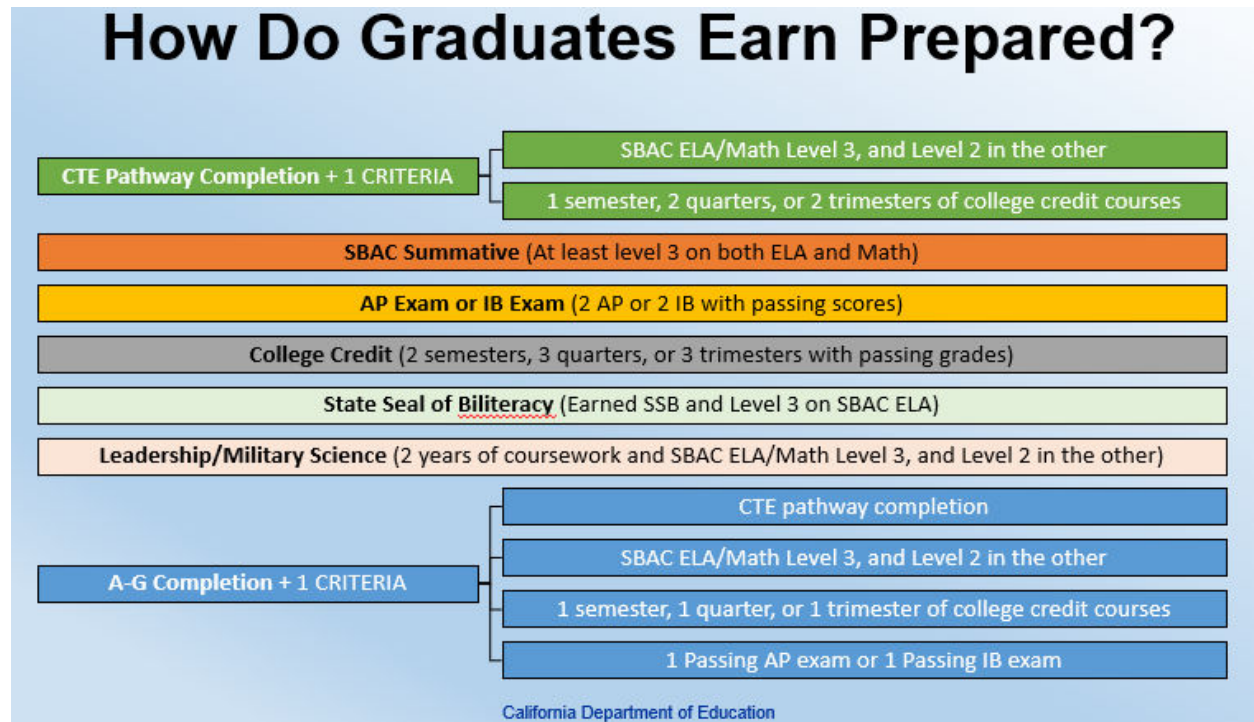
2018-19 College/Career Indicator (9-12) - All Students Status



2018-19 College/Career Indicator (9-12) - All Students Change



Please note that there are different ways a student can be designated as “Prepared” for College/Career. The following are the eligibility options for a student to be considered College/Career “Prepared” or “Approaching Prepared” on the CCI.



The following tables show how MPS graduates earned “Prepared” on the CCI. **143 of 233** MPS graduates earned “Prepared” by meeting the criteria:

- 52 of 233 graduates scored Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments.
- 27 of 233 graduates scored 3 or higher on at least two Advanced Placement exams.
- 141 of 233 graduates completed a-g course requirements with a grade of C minus or better plus an additional criteria.
- 50 of 233 graduates earned the State Seal of Biliteracy and scored Level 3 "Standard Met" or higher on the English language arts/literacy Smarter Balanced Summative Assessment.

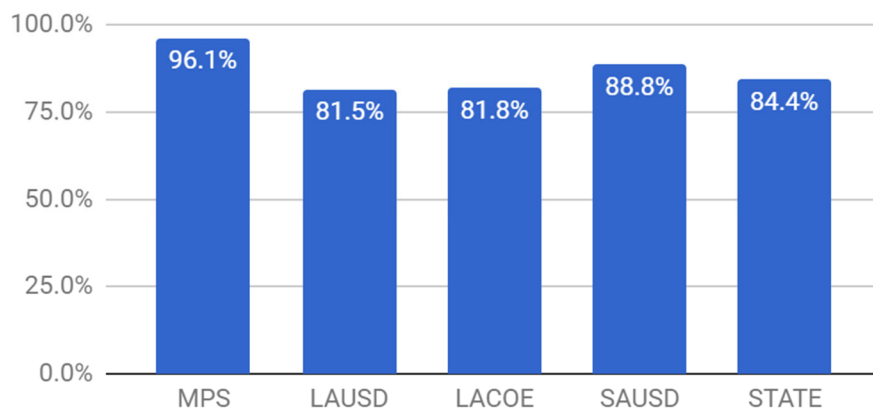
College/Career Indicator (9-12) Status and Change Report							
currdenom	curr_prep	curr_prep_pct	curr_aprep	curr_aprep_pct	curr_nprep	curr_nprep_pct	
Number of students in the current year CCI denominator. This number may include 1) Students from the Class of 2019 2) Students from the Class of 2018 who graduated in 2019 and earned Prepared	Number and Percent of students in the current year CCI who earned Prepared on the CCI		Number and Percent of students in the current year CCI who earned Approaching Prepared on the CCI		Number and Percent of students in the current year CCI who earned Not Prepared on the CCI		
MSA-1	71	52 73.2%	13	18.3%	6	8.5%	
MSA-2	38	23 60.5%	11	28.9%	4	10.5%	
MSA-3	48	27 56.3%	16	33.3%	5	10.4%	
MSA-4	40	22 55.0%	12	30.0%	6	15.0%	
MSA-SA	36	19 52.8%	12	33.3%	5	13.9%	
MPS	233	143 61.4%	64	27.5%	26	11.2%	
MPS-LA	197	124 62.9%	52	26.4%	21	10.7%	
LAUSD	31,388	11,818 37.7%	6,634	21.1%	12,936	41.2%	
STATE	504,344	221,984 44.0%	85,978	17.0%	196,382	38.9%	
SAUSD	3,636	1,521 41.8%	639	17.6%	1,476	40.6%	

		Data File	Record Layout	PPI											
curr_prep_summative_pct	curr_prep_summative_apexam	curr_prep_apexam_pct	curr_prep_bexam	curr_prep_bexam_pct	curr_prep_colleaged_it_pct	curr_prep_colleaged_it_pct	curr_prep_appluss_pct	curr_prep_ct_eplus_pct	curr_prep_ct_eplus_pct	curr_prep_ss_b_pct	curr_prep_ss_b_pct	curr_prep_mil_sci	curr_prep_mil_sci_pct		
Number and Percent of students in the current year CCI who earned Prepared by scoring Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments	Number and Percent of students in the current year CCI who earned Prepared by scoring 4 or higher on at least two Advanced Placement exams	Number and Percent of students in the current year CCI who earned Prepared by scoring 3 or higher on at least two International Baccalaureate exams	Number and Percent of students in the current year CCI who earned Prepared by completing at least two semesters or three trimesters of college coursework with a grade of C minus or better plus an additional criteria (for further information see the CCI Dashboard Indicator Flyer).	Number and Percent of students in the current year CCI who earned Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria (for further information see the CCI Dashboard Indicator Flyer).	Number and Percent of students in the current year CCI who earned a grade of C minus or better in academic/CTE subjects where college credit is awarded	Number and Percent of students in the current year CCI who earned a grade of C minus or better in academic/CTE subjects where college credit is awarded	Number and Percent of students in the current year CCI who earned a grade of C minus or better plus an additional criteria (for further information see the CCI Dashboard Indicator Flyer).	Number and Percent of students in the current year CCI who earned Prepared by completing a pathway with a grade of C minus or better in the capstone course plus an additional criteria (for further information see the CCI Dashboard Indicator Flyer).	Number and Percent of students in the current year CCI who earned Preparing the State Seal of Biliteracy and scoring Level 3 "Standard Met" or higher on the English language arts/literacy Smarter Balanced Summative Assessment	Number and Percent of students in the current year CCI who earned Preparing by completing at least two years of Leadership/Military Science courses and scoring Level 3 "Standard Met" or higher on ELA or mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area	Number and Percent of students in the current year CCI who earned Preparing by completing at least two years of Leadership/Military Science courses and scoring Level 3 "Standard Met" or higher on ELA or mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area	Number and Percent of students in the current year CCI who earned Preparing by completing at least two years of Leadership/Military Science courses and scoring Level 3 "Standard Met" or higher on ELA or mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area	Number and Percent of students in the current year CCI who earned Preparing by completing at least two years of Leadership/Military Science courses and scoring Level 3 "Standard Met" or higher on ELA or mathematics and Level 2 "Standard Nearly Met" or higher in the other subject area		
MSA-1	25	46.1%	17	32.7%	0	0.0%	52	100.0%	0	0.0%	21	40.4%	0	0.0%	
MSA-2	7	30.4%	3	13.0%	0	0.0%	22	85.7%	0	0.0%	9	39.1%	0	0.0%	
MSA-3	12	44.4%	4	14.8%	0	0.0%	26	66.3%	0	0.0%	11	40.7%	0	0.0%	
MSA-4	3	13.6%	0	0.0%	0	0.0%	22	100.0%	0	0.0%	6	27.3%	0	0.0%	
MSA-SA	5	26.3%	3	15.8%	0	0.0%	19	100.0%	0	0.0%	3	15.8%	0	0.0%	
MFS	52	36.4%	27	18.9%	0	0.0%	141	98.6%	0	0.0%	50	35.0%	0	0.0%	
MFS-LA	47	37.6%	24	19.4%	0	0.0%	122	88.4%	0	0.0%	47	37.9%	0	0.0%	
LAUSD	5,355	45.3%	3,105	28.3%	409	3.5%	10,773	91.2%	1,808	13.6%	2,489	21.1%	210	1.8%	
STATE	127,332	57.4%	75,563	34.0%	33,162	14.9%	178,812	80.6%	41,964	18.9%	48,083	21.7%	2,044	0.9%	
SAUSD	566	36.6%	369	24.3%	333	21.9%	1,119	73.6%	283	18.6%	694	45.6%	26	1.7%	

The above were numbers of graduates who met Prepared criteria on the CCI through different options. The following are more details on MPS' cohort graduation rate:

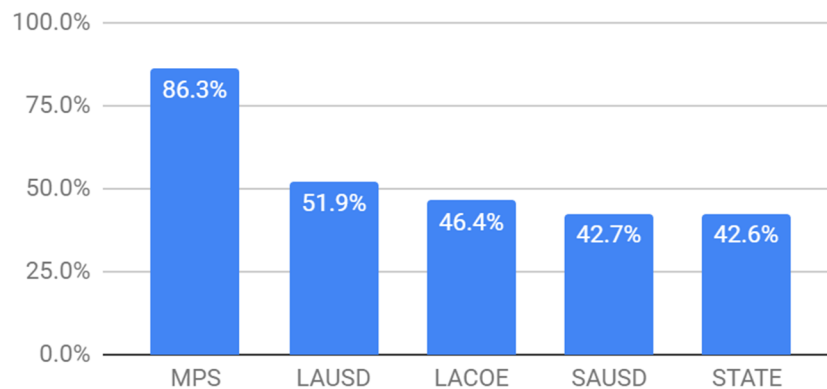
- MPS has a four-year adjusted cohort graduation rate of 96.1% (224 of 233).
- Percent of cohort meeting UC/CSU requirements: 86.3% (201 of 233).
- Percent of cohort earning a Seal of Biliteracy: 21.5% (50 of 233).
- Percent of cohort earning a Golden State Seal Merit Diploma: 31.3% (73 of 233).

Cohort Graduation Rate



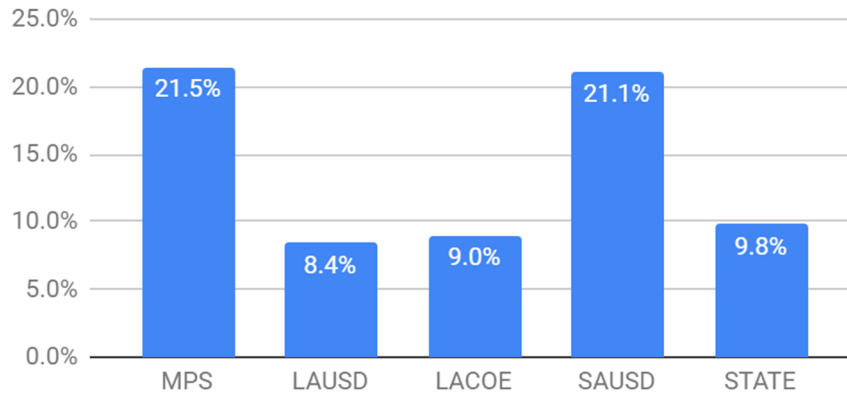
2018-19 FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

% of Graduates Meeting UC/CSU Requirements



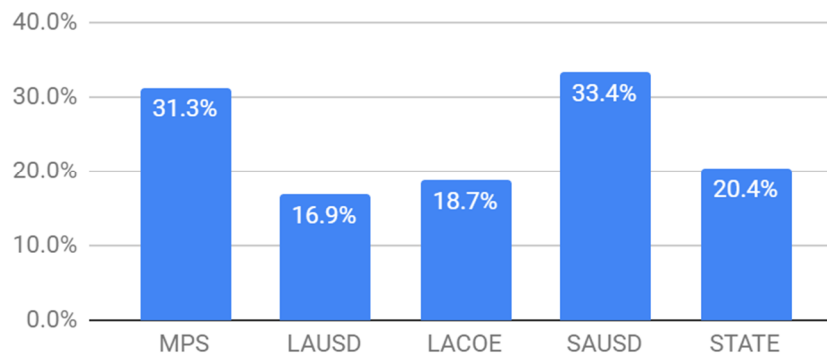
2018-19 FOUR-YEAR ADJUSTED COHORT GRADUATION DATA

% of Graduates Earning a Seal of Biliteracy



2018-19 FOUR-YEAR ADJUSTED COHORT GRADUATION DATA

% of Graduates Earning a Golden State Seal Merit Diploma



2018-19 FOUR-YEAR ADJUSTED COHORT GRADUATION DATA

College/Career Indicator (9-12) Highlights:

- One school has a Blue color (MSA-1); two have Green (MSA-2 and 3).
- MSA-4 and SA do not have colors since they did not have 30 or more graduates in the prior year (2017-18). If they were assigned colors, MSA-4 would have received Green and MSA-SA Orange.
- One school has a Very High Status (MSA-1); three have High (MSA-2, 3, 4); one has Medium (MSA-SA).
- Three schools showed positive change; MSA-SA declined.
- If MPS were considered as one LEA, it would have received a Green performance color (High 61.4%, Increased by +5.3%)
- Compared with their local districts and the state average, all five schools have a higher percentage of graduates earning “Prepared” on the College/Career Indicator (CCI).

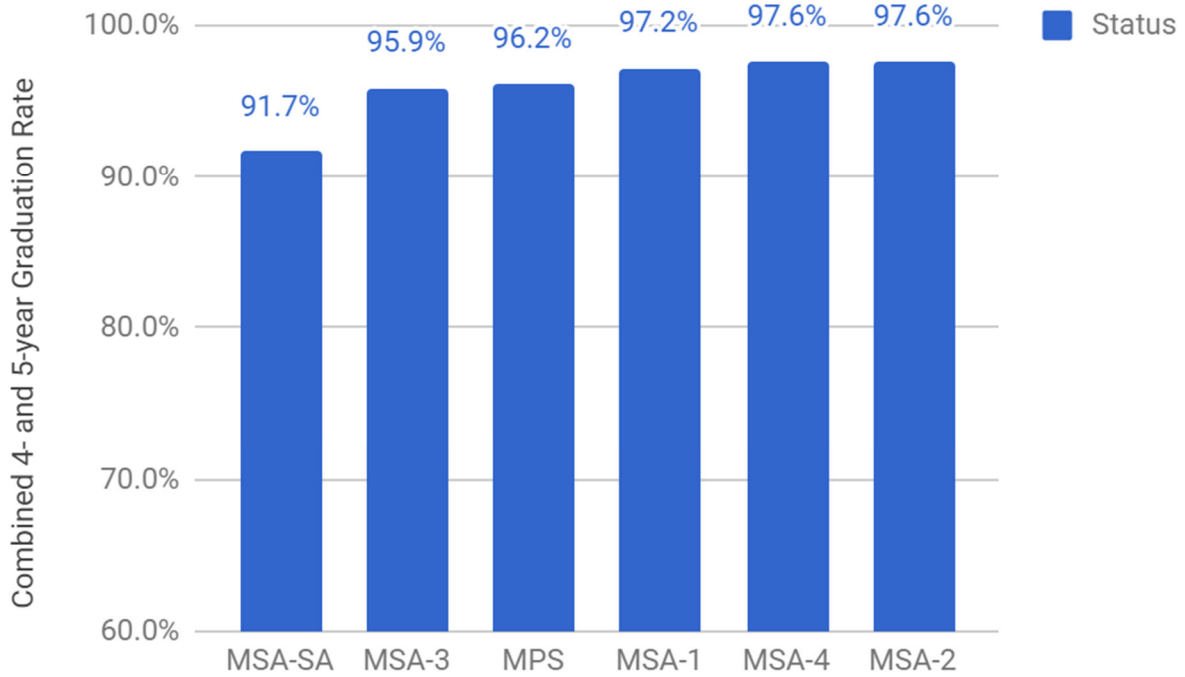
Graduation Rate (9-12):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Blue	71	Very High 97.2%	Declined -2.8%
MSA-2	Blue	42	Very High 97.6%	Increased +7.9%
MSA-3	Blue	49	Very High 95.9%	Maintained +0.5%
MSA-4	-	41	Very High 97.6%	Increased +1.4%
MSA-SA	-	36	High 91.7%	Declined -1.2%
MPS	Blue	239	Very High 96.2%	Maintained +0.6%
MPS-LA	Blue	203	Very High 97.0%	Increased +1.1%
LAUSD	Orange	31,647	Medium 81.2%	Declined -1.7%
SDUSD	Yellow	7,007	Medium 89.2%	Maintained -0.3%
SAUSD	Yellow	3,671	Medium 87.8%	Maintained -0.6%
STATE	Green	509,504	Medium 85.7%	Increased +2.0%

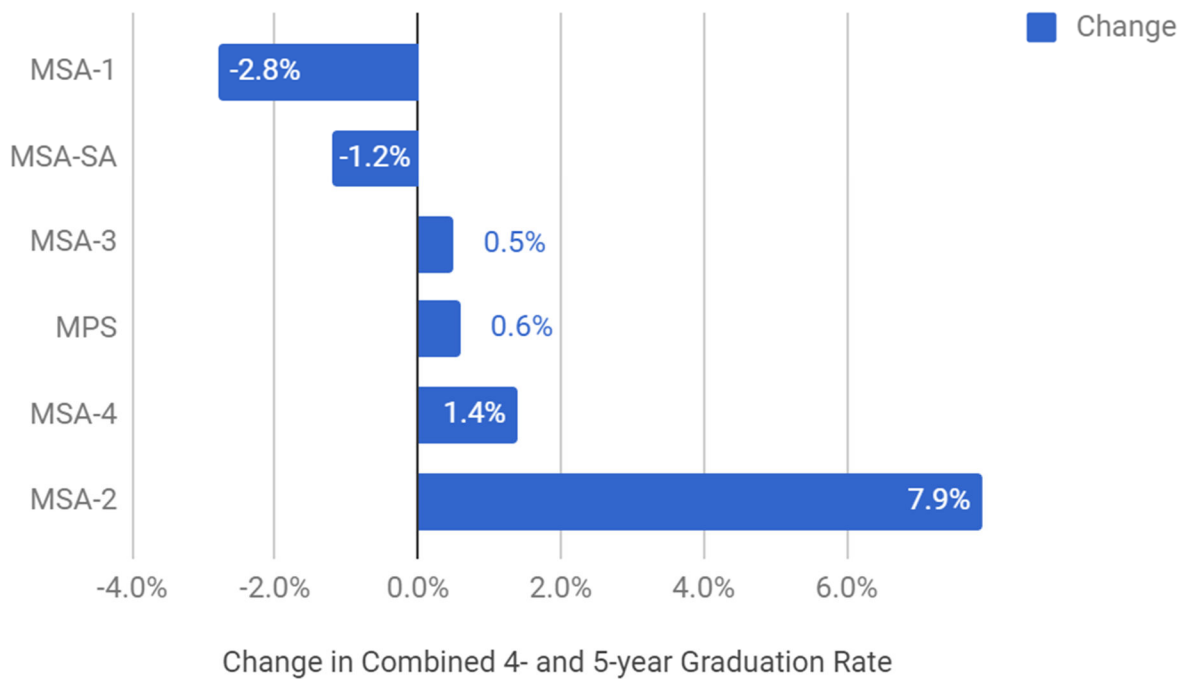
		Graduation Rate (9-12) - All Students Report				
		Graduation Change				
		Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Graduation Status	Very High 95.0% or greater		1	3	2	
	High 90.5% to less than 95.0%					
	Medium 80.0% to less than 90.5%					
	Low 68.0% to less than 80.0%					
	Very Low Less than 68.0%					

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
-	-	-	-	1, 2, 3

2018-19 Graduation Rate (9-12) - All Students Status



2018-19 Graduation Rate (9-12) - All Students Change



Graduation Rate (9-12) Highlights:

- All three schools have a Blue color (MSA-1, 2, and 3).
- MSA-4 and SA do not have colors since they did not have 30 or more graduates in the prior year (2017-18). If they were assigned colors, MSA-4 would have received Blue and MSA-SA Yellow.
- Fours schools have a Very High Status; one has High (MSA-SA).
- Three schools showed positive change (MSA-2, 4); two declined (MSA-1, SA).
- If MPS were considered as one LEA, it would have received a Blue performance color (Very High 96.2%, Maintained by +0.6%)
- Compared with their local districts and the state average, all five schools have a higher graduation rate.

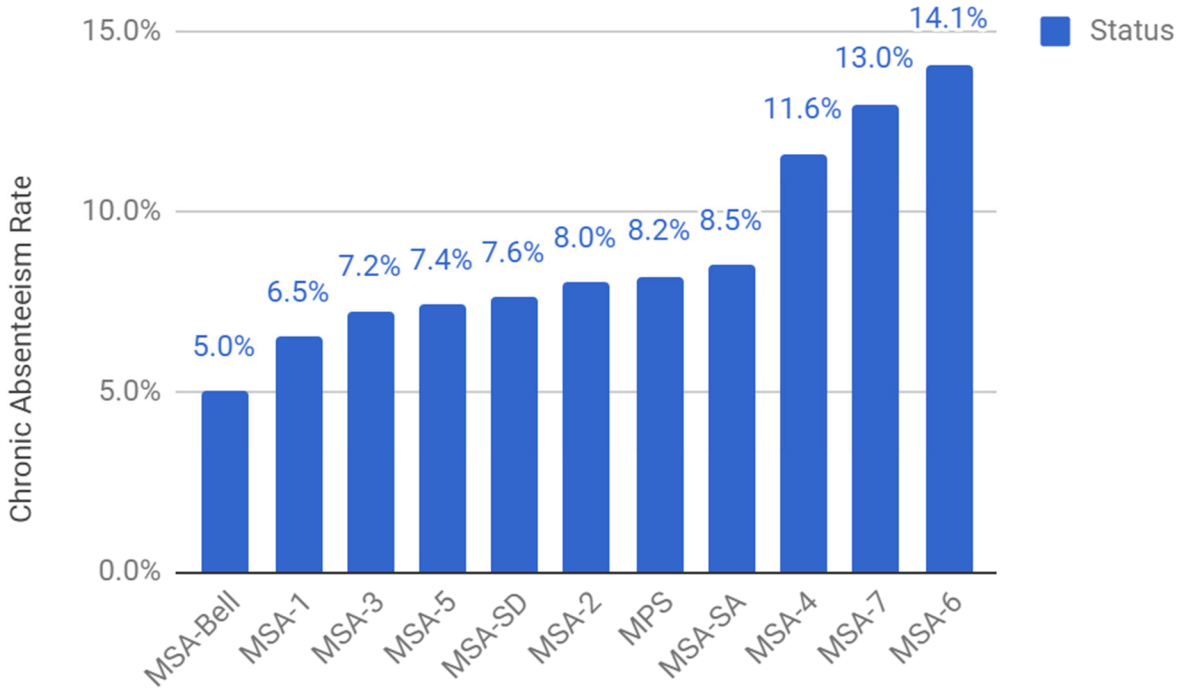
Chronic Absenteeism Rate (K-8):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	310	Medium 6.5%	Increased Significantly +3.7%
MSA-2	Green	263	Medium 8.0%	Declined -0.6%
MSA-3	Orange	291	Medium 7.2%	Increased +1.0%
MSA-4	Yellow	43	High 11.6%	Declined -1.3%
MSA-5	-	175	Medium 7.4%	-
MSA-6	Red	163	High 14.1%	Increased Significantly +12.9%
MSA-7	Orange	292	High 13.0%	Maintained -0.3%
MSA-Bell	Yellow	480	Low 5.0%	Increased +1.8%
MSA-SD	Green	422	Medium 7.6%	Declined -2.2%
MSA-SA	Orange	552	Medium 8.5%	Increased +1.2%
MPS	Orange	2,991	Medium 8.2%	Increased +0.8%
MPS-LA	Orange	2,017	Medium 8.2%	Increased +1.3%
LAUSD	Red	337,845	High 18.2%	Increased Significantly +8.0%
SDUSD	Orange	76,114	High 12.4%	Increased +0.7%
SAUSD	Orange	32,892	Medium 5.4%	Increased +1.1%
STATE	Orange	4,279,575	High 10.1%	Increased +1.1%

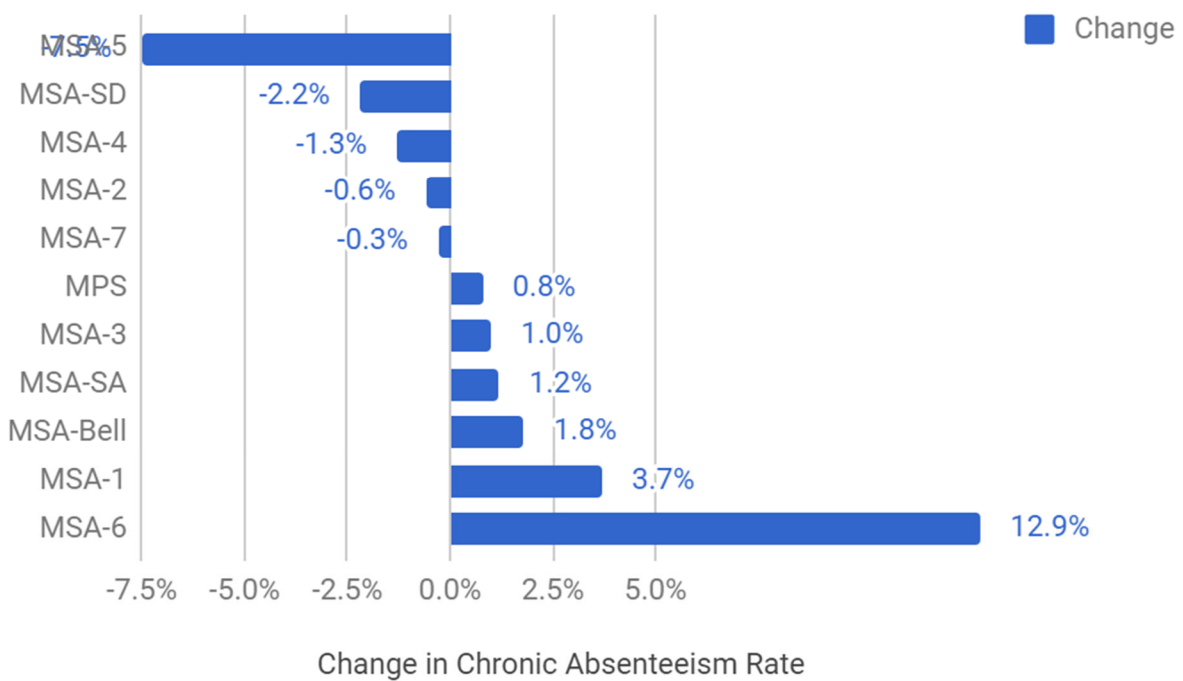
		Chronic Absenteeism Rate (K-8) - All Students Report				
		Chronic Absenteeism Rate Change				
		Increased Significantly by 3.0% or more	Increased by 0.5% to less than 3%	Maintained Declined or increased by less than 0.5%	Declined by 0.5% to less than 3.0%	Declined Significantly by 3.0% or more
Chronic Absenteeism Rate Status	Very Low 2.5% or less					
	Low More than 2.5% to 5.0%		Bell			
	Medium More than 5.0% to 10.0%	1	3, SA		2, SD	5*
	High More than 10.0% to 20.0%	6		7	4	
	Very High More than 20%					

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
6	1, 3, 7, SA	4, Bell	2, SD, 5*	-

2018-19 Chronic Absenteeism Rate (K-8) - All Students Status



2018-19 Chronic Absenteeism Rate (K-8) - All Students Change



Chronic Absenteeism Rate (K-8) Highlights:

- Two schools have a Green color (MSA-2, SD); two have Yellow (MSA-4, Bell); four have Orange (MSA-1, 3, 7, SA) and one has Red (MSA-6).
- MSA-5 would normally receive a Green color. They did not receive any color due to CDS code change.
- Three schools have high levels of chronic absenteeism (MSA-4, 6, and 7); one school has low level of chronic absenteeism (5.0%)
- Five schools increased and five declined their chronic absenteeism rates.
- If MPS were considered as one LEA, it would have received an Orange performance color (Medium 8.2%, Increased by +0.8%)
- Compared with their local districts, nine of ten schools have a better (lower) chronic absenteeism rate.
- Compared with the state average (10.1%), seven of ten schools have a better (lower) chronic absenteeism rate.

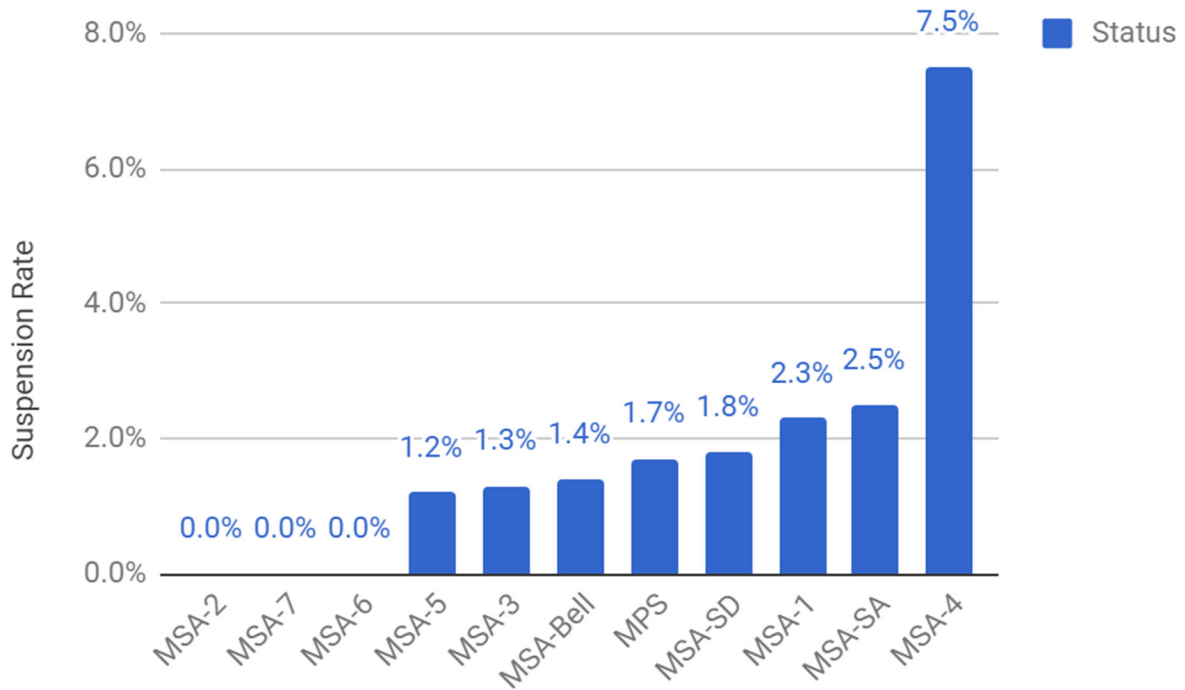
Suspension Rate (K-12):

	All Students			
	Student Performance	Number of Students	Status	Change
MSA-1	Orange	620	Low 2.3%	Increased Significantly +2.3%
MSA-2	Blue	448	Very Low 0%	Declined -0.4%
MSA-3	Blue	526	Low 1.3%	Declined Significantly -2.9%
MSA-4	Red	187	High 7.5%	Increased Significantly +7.5%
MSA-5	-	259	Low 1.2%	-
MSA-6	Blue	163	Very Low 0%	Declined -0.6%
MSA-7	Blue	296	Very Low 0%	Maintained 0%
MSA-Bell	Yellow	490	Low 1.4%	Increased +1.4%
MSA-SD	Green	437	Low 1.8%	Declined -0.7%
MSA-SA	Yellow	714	Low 2.5%	Increased +0.4%
MPS	Yellow	4,140	Low 1.7%	Increased +0.4%
MPS-LA	Yellow	2,989	Low 1.5%	Increased +0.6%
LAUSD	Blue	475,140	Very Low 0.4%	Maintained -0.1%
SDUSD	Yellow	109,528	Medium 3.8%	Maintained +0.1%
SAUSD	Yellow	48,280	Medium 3.2%	Maintained -0.1%
STATE	Yellow	6,362,507	Medium 3.4%	Maintained -0.1%

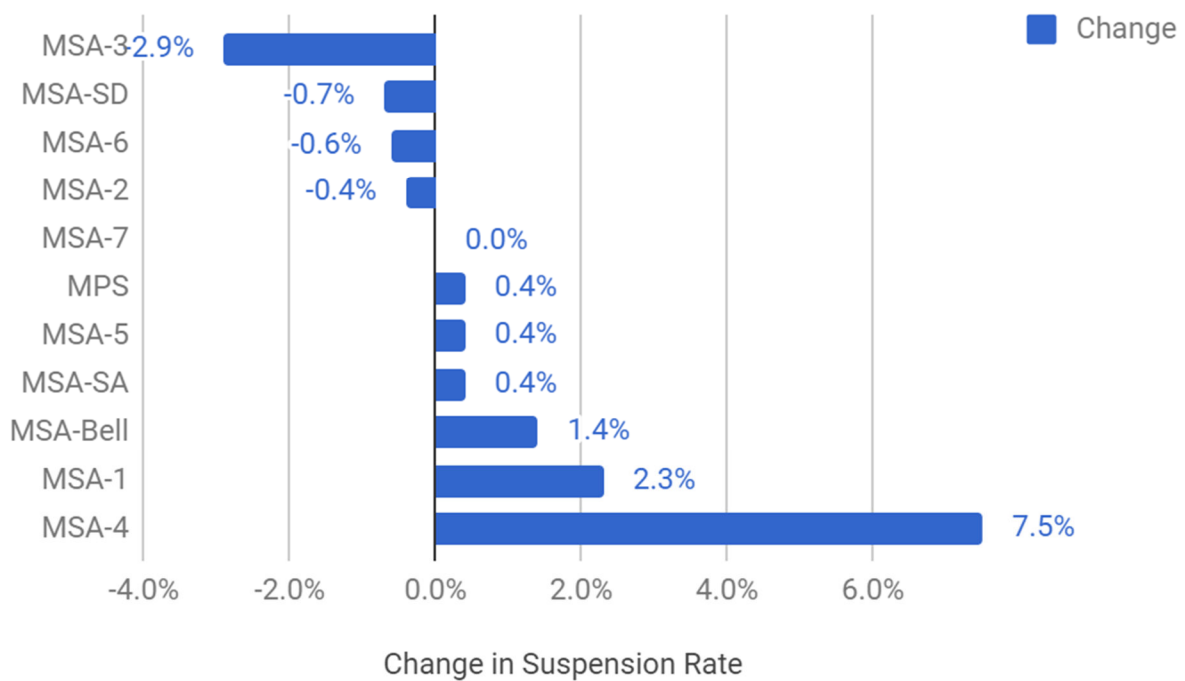
		Suspension Rate (K-12) - All Students Report				
		Suspension Change (Unified School District and K-12 Schools*)				
		Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Suspension Status (USD and K-12 Schools**)	Very Low 1.0% or less			7	2, 6	
	Low Greater than 1.0% to 2.5%	1	Bell, SA, 5*		SD	3
	Medium Greater than 2.5% to 4.5%					
	High Greater than 4.5% to 8.0%	4				
	Very High Greater than 8.0%					
		* There are separate 5x5 tables for Elementary, High, and Unified School Districts				

Schools in Each Performance Level				
Red	Orange	Yellow	Green	Blue
4	1	Bell, SA, 5*	SD	2, 3, 6, 7

2018-19 Suspension Rate (K-12) - All Students Status



2018-19 Suspension Rate (K-12) - All Students Change



Suspension Rate (K-12) Highlights:

- Four schools have a Blue color (MSA-2, 3, 6, 7); one has Green (MSA-SD); two Yellow (MSA-Bell, SA); one Orange (MSA-1); and one Red (MSA-4).
- MSA-5 would normally receive a Yellow color. They did not receive any color due to CDS code change.
- One school has a high suspension rate (MSA-4); six school have low suspension rates; and three schools have very low (0%) suspension rates (MSA-2, 6, and 7).
- Five schools increased and four declined their suspension rates.
- If MPS were considered as one LEA, it would have received a Yellow performance color (Low 1.7%, Increased by +0.4%)
- Compared with their local districts, five of ten schools have a better (lower) suspension rate.
- Compared with the state average (3.4%), nine of ten schools have a better (lower) suspension rate.

How Did MPS Perform on the Fall 2019 CA School Dashboard? (Student Groups)

In order to close the achievement and opportunity gaps and to ensure equity among student groups we need to review how each student group performed on the Dashboard. The following tables and attached reports show student group performance on the state indicators.

As demonstrated below, collectively, MPS has **13** of 167 (7.8%) student groups in Red and **62** of 167 (37.1%) student groups in Orange across the board, adding up to about **45%** of MPS student groups in Red or Orange.

Table 2: MPS Student Group Performance (# of student groups by color per state indicator)

State Indicator	Red	Orange	Yellow	Green	Blue
English Language Arts (3-8, 11)	2	19	10	3	2
Mathematics (3-8, 11)	5	15	13	3	1
College/Career (9-12)	0	0	0	3	2
Graduation Rate (9-12)	0	0	0	5	5
Chronic Absenteeism Rate (K-8)	3	16	7	8	2
Suspension Rate (K-12)	3	12	5	3	20
Total:	13	62	35	25	32

Table 3: MPS student groups with a Red performance color on the Dashboard per state indicator

State Indicator	Student Group with Red Performance Color
English Language Arts (3-8, 11)	MSA-3: EL MSA-SA: SWD
Mathematics (3-8, 11)	MSA-3: EL, SWD, AA MSA-4: SED, HI
College/Career (9-12)	None
Graduation Rate (9-12)	None
Chronic Absenteeism Rate (K-8)	MSA-6: SWD MSA-7: SWD, HI
Suspension Rate (K-12)	MSA-4: SED, SWD, AA

EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; HI: Hispanic

The following tables show student group performance for each school per state indicator.

Fall 2019 - Equity Report																	
State Priority 4: Student Achievement																	
State Priority 8: Outcomes in a Broad Course of Study																	
2018-19						English Language Arts (3-8, 11)			Mathematics (3-8, 11)			English Learner Progress (1-12)			College / Career Progress (9-12)		
Enrollment	SED	EL	Foster Youth	Gr. Span	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org	
MSA-1	580	88.5%	16.8%	0.0%	6-12	Orange	4	3	Orange	4	3	Medium	1	N/A	Blue	2	0
MSA-2	437	87.6%	11.9%	0.0%	6-12	Yellow	4	1	Yellow	4	3	Very High	1	N/A	Green	2	0
MSA-3	510	72.2%	5.3%	0.0%	6-12	Orange	4	4	Orange	5	5	Low	0	N/A	Green	1	0
MSA-4	176	75.6%	9.1%	0.0%	6-12	Orange	2	2	Red	2	2	Very Low	0	N/A	-	0	0
MSA-5	248	88.7%	23.8%	0.0%	6-12	-	0	0	-	0	0	High	1	N/A			
MSA-6	156	83.3%	20.5%	0.6%	6-8	Orange	3	3	Orange	3	1	Low	0	N/A			
MSA-7	291	72.5%	29.9%	0.0%	K-5	Orange	3	1	Yellow	3	1	Medium	1	N/A			
MSA-Bell	471	84.3%	12.3%	0.0%	6-8	Yellow	5	2	Yellow	5	3	Medium	1	N/A			
MSA-SD	404	26.7%	4.5%	0.0%	6-8	Blue	6	0	Green	6	1	Low	0	N/A			
MSA-SA	674	81.5%	36.4%	0.0%	K-12	Orange	5	5	Yellow	5	1	Low	1	N/A	-	0	0
MPS	3,947	76.3%	17.5%	0.0%	K-12	Orange	36	21	Yellow	37	20	Medium	6	N/A	Green	5	0
MPS-LA	2,869	82.1%	14.9%	0.0%	K-12	Orange	25	16	Orange	26	18	Medium	5	N/A	Green	5	0
LAUSD	453,276	84	21.8%	0.8%	P-Ad	Yellow	13	3	Yellow	13	4	Medium	1	N/A	Yellow	13	7
SDUSD	103,194	58.1%	20.9%	0.2%	K-Ad	Green	13	4	Green	13	4	Medium	1	N/A	Green	11	2
SAUSD	46,597	87.8%	34.8%	0.5%	P-Ad	Yellow	13	7	Orange	13	5	Low	1	N/A	Green	7	3
STATE	6,186,278	80.9%	19.3%	0.5%	P-Ad	Green	13	5	Orange	13	7	Medium	1	N/A	Yellow	13	4

State Priority 5: Student Engagement																	
State Priority 6: School Climate																	
						Graduation Rate (9-12)			Chronic Absenteeism Rate (K-8)			Suspension Rate (K-12)					
	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org	All Students Perf.	Total Stu Grps	Grps Red / Org					
MSA-1	Blue	2	0	Orange	4	3	Orange	5	5								
MSA-2	Blue	2	0	Green	4	1	Blue	5	0								
MSA-3	Blue	1	0	Orange	3	3	Blue	5	0								
MSA-4	-	0	0	Yellow	2	0	Red	4	4								
MSA-5				-	0	0	-	0	0								
MSA-6				Red	3	3	Blue	3	0								
MSA-7				Orange	5	3	Blue	5	0								
MSA-Bell				Yellow	5	2	Yellow	5	1								
MSA-SD				Green	5	0	Green	5	2								
MSA-SA	-	0	0	Orange	5	4	Yellow	5	3								
MPS	Blue	5	0	Orange	36	19	Yellow	42	15								
MPS-LA	Blue	5	0	Orange	26	15	Yellow	32	10								
LAUSD	Orange	13	12	Red	13	13	Blue	13	0								
SDUSD	Yellow	11	4	Orange	13	11	Yellow	13	8								
SAUSD	Yellow	7	4	Orange	13	9	Yellow	13	3								
STATE	Orange	13	3	Orange	13	11	Yellow	13	4								

Fall 2019 - Equity Report																
State Priority 4: Student Achievement																
2018-19																
	Enrollment	SED	EL	Foster Youth	Gr. Span	English Language Arts (3-8, 11)										
						ALL	EL	SED	SWD	HOM	AA	HI	WH	MR		
						ALL	EL	SED	SWD	HOM	AA	HI	WH	MR	English Learner Progress (1-12)	
MSA-1	580	88.5%	16.8%	0.0%	6-12	Orange	Y	O	O			O			Medium	
MSA-2	437	87.6%	11.9%	0.0%	6-12	Yellow	Y	Y	O			Y			Very High	
MSA-3	510	72.2%	5.3%	0.0%	8-12	Orange	R	O		O		O			Low	
MSA-4	176	75.6%	9.1%	0.0%	6-12	Orange		O				O			Very Low	
MSA-5	248	88.7%	23.8%	0.0%	6-12	-									High	
MSA-6	166	83.3%	20.5%	0.6%	6-8	Orange	O	O				O			Low	
MSA-7	281	72.5%	29.8%	0.0%	K-5	Orange	O	Y				Y			Medium	
MSA-Bell	471	84.3%	12.3%	0.0%	6-8	Yellow	O	Y	O			Y	Y	O	Medium	
MSA-SD	404	26.7%	4.5%	0.0%	6-8	Blue	G	G	Y			B	B	G	Low	
MSA-SA	674	81.5%	36.4%	0.0%	K-12	Orange	O	O	R	O		O			Low	
MPS	3,947	76.3%	17.5%	0.0%	K-12	Orange									Medium	
MPS-LA	2,869	82.1%	14.8%	0.0%	K-12	Orange									Medium	
LAUSD	453,276	84	21.8%	0.8%	P-Ad	Yellow	Y	Y	O	O	Y	Y	Y	G	Medium	
SDUSD	103,164	58.1%	20.8%	0.2%	K-Ad	Green	O	O	O	Y	Y	Y	B	B	Medium	
SAUSD	46,597	87.8%	34.8%	0.5%	P-Ad	Yellow	Y	Y	O	O	O	Y	O	O	Low	
STATE	6,186,278	60.9%	19.3%	0.5%	P-Ad	Green	O	Y	O	Y	Y	Y	Y	G	Medium	

CCSA's 2017-19 Accountability Metrics: Statewide and Similar Schools Ranking

CCSA publishes school Academic Accountability Reports that show the results of every charter school based on CCSA's Accountability Framework. Reports are available for all charter schools regardless of performance.

Statewide Rank

Based on CCSA's methodology of averaging Distance from Standard (DFS) in ELA and math and ranking all schools statewide out of 10 (10 being the highest rank), MPS schools are ranked as follows:

BASED ON CDE ACADEMIC INDICATOR DASHBOARD FILES RELEASED 10/8/19.

school code (last portion of CDS)	School Name	Statewide Rank (2019)*	Statewide Rank (2018)	Statewide Rank (2017)
		This is equivalent to a statewide rank out of 10, based on the schoolwide average Distance from Standard *Based on initial CAASPP results averaged to school level	This is equivalent to a statewide rank out of 10, based on the schoolwide average Distance from Standard	This is equivalent to a statewide rank out of 10, based on the schoolwide average Distance from Standard
0109157	Magnolia Science Academy San Diego	9	8	9
0115030	Magnolia Science Academy 3	2	3	4
0115212	Magnolia Science Academy 2	4	3	3
0117622	Magnolia Science Academy 4	1	2	1
0117648	Magnolia Science Academy 6	5	6	4
0117655	Magnolia Science Academy 7	6	6	7
0122747	Magnolia Science Academy Bell	3	3	4
0130765	Magnolia Science Academy Santa Ana	4	4	5
0137679	Magnolia Science Academy 5			
6119945	Magnolia Science Academy	5	5	5

Target: State Rank of 4 or above in 2 of 3 years.

School	Statewide Rank (2019)
MSA-SD	9
MSA-7	6
MSA-1	5
MSA-6	5
MSA-5	-
MSA-2	4
MSA-SA	4
MSA-Bell	3
MSA-3	2
MSA-4	1

Four of nine schools (MSA-1, 6, 7, and SD) have ranks of 5 and above. MSA-2 and MSA-SA have a ranking of 4. If MSA-5 had received a ranking, it would also have a rank of 5 or above. Overall, **seven of ten** MPS would score state rank of 4 or above meeting CCSA's initial filters for charter renewal considering 2019 only.

Similar Schools Rank

Source: <https://www.ccsa.org/what-we-do/student-success>

CCSA created the Similar Students Ranks (SSR), as a key component of the CCSA Accountability Framework. The Similar Students Rank (SSR) orders schools according to how their students perform on standardized tests compared to schools serving similar students statewide. It functions as a "proxy value-add" measure by comparing each school's performance to a prediction based on how schools with similar demographic characteristics perform.

The SSR sets a minimal bar of performance that allows for uniformly high expectations while taking into account students' backgrounds. The SSR is used as one component of CCSA's Minimum Academic Accountability Criteria, which also includes status, growth and post-secondary readiness. CCSA's Minimum Criteria do not attempt to measure or define high quality or supersede any performance goals set by the state or federal government. These criteria are only meant to determine which charters have academic outcomes that warrant academic renewal advocacy and which charters do not.

- To what extent is the school missing or surpassing its predicted performance?
- How does the school's difference between predicted and actual performance compare to all other schools in the state?

These questions are answered using linear regressions for each grade and subject. The regressions control for variables that are related to academic achievement (e.g., parent education, socioeconomic status, race/ethnicity, etc.). Actual achievement minus predicted achievement produces a raw SSR score. After averaging ELA and Math in each grade, CCSA weights the score by the number of valid scores per grade to obtain one number for each school. These school-level SSR scores are ranked from lowest to highest and allow us to place schools into the 10 decile ranks. The SSR calculation is based on publicly-reported achievement scores and tested-student demographics, as reported to the California Department of Education. CCSA does not produce SSR categories for schools that qualify for the DASS program, are Alternative, or have fewer than 30 valid scores.

Based on CCSA's similar students ranking, MPS schools are ranked as follows:

BASED ON CDE ACADEMIC INDICATOR DASHBOARD FILES RELEASED

		CCSA Accountability Metrics 2017 - 2019		
school code (last portion of CDS)	School Name	Similar Students Rank (2019)	Similar Students Rank (2018)	Similar Students Rank (2017)
		<small>This is equivalent to a similar schools rank out of 10. *note: this was calculated using scale scores and demographic of students served</small>	<small>This is equivalent to a similar schools rank out of 10. *note: this was calculated using scale scores and demographic of students served</small>	<small>This is equivalent to a similar schools rank out of 10. *note: this was calculated using scale scores and demographic of students served</small>
0109157	Magnolia Science Academy San Diego	9	4	6
0115030	Magnolia Science Academy 3	2	6	5
0115212	Magnolia Science Academy 2	5	4	3
0117622	Magnolia Science Academy 4	5	5	2
0117648	Magnolia Science Academy 6	10	10	9
0117655	Magnolia Science Academy 7	3	2	5
0122747	Magnolia Science Academy Bell	4	3	6
0130765	Magnolia Science Academy Santa Ana	6	7	8
0137679	Magnolia Science Academy 5			
6119945	Magnolia Science Academy	7	7	8

Target: Similar Students Rank of 4 or above in 2 of 3 years.

School	Similar Students Rank (2019)
MSA-6	10
MSA-SD	9
MSA-1	7
MSA-SA	6
MSA-2	5
MSA-4	5
MSA-5	-
MSA-Bell	4
MSA-7	3
MSA-3	2

Six of nine schools (MSA-1, 2, 4, 6, SD, and SA) have similar students ranks of 5 and above. MSA-Bell has a ranking of 4. If MSA-5 had received a ranking, it would also have a rank of 5 or above. Overall, **eight of ten** MPS would score state rank of 4 or above meeting CCSA's initial filters for charter renewal considering 2019 only.

CCSA's Multiple Measure Review

Source: <https://www.ccsasnapshots.org/ccsa-initial-filters>

CCSA's Accountability Framework

In 2009, CCSA's Member Council, in consultation with technical experts, led the development and introduction of a fair and transparent Accountability Framework that sets Minimum Academic Accountability Criteria to measure academic performance of charter schools. The framework provides all charter schools with tools to examine their individual performance and also helps present a clear picture of the performance continuum across the entire movement.

To this day, CCSA uses this framework to:

- Identify struggling schools in need of targeted interventions;
- Guide our advocacy efforts, in support of and in opposition to, renewing and replicating charter schools;
- Provide all charter schools with tools to examine their individual performance; and
- Help present a clear picture of the performance of the entire movement.

Minimum Academic Accountability Criteria

While there are many important aspects to measuring the performance of a charter school, CCSA believes student academic outcomes should be the single most important measure of a school's success at the time of charter renewal or replication.

CCSA's Accountability Framework is made up of two parts - an initial review of publicly available test score and postsecondary readiness data and then, for the subset of schools underperforming on all initial criteria, a Multiple Measures Review based on public and non-public data that is tailored to a school's mission and outcomes. CCSA's Minimum Academic Accountability Criteria does not apply for schools designated as DASS (Alternative), less than four years old, or schools with 30 or fewer valid test takers.

Initial Filters

Charters meeting ANY initial filter OR showing academic success through the Multiple Measure Review meet the academic threshold to receive CCSA's full advocacy support for renewal or replication. CCSA opposes renewal and replication for schools below ALL initial filters AND that do not demonstrate academic success through the Multiple Measure Review. CCSA updates these filters annually based on available data. As such the below initial filters are broken down by year:

Criteria for Schools Renewing in the 2020-2021 Academic Year

<p>1) Status Measure*</p> <ul style="list-style-type: none"> Schools must have a State Rank of 4 or above in 2 of 3 years. CCSA uses a weighted average of SBAC scale scores measuring how far the average student is above/below the "Met" standard and ranked 0-100th percentile statewide as well as turned into rankings of 1-10. (This is called the "Distance from Standard" or "DFS".)
<p>2) Growth* / Postsecondary readiness</p> <ul style="list-style-type: none"> Elementary/middle schools: Growth over time on SBAC An increase on the Distance from Standard "DFS" measure by at least 14 scale score points on SBAC between 2016-17 and 2018-19 (the 75th percentile of growth statewide.) High schools: 45% or more of 12th grade graduates are considered "prepared" on the College/Career CA School Dashboard indicator in 2 of 3 years.
<p>3) Similar Students</p> <ul style="list-style-type: none"> A Similar Students Rank of 4 or above in 2 of 3 years. This measures how schools are performing with similar students across the state.

Multiple Measure Review

Schools below ALL the initial filters can share outcomes aligned to California's 8 state priorities as described in the school's Local Control Accountability Plan (LCAP). Schools can tell their own story of success by choosing measures most closely aligned to their mission.

How did MPS schools perform on CCSA's Accountability Criteria?

All MPS schools meet CCSA's Accountability Criteria and qualify for renewal support based on academics.

School	OVERALL	State Rank	Similar Students Rank	% Prepared CCI (High School) or 3-Year Growth (Elem/Middle)
MSA-1	Above	Above	Above	Above
MSA-2	Above	Below	Above	Above
MSA-3	Above	Below	Above	Above
MSA-4	Above	Below	Above	Above
MSA-5	N/A	N/A	N/A	N/A
MSA-6	Above	Above	Above	Above
MSA-7	Above	Above	Below	Below
MSA-Bell	Above	Below	Above	Below
MSA-San Diego	Above	Above	Above	Below
MSA-Santa Ana	Above	Above	Above	Above

MSA-1:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

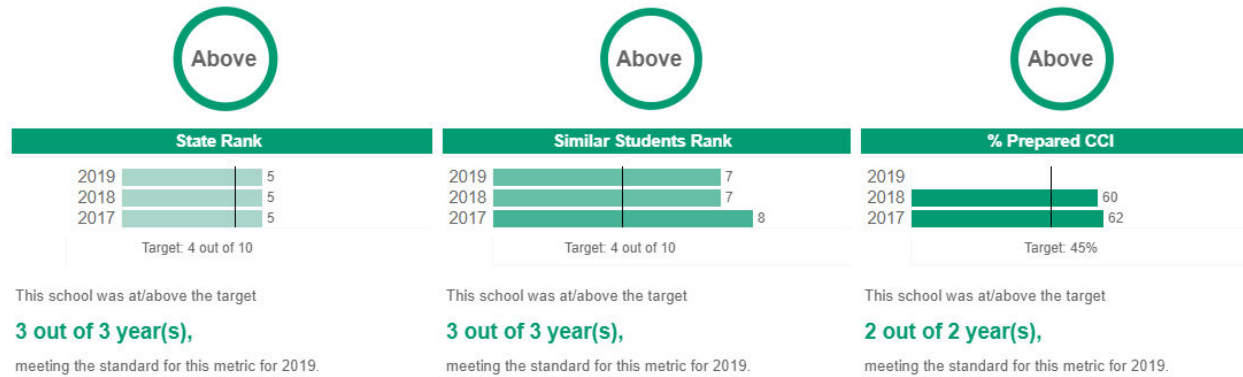
Magnolia Science Academy (Los Angeles County Office of Education)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2022

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-2:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

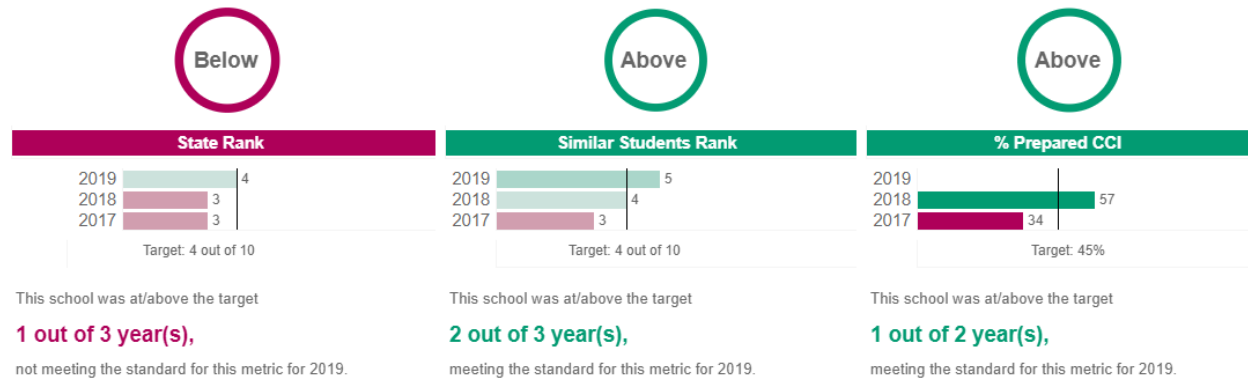
Magnolia Science Academy 2 (Los Angeles County Office of Education)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2022

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-3:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

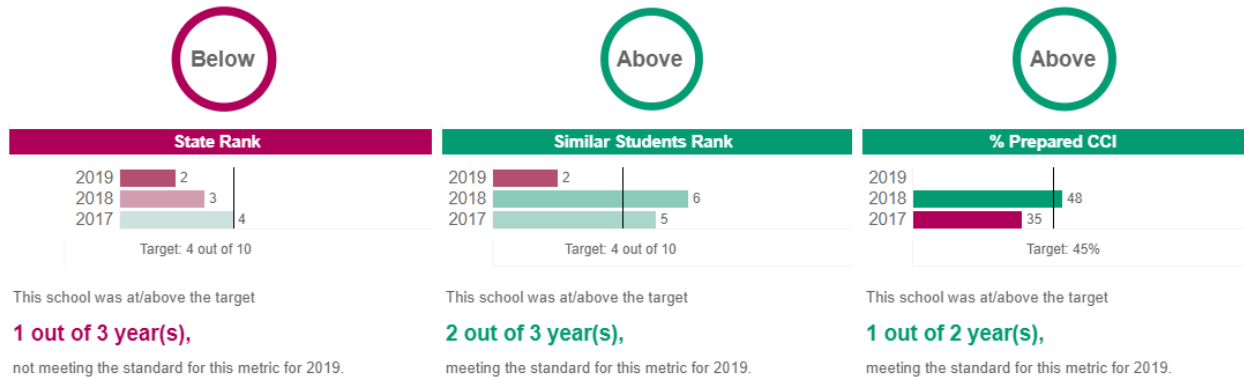
Magnolia Science Academy 3 (Los Angeles County Office of Education)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2022

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-4:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

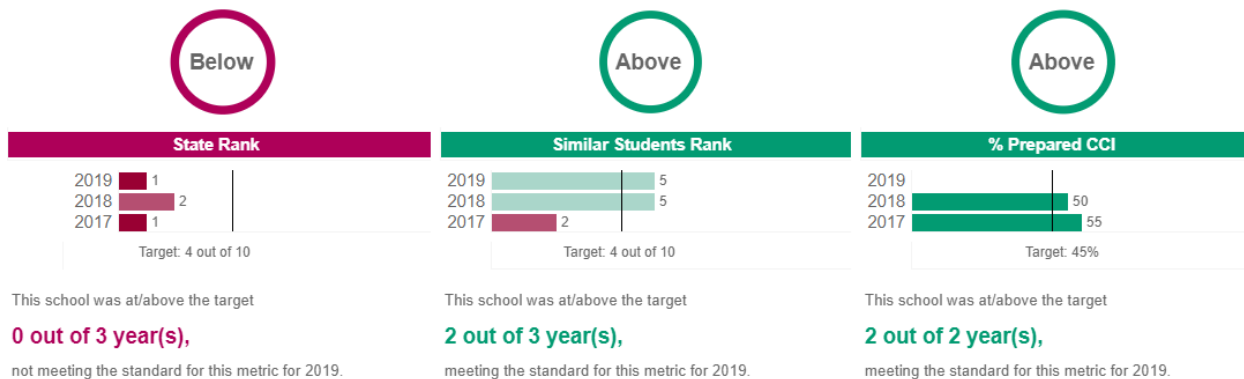
Magnolia Science Academy 4 (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2023

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-5:

School is a small school, traditional public school, or DASS school and is not part of CCSA's accountability process.



CCSA Academic Accountability Report 2018-2019

Magnolia Science Academy 5 (Los Angeles County Office of Education)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2023

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



State Rank	Similar Students Rank	3 Year Growth
------------	-----------------------	---------------

2019

This school's DFS changed by

Data Not Available

Data Not Available

*Data may be missing due to redactions of student groups le.. *Data may be missing due to redactions of student groups I.

MSA-6:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

Magnolia Science Academy 6 (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2024

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



State Rank	Similar Students Rank	3 Year Growth
------------	-----------------------	---------------



This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2019.



This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2019.



This school's DFS changed by

20 points,

meeting the 2019 target of 14 points.

MSA-7:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

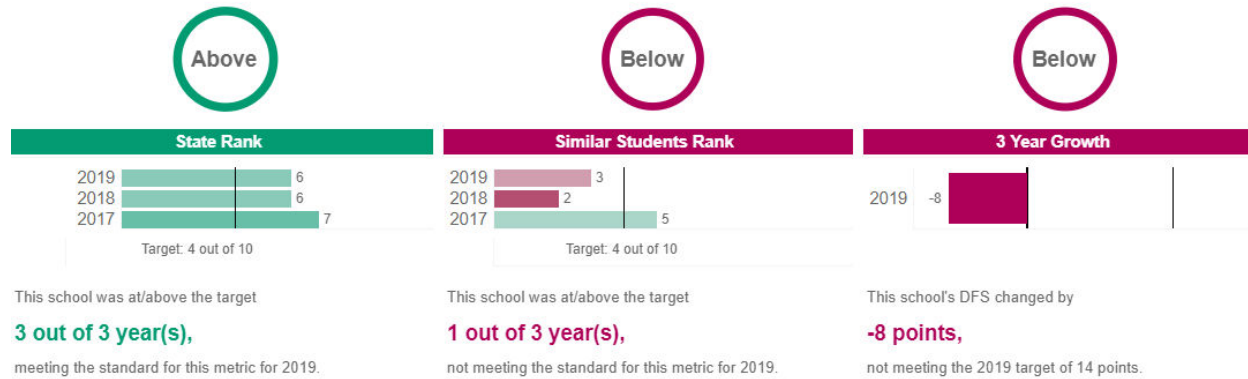
Magnolia Science Academy 7 (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2024

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-Bell:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

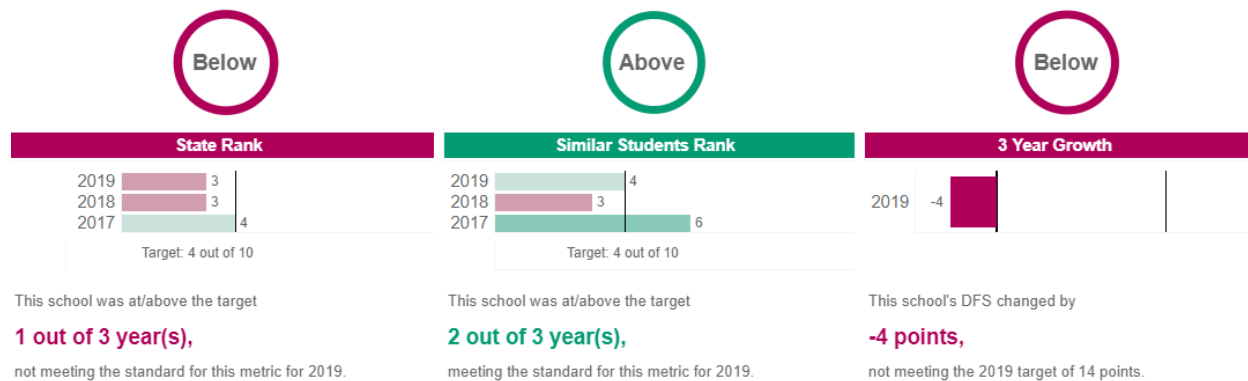
Magnolia Science Academy Bell (Los Angeles Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-San Diego:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

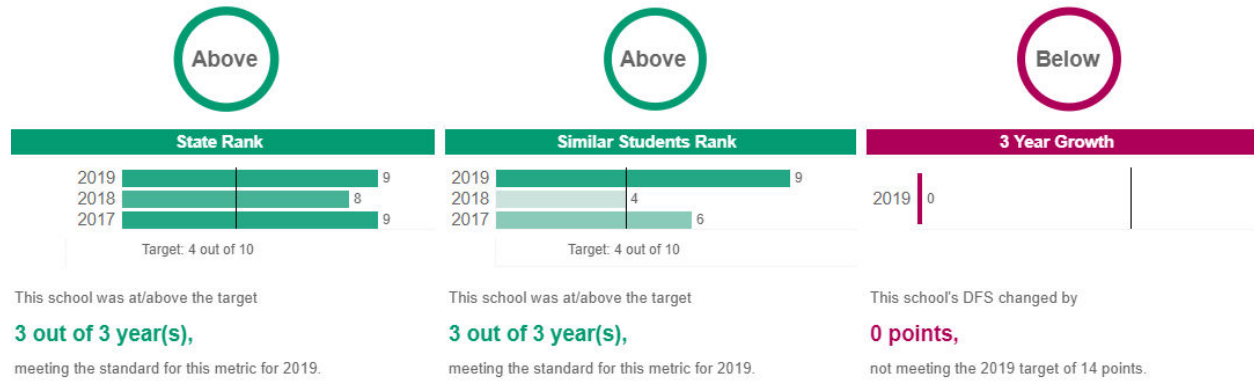
Magnolia Science Academy San Diego (San Diego Unified)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2020

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MSA-Santa Ana:

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2018-2019

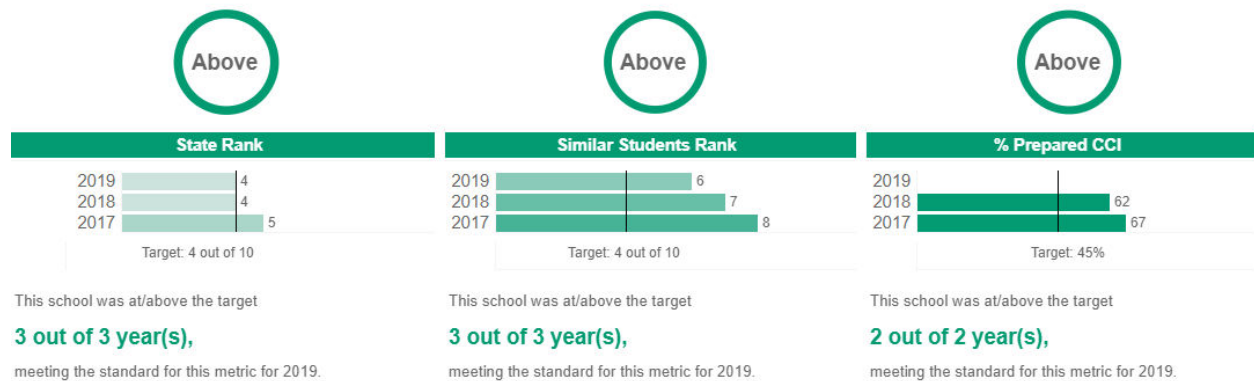
Magnolia Science Academy Santa Ana (State Board of Education)

Open Status 2019: Active
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2024

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



Dashboard and the Charter School Renewal Criteria

Charter Renewal Criteria

Charter renewal criteria have been updated by the passage of AB 1505.

Link to AB 1505: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1505

Assembly Bill No. 1505 ... Ed Code 47607. ...

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) (A) The chartering authority shall **not** deny renewal for a charter school pursuant to this subdivision if either of the following apply for **two consecutive years immediately preceding the renewal decision**:

(i) The charter school has received **the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics** adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) **For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.**

(iii) **Notwithstanding clauses (i) and (ii), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.**

(iv) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(B) **The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.**

(C) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

(3) For purposes of this section and Section 47607.2, **"measurements of academic performance"** means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based **on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English**

Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.

(4) For purposes of this section and Section 47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

(5) To qualify for renewal under clause (i) of subparagraph (A) of paragraph (2), subparagraph (A) of paragraph (1) of subdivision (a) of Section 47607.2, or paragraph (2) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) of paragraph (2), subparagraph (B) of paragraph (1) of subdivision (a) of Section 47607.2, or paragraph (2) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.

(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.

(7) Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school’s performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

(d) (1) At the conclusion of the year immediately preceding the final year of the charter school’s term, the charter school authorizer may request, and the department shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:

(A) The cumulative enrollment for each school year of the charter school’s term. For purposes of this chapter, cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year.

(B) For each school year of the charter school's term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils who were enrolled in the charter school the prior school year.

(C) For each school year of the charter school's term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the grade that is the highest grade served by the charter school, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils.

(2) When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6.

(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

(1) The corrective action proposed by the charter school has been unsuccessful.

(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(f) A charter may be revoked by the chartering authority if the chartering authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any law.

47607.2. (a) (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(2) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.

(3) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) only upon making a written factual finding, specific to the particular petition, setting forth specific facts to support the finding that the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(4) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

(b) (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

Charter Renewal Criteria and MPS

Renewal for a period of between five and seven years:

(2) (A) The chartering authority shall **not** deny renewal for a charter school pursuant to this subdivision if either of the following apply for **two consecutive years immediately preceding the renewal decision:**

(i) The charter school has received **the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics** adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) **For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.**

(iii) **Notwithstanding clauses (i) and (ii), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.**

(iv) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(B) **The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.**

Criterion (2)(A)(i)

Based on criterion (2)(A)(i) which states charter school should have received the two highest performance levels schoolwide on all the state indicators, no MPS would qualify for this type of renewal. MSA-San Diego would get close. No MPS has all green or blue schoolwide performance for all state indicators across the board for two consecutive years.

Table 4: MSA-SD’s schoolwide performance on the state indicators for the past two years

	English Language Arts (3-8)	Mathematics (3-8)	English Learner Progress (1-12)	College/Career (9-12)	Graduation Rate (9-12)	Chronic Absenteeism Rate (K-8)	Suspension Rate (K-12)
2018-19	Blue	Green	No color	N/A	N/A	Green	Green
2017-18	Green	Green	No color	N/A	N/A	Orange	Orange

Criterion (2)(A)(ii)

Based on criterion (2)(A)(ii) the first test is to check whether the school performed at or above state average for the academic measurements which are ELA, math, ELPI and CCI for the last two years. As shown in Table 5, MSA-SD meets this first test by performing above state average in ELA and math for two consecutive years.

Table 5: MSA-SD's schoolwide performance on the select state indicators for the past two years

	English Language Arts (3-8)		School >= State Average	Mathematics (3-8)		School >= State Average
2018-19	School: High 39.4 points above standard	State: Medium 3.0 points below standard	YES	School: High 21.8 points above standard	State: Low 33.5 points below standard	YES
2017-18	School: High 22.4 points above standard	State: Low 6.0 points below standard	YES	School: High 8.5 points above standard	State: Low 36.4 points below standard	YES

The second test for this criterion is to check student groups performing below the state average and comparing how those student groups performed at MSA-SD. If the majority of those groups performed higher at MSA-SD, the school would meet the second test and qualify for a renewal for a period of between five and seven years.

Non-renewal or renewal for a period of two years:

47607.2. (a) (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(2) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.

(3) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) only upon making a written factual finding, specific to the particular petition, setting forth specific facts to support the finding that the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(4) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

We are happy to announce that no MPS performed all red or orange on all state indicators and passed the first test. We need to do further analysis for the student group test to ensure no MPS is subject to this non-renewal or two-year renewal criteria.

How Does MPS Make Use of the Dashboard Data?

Reflection and LCAP Development

Throughout the year, MPS Home Office trains the principals and deans on the new accountability system, including the CA School Dashboard, the new LCAP template, state and local indicators, and other aspects of state and federal accountability. School leadership at each MPS analyzes their dashboard data carefully, considers feedback from our stakeholders through surveys and other means, and evaluates the school programs. This collaborative process allows each school to identify their strengths (“glows” or “Greatest Progress” or “Successes”) and areas for improvement or refinement (“grows” or “Greatest Needs/Performance Gaps” or “Identified Needs”) as well as setting “goals” for the upcoming years with actionable steps and specific annual measurable outcomes (“LCAP Actions/Services” & “Increased or Improved Services for low-income students, English learners, and foster youth”).

Please keep in mind that Fall 2019 is the fourth release of the CA School Dashboard. We have two years of data points (2018-19 vs. 2017-18) in the Fall 2019 dashboard for our status and change for each state indicator. As we continue to get more data over the years, we make better sense of patterns and trends. MPS will strive to get all student groups to a performance color of Green or Blue, with no student groups in Red or Orange. School leaderships set targets/measurable outcomes based on calculations by taking into account next performance level cut-offs and for the “change” to be considered as “Increased” or “Increased Significantly” in most cases, and “Maintained” in some, depending on where the student data currently is (“status”).

The above-mentioned successes, identified needs, goals/targets and action steps will be developed collaboratively at each MPS school site with all stakeholders’ involvement and reflected in each school’s LCAP. School LCAPs will be brought before the board for approval at a regular board meeting before June 30.

Employee Evaluations

The employee evaluation policy below describes how MPS uses the Dashboard to calculate 20 percent of each employee’s evaluation.

Using Student Performance as a Measure of Employee Evaluation

MPS continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform employee effectiveness. As introduced above, state and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MPS also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MPS considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MPS needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the

collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MPS will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MPS will base 20 percent of end-of-year overall evaluation on Student Performance.

The following example shows how the color-coded state indicator performance levels will be converted to points on the end-of-year overall evaluation. MPS will assign the following points to each color: Red-1, Orange-2, Yellow-3, Green-4, and Blue-5. For each state indicator, the average point (out of 5) will be calculated considering the assigned points for “all students” and each student group. After average points for each state indicator for a school are determined, these average points will be weighed such that the student achievement indicators/outcomes in a broad course of study, i.e., ELA, math, English Learner Progress Indicator (ELPI) and College and Career Readiness Indicator (CCI) will have double weight as the student engagement/school climate indicators, i.e., graduation rate, chronic absenteeism, and suspension rate. Finally, the overall score will be proportioned to 20 points since Student Performance will count as 20 percent of the end-of-year overall evaluation.

Example: Based on the following Student Group Report, a school will have the following points for each state indicator.

State Indicator	Performance Points Added for “All Students” and Student Groups	Points for Each State Indicator (out of 5)	Weight of State Indicator
Chronic Absenteeism	N/A	N/A	1
Suspension Rate	5+5+5+5+5+5=30 points out of possible 30 points	30/30 = 5/5 points	1
English Learner Progress	N/A	N/A	2
Graduation Rate	5+5+5=15 points out of possible 15 points	15/15 = 5/5 points	1
College/Career	N/A	N/A	2
English Language Arts	3+2+3+1+3=12 points out of possible 25 points	12/25 = 2.4/5 points	2
Mathematics	3+3+3+3+3=15 points out of possible 25 points	15/25 = 3/5 points	2

Student Group Report

Magnolia Science Academy - Los Angeles County

Enrollment: 540 Socioeconomically Disadvantaged: 93% English Learners: 12% Foster Youth: N/A Grade Span: 6-12 Charter School: Yes

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*	*	*	*		*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A		*	*	*	*	*		*	*	*
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			*	*	*	*		*	*	*
<u>Mathematics (3-8)</u>			N/A	N/A			*	*	*	*		*	*	*

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

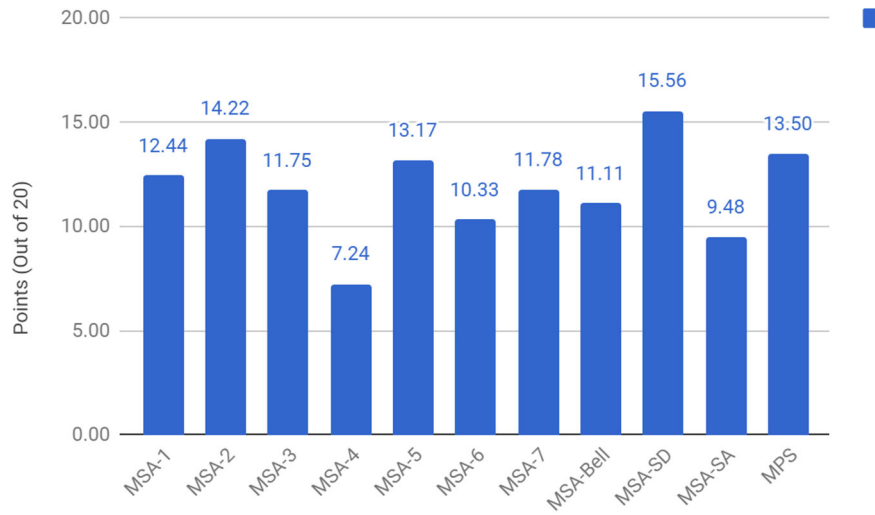
When the points for each state indicator are weighed, the school will get 5/5 points for the suspension rate, 5/5 points for the graduation rate, 4.8/10 for the ELA indicator, and 6/10 for the mathematics indicator, resulting in 20.8/30 points, corresponding to 13.87 points out of 20 points for each employee of the school on their end-of-year overall evaluation. (For Home Office employees, the same method of calculation will be used considering all schools' performance points for "all students" and each student group for each indicator.)

Evaluation Scores Based on the Dashboard

MPS has calculated student performance portion of employee evaluations as described in the policy above. The following are 2019-20 evaluation scores for MPS. We have also calculated scores for the districts and the state just to see how they would perform on MPS' Dashboard evaluation scoring metric. Most of the time stakeholders want to see a single overall number representing all the colors and indicators. The method MPS uses considers not only schoolwide performance but also each student group's performance. MPS also gives double weight to measurements of academic performance (ELA, math, ELPI, and CCD). This is consistent with the charter renewal criteria.

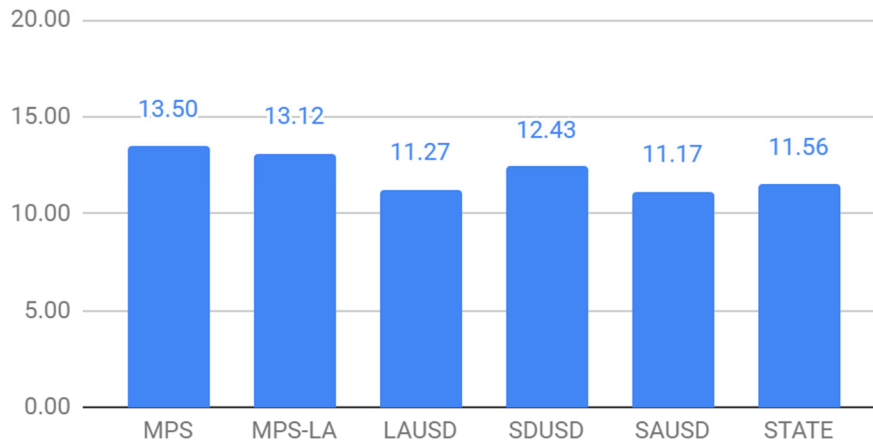
2019-20 Evaluation Points Based on the Fall 2019 CA School Dashboard				
	Pts	Max	%	Pts (out of 20)
MSA-1	28.00	45	62.22%	12.44
MSA-2	32.00	45	71.11%	14.22
MSA-3	26.43	45	58.74%	11.75
MSA-4	10.87	30	36.22%	7.24
MSA-5	19.75	30	65.83%	13.17
MSA-6	15.50	30	51.67%	10.33
MSA-7	17.67	30	58.89%	11.78
MSA-Bell	16.67	30	55.56%	11.11
MSA-SD	23.33	30	77.78%	15.56
MSA-SA	14.21	30	47.38%	9.48
MPS	30.38	45	67.51%	13.50
MPS-LA	29.52	45	65.60%	13.12
LAUSD	25.36	45	56.35%	11.27
SDUSD	27.96	45	62.14%	12.43
SAUSD	25.13	45	55.83%	11.17
STATE	26.00	45	57.78%	11.56

2019-20 Evaluation Points Based on the Fall 2019 CA School Dashboard



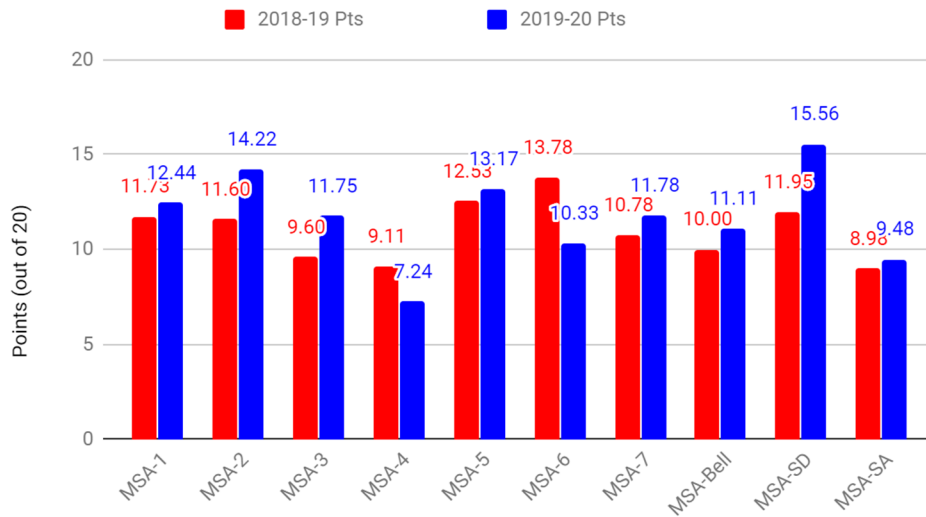
MPS outperforms the districts and the state based on MPS' Dashboard evaluation scoring metric.

2019-20 Evaluation Points Based on the Fall 2019 CA School Dashboard

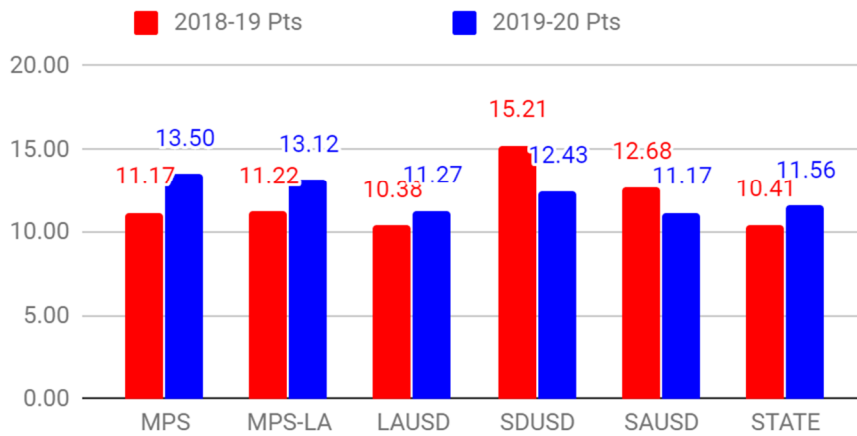


Eight of ten schools have increased their evaluation points based on the Dashboard.

2019-20 vs. 2018-19 Evaluation Points Based on the CA School Dashboard



2019-20 vs. 2018-19 Evaluation Points Based on the CA School Dashboard

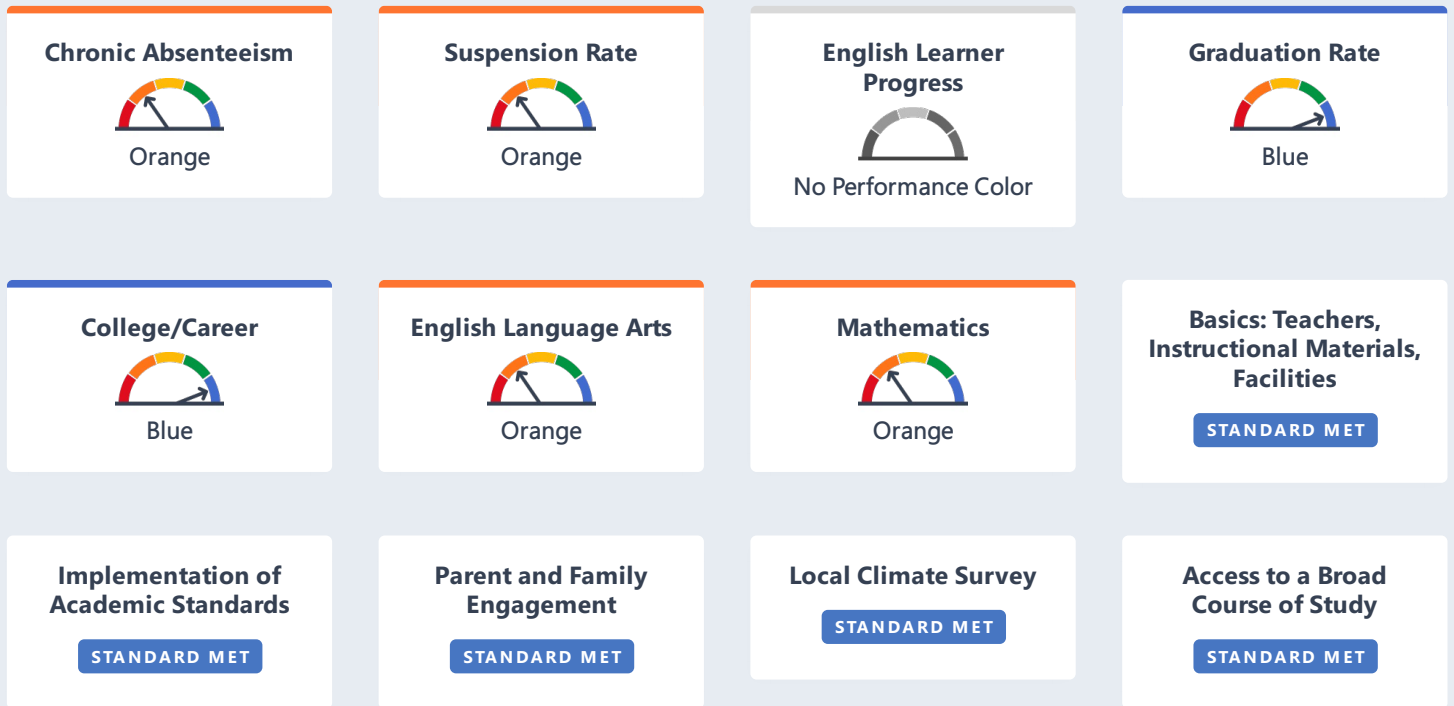


Exhibits (Attachments)

- School Performance Overview Report for each MSA

Magnolia Science Academy

Explore the performance of Magnolia Science Academy under California's Accountability System.

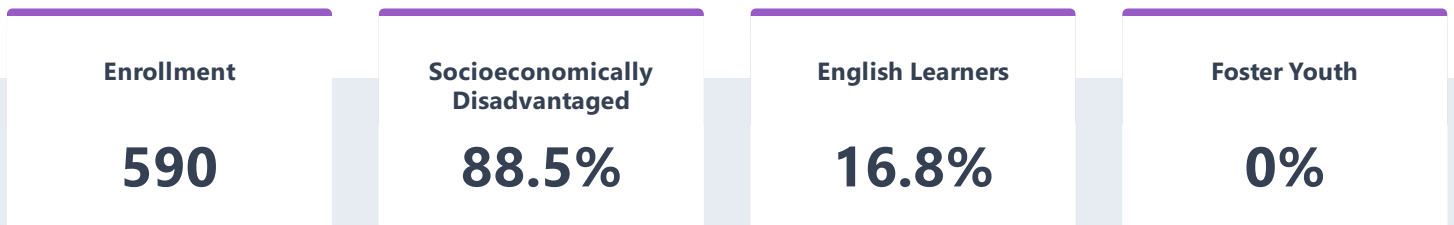


School Details

NAME Magnolia Science Academy	ADDRESS 18238 Sherman Way Reseda, CA 91335-4550	WEBSITE http://msal.magnoliapu...	GRADES SERVED 6-12
---	--	---	------------------------------

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

13.9 points below standard


Declined 4.9 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Orange

43.1 points below standard

Maintained 0.1 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

52.6% making progress towards English language proficiency


Number of EL Students: 95

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[LEARN MORE](#)

College/Career



Blue

73.2% prepared

Increased 12.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

[LEARN MORE](#)

Graduation Rate



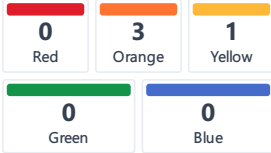
Orange

6.5% chronically absent

Increased 3.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color



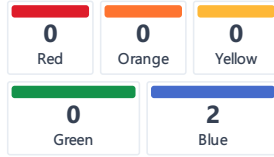
Blue

97.2% graduated

Declined 2.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



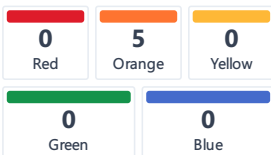
Orange

2.3% suspended at least once

Increased 2.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

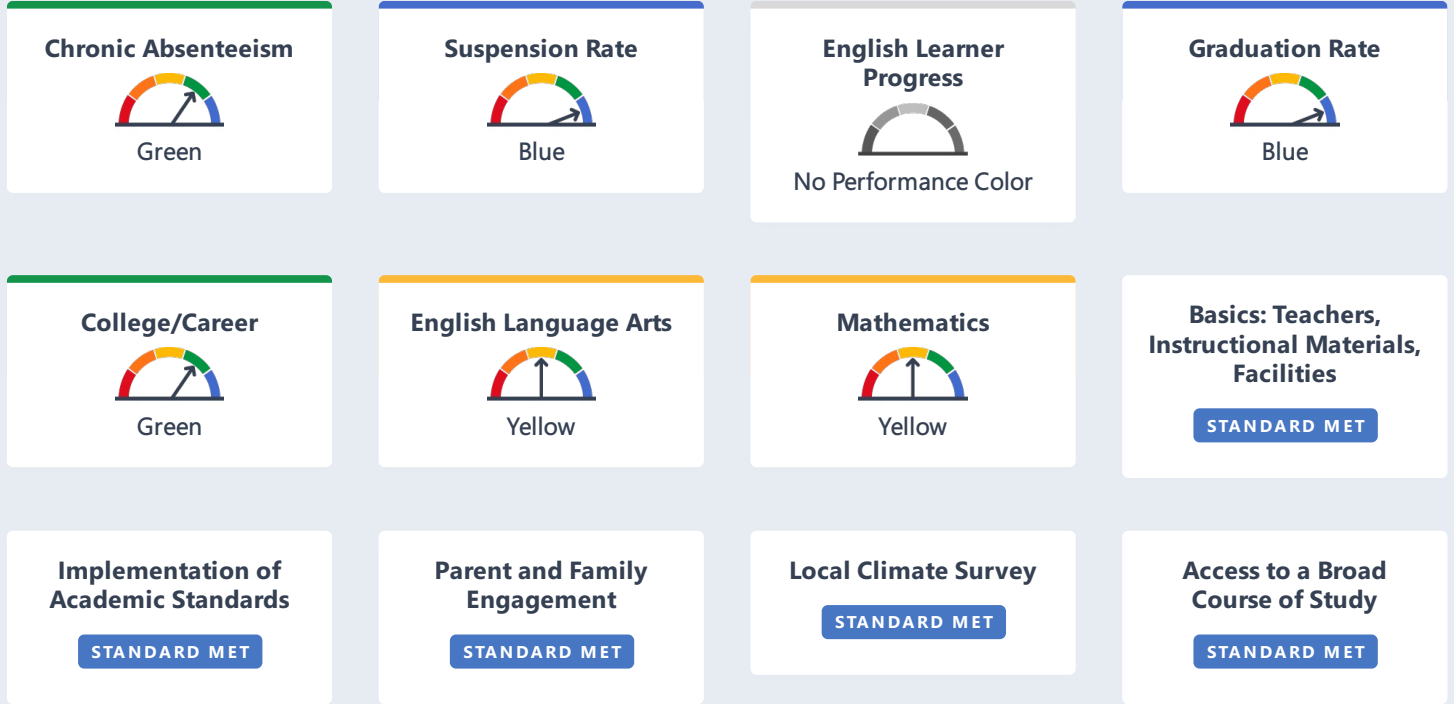
Local Climate Survey

STANDARD MET

Magnolia Science Academy

2

Explore the performance of Magnolia Science Academy 2 under California's Accountability System.

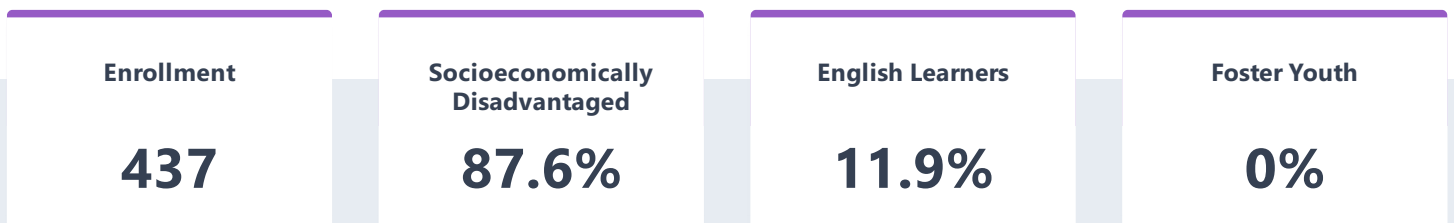


School Details

NAME Magnolia Science Academy 2	ADDRESS 17125 Victory Boulevard Van Nuys, CA 91406-5455	WEBSITE http://msa2.magnoliapu...	GRADES SERVED 6-12
---	--	---	------------------------------

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Yellow

17.4 points below standard


Increased 20 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Yellow

60.8 points below standard

Increased 5.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

71.4% making progress towards English language proficiency


Number of EL Students: 49

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[LEARN MORE](#)

College/Career



Green

60.5% prepared

Increased 2.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



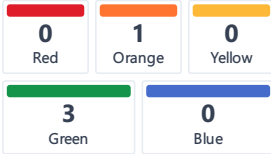
Green

8% chronically absent

Declined 0.6% ▼

EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

Graduation Rate



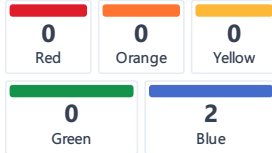
Blue

97.6% graduated

Increased 7.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY 2

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



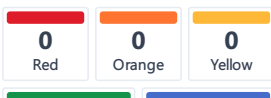
Blue

0% suspended at least once

Declined 0.4% ▼

EQUITY REPORT

Number of Student Groups in Each Color



0

Green

5

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

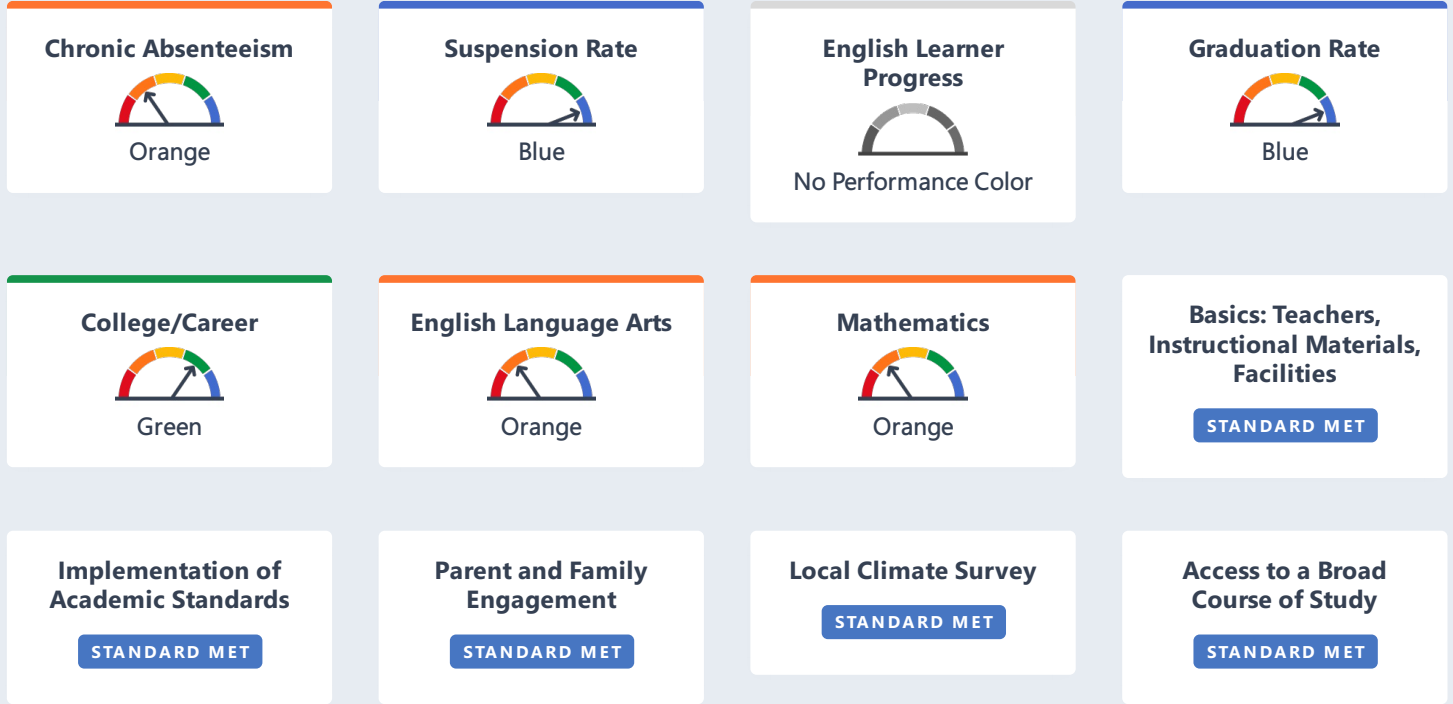
Local Climate Survey

STANDARD MET

Magnolia Science Academy

3

Explore the performance of Magnolia Science Academy 3 under California's Accountability System.

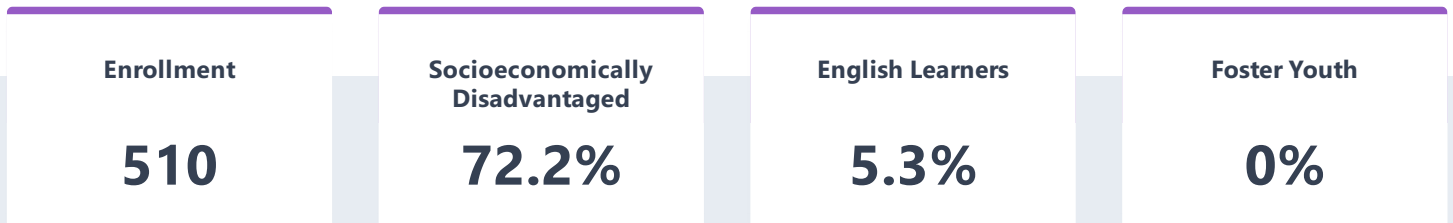


School Details

NAME Magnolia Science Academy 3	ADDRESS 1254 East Helmick Street Carson, CA 90746-3164	WEBSITE http://msa3.magnoliapu...	GRADES SERVED 6-12
---	---	---	------------------------------

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Orange

40.8 points below standard

Declined 21.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics

Orange

89.6 points below standard

Declined 13.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

3 Red	2 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

60.9% making progress towards English language proficiency

Number of EL Students: 23

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[LEARN MORE](#)

College/Career

Green

56.3% prepared

Increased 8.5% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

[LEARN MORE](#)

Chronic Absenteeism



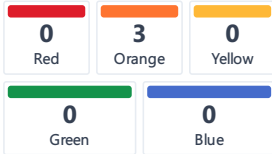
Orange

7.2% chronically absent

Increased 1% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Graduation Rate



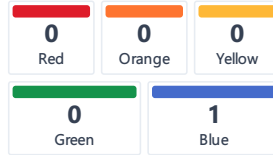
Blue

95.9% graduated

Maintained 0.5%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY 3

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



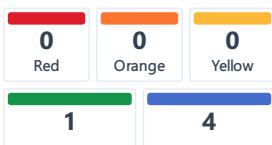
Blue

1.3% suspended at least once

Declined 2.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

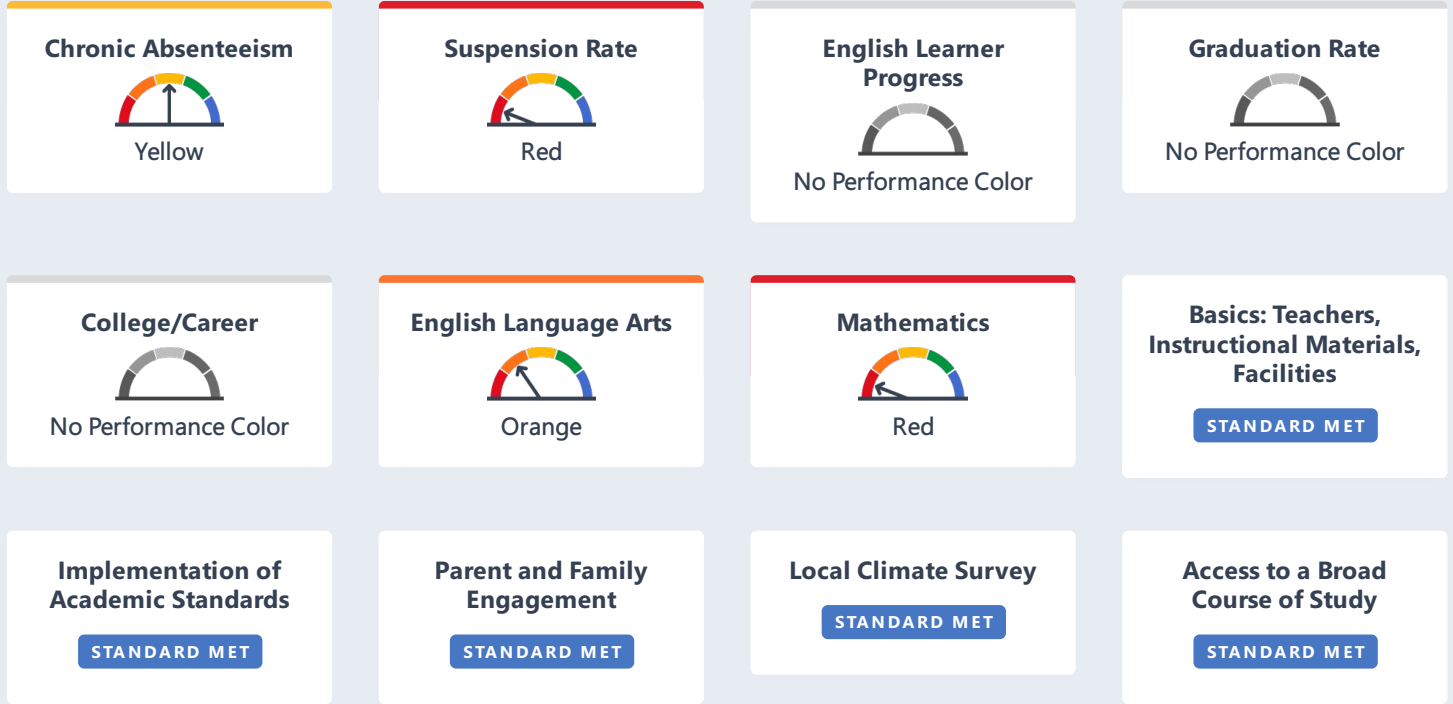
Local Climate Survey

STANDARD MET

Magnolia Science Academy

4

Explore the performance of Magnolia Science Academy 4 under California's Accountability System.

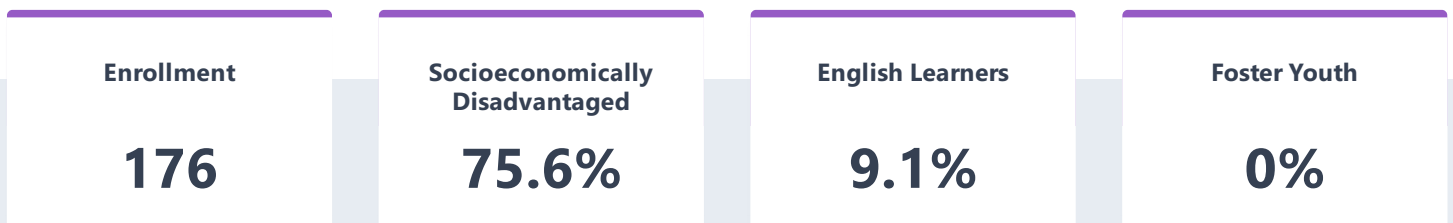


School Details

NAME Magnolia Science Academy 4	ADDRESS 11330 West Graham Place, B-9 Los Angeles, CA 90064	WEBSITE http://msa4.magnoliapu...	GRADES SERVED 6-12
---	---	---	------------------------------

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Orange

57.5 points below standard

Declined 27.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics

Red

133.7 points below standard

Declined 21.1 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	0 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

28.6% making progress towards English language proficiency

Number of EL Students: 14

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[LEARN MORE](#)

College/Career

No Performance Color

55% prepared

Maintained 1.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



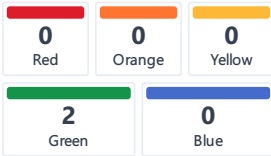
Yellow

11.6% chronically absent

Declined 1.3% ▼

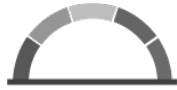
EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

Graduation Rate



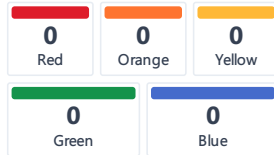
No Performance Color

97.6% graduated

Increased 1.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY 4

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Red

7.5% suspended at least once

Increased 7.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color



0

Green

0

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

LEARN MORE

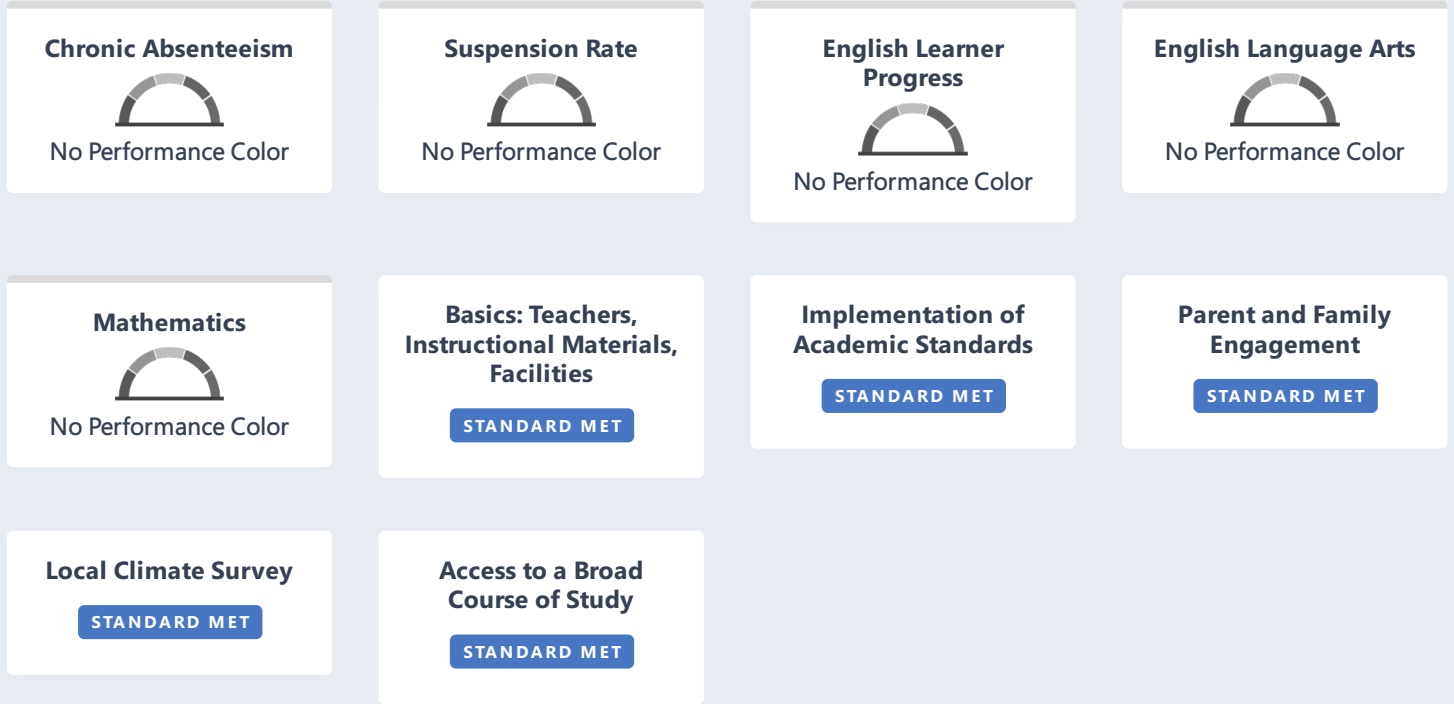
Local Climate Survey

STANDARD MET

Magnolia Science Academy

5

Explore the performance of Magnolia Science Academy 5 under California's Accountability System.

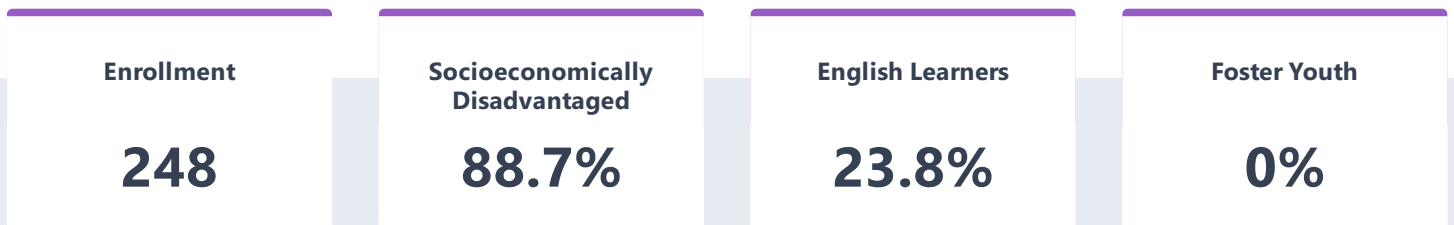


School Details

NAME Magnolia Science Academy 5	ADDRESS 18230 Kittridge Street Reseda, CA 91335-6121	WEBSITE http://msa5.magnoliapu...	GRADES SERVED 6-12
---	---	---	------------------------------

Student Population

Explore information about this school's student population.

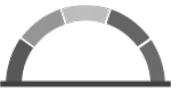


Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



No Performance Color

12.8 points below standard

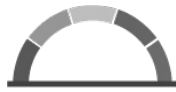
No Data

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



No Performance Color

17.9 points below standard

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

56.3% making progress towards English language proficiency

Number of EL Students: 48

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

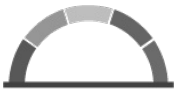
STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



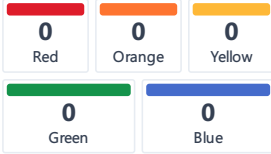
No Performance Color

7.4% chronically absent

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

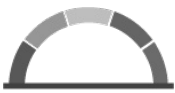
MAGNOLIA SCIENCE ACADEMY 5

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



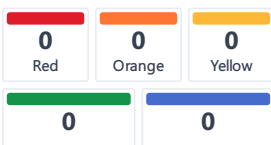
No Performance Color

1.2% suspended at least once

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

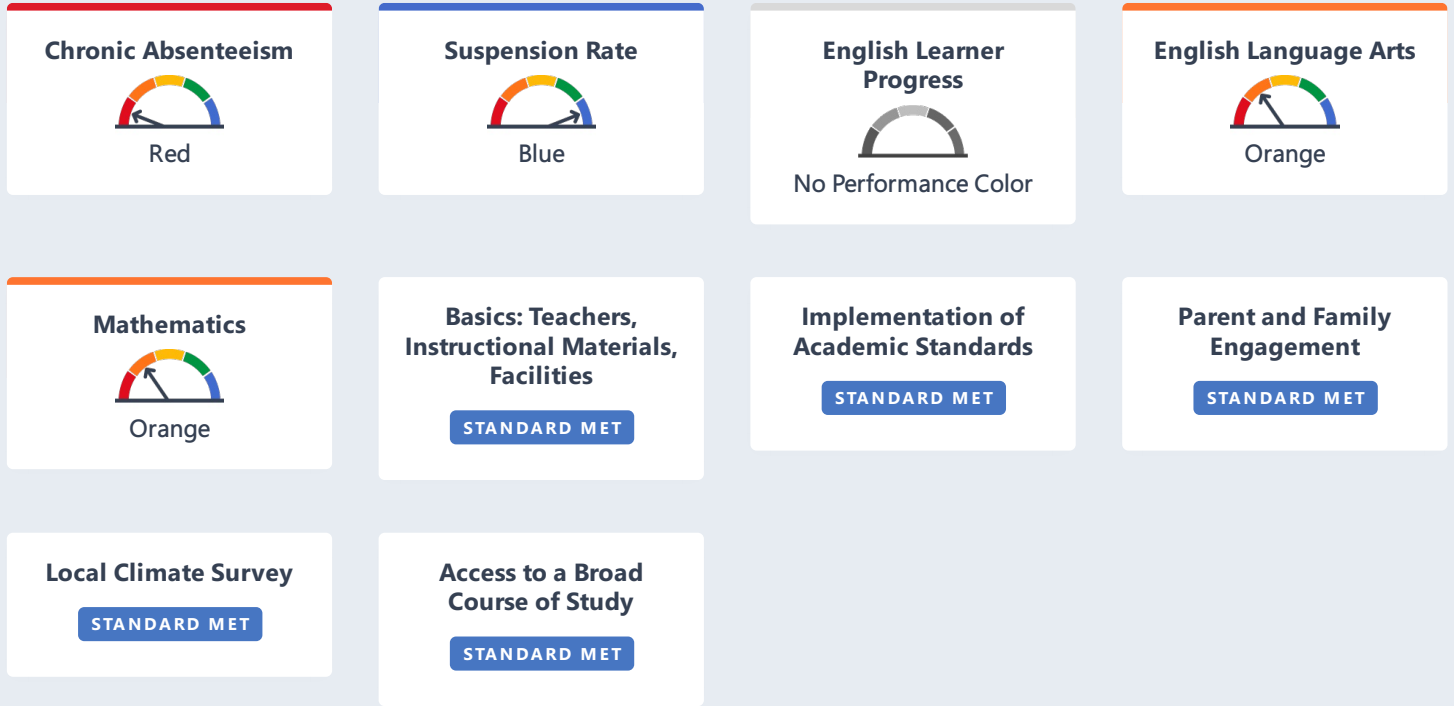
Local Climate Survey

STANDARD MET

Magnolia Science Academy

6

Explore the performance of Magnolia Science Academy 6 under California's Accountability System.

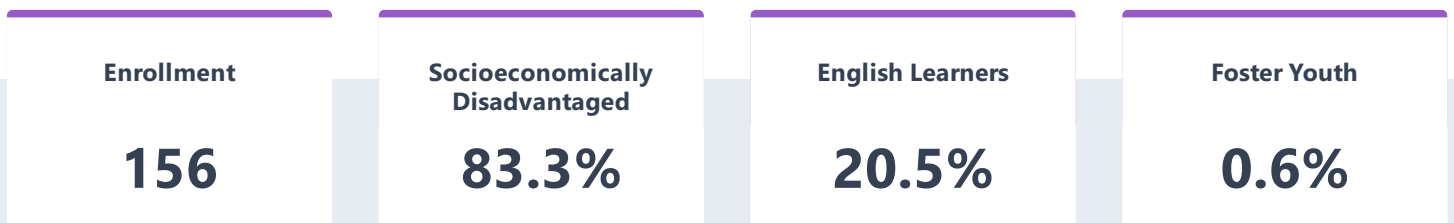


School Details

NAME Magnolia Science Academy 6	ADDRESS 3754 Dunn Drive Los Angeles, CA 90034-5805	WEBSITE http://www.msa6.magn...	GRADES SERVED 6-8
---	---	---	-----------------------------

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Orange

17.4 points below standard

Declined 14 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics

Orange

35.9 points below standard

Maintained 2.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

44.8% making progress towards English language proficiency

Number of EL Students: 29

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Red

14.1% chronically absent

Increased 12.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	2 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY 6

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0% suspended at least once

Declined 0.6% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow

0

Green

3

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

LEARN MORE

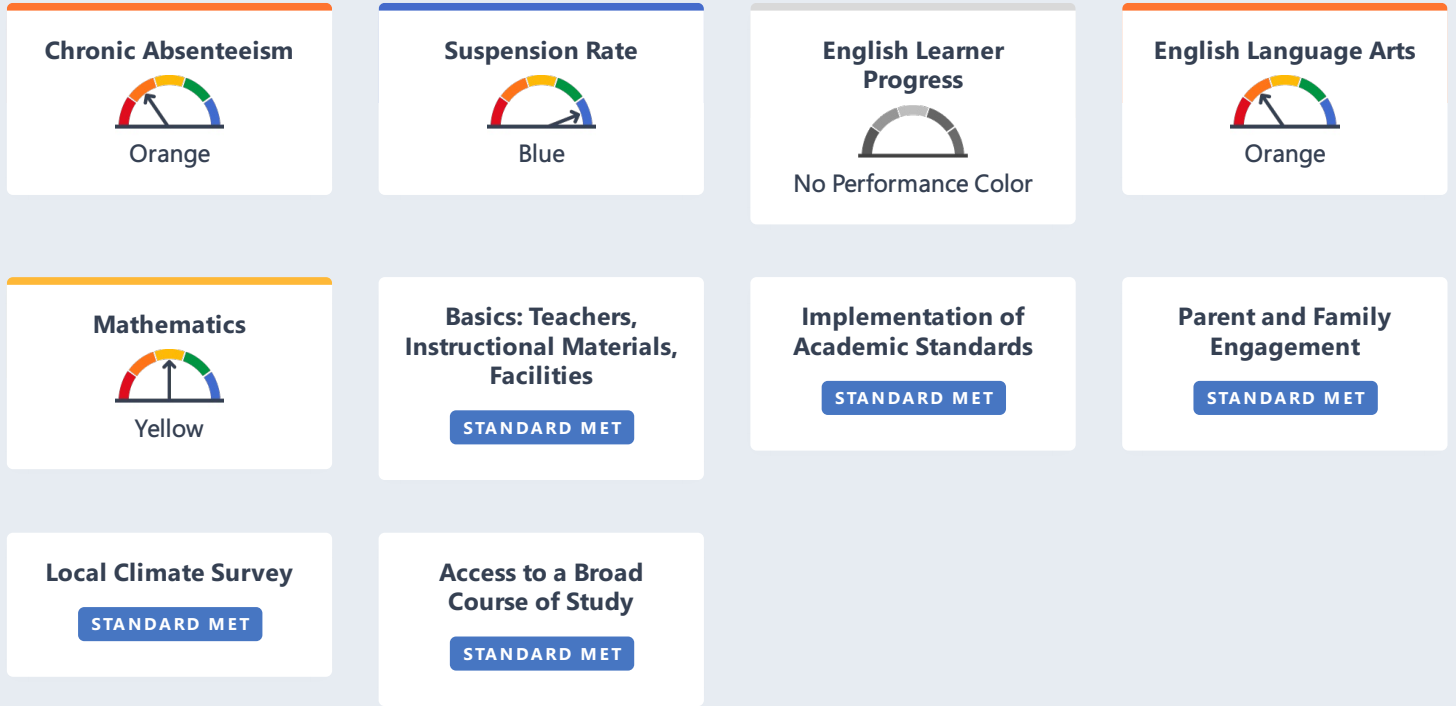
Local Climate Survey

STANDARD MET

Magnolia Science Academy

7

Explore the performance of Magnolia Science Academy 7 under California's Accountability System.

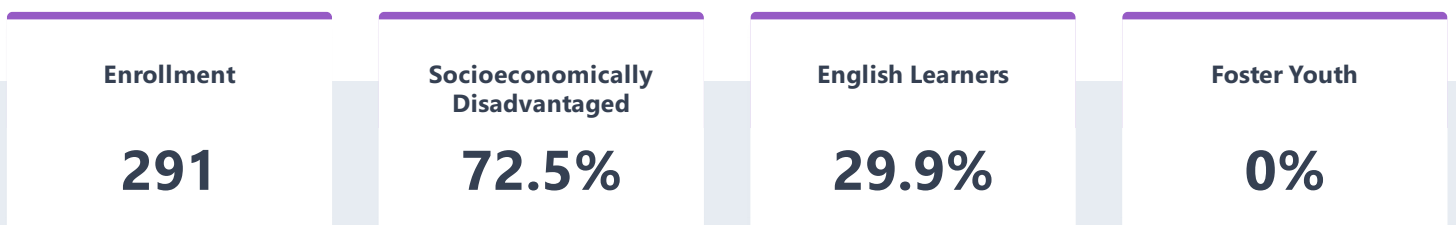


School Details

NAME Magnolia Science Academy 7	ADDRESS 18355 Roscoe Boulevard Northridge, CA 91325-4104	WEBSITE http://msa7.magnoliapu...	GRADES SERVED K-5
---	---	---	-----------------------------

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Orange

7.7 points below standard

Maintained 1.1 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics

Yellow

32.1 points below standard

Increased 3 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

46.4% making progress towards English language proficiency

Number of EL Students: 56

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Orange

13% chronically absent

Maintained -0.3%

EQUITY REPORT

Number of Student Groups in Each Color

2 Red	1 Orange	1 Yellow
1 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY 7

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow

0

Green

5

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

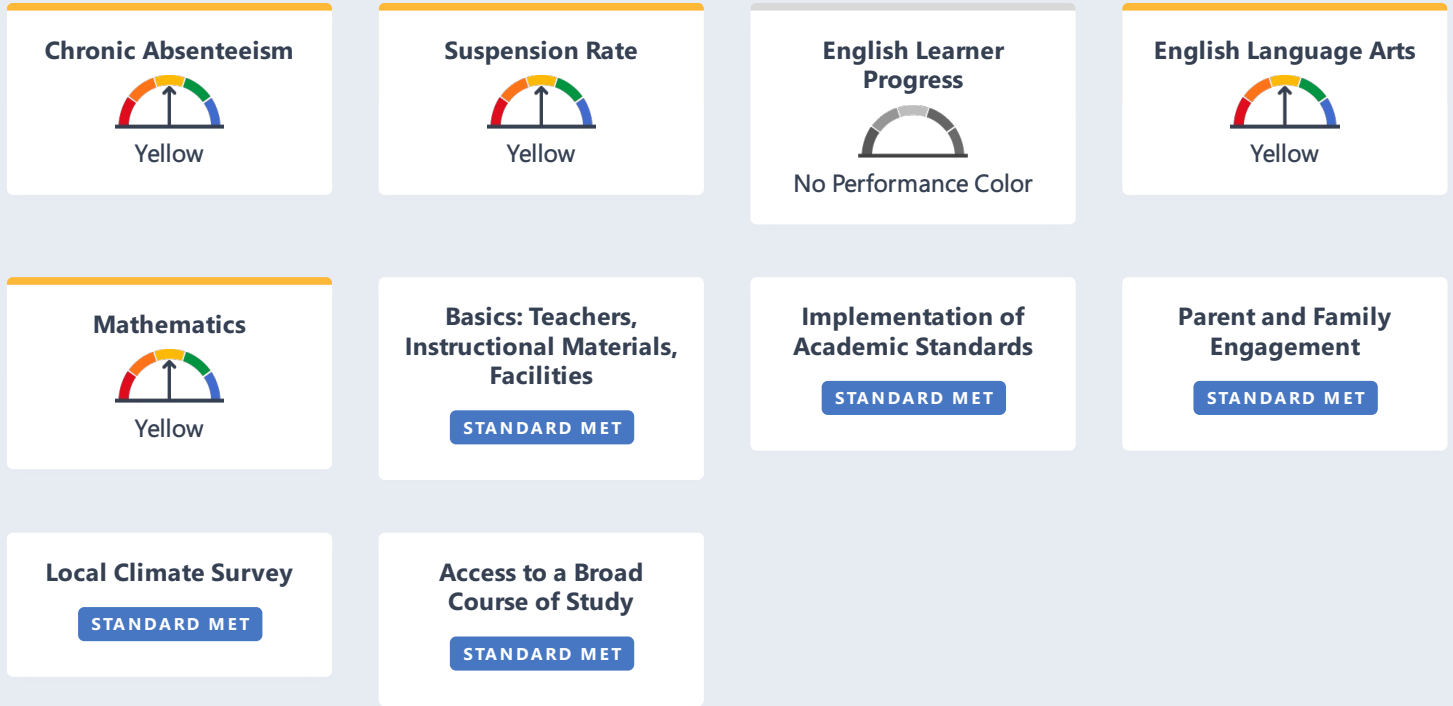
LEARN MORE

Local Climate Survey

STANDARD MET

Magnolia Science Academy Bell

Explore the performance of Magnolia Science Academy Bell under California's Accountability System.

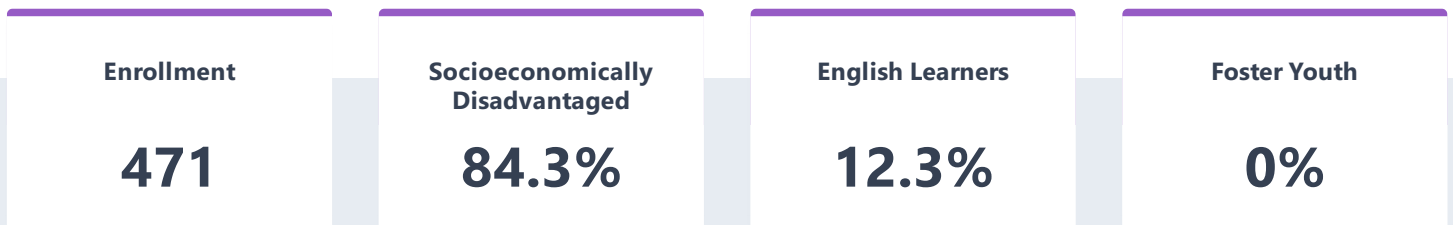


School Details

NAME Magnolia Science Academy Bell	ADDRESS 6411 Orchard Avenue Bell, CA 90201-1023	WEBSITE http://msa8.magnoliasci...	GRADES SERVED 6-8
--	---	---	-----------------------------

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Yellow

19.1 points below standard


Increased 13.4 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	3 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Yellow

74 points below standard

Increased 7 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	2 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

52.7% making progress towards English language proficiency

Number of EL Students: 55

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



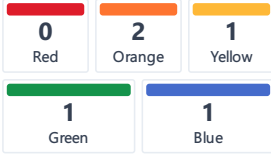
Yellow

5% chronically absent

Increased 1.8% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY BELL

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

1.4% suspended at least once

Increased 1.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

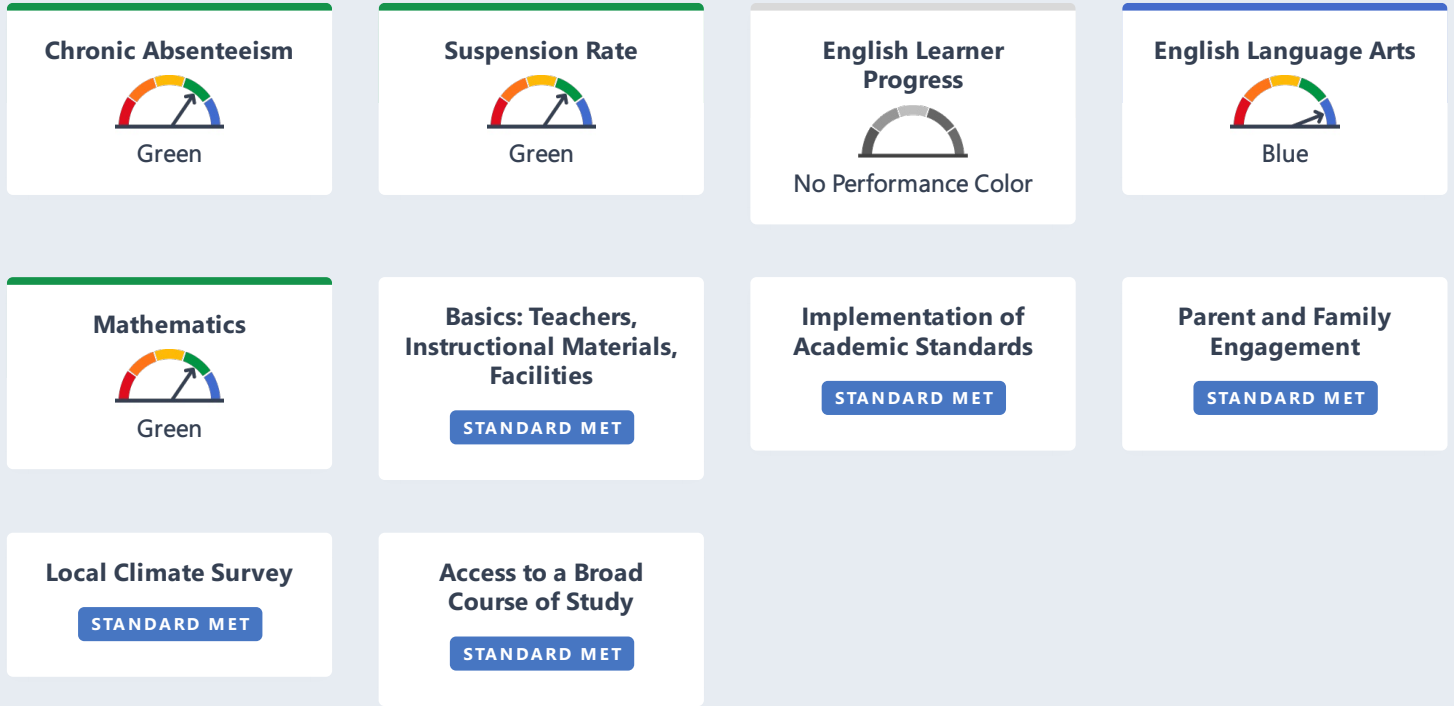
[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Magnolia Science Academy San Diego

Explore the performance of Magnolia Science Academy San Diego under California's Accountability System.

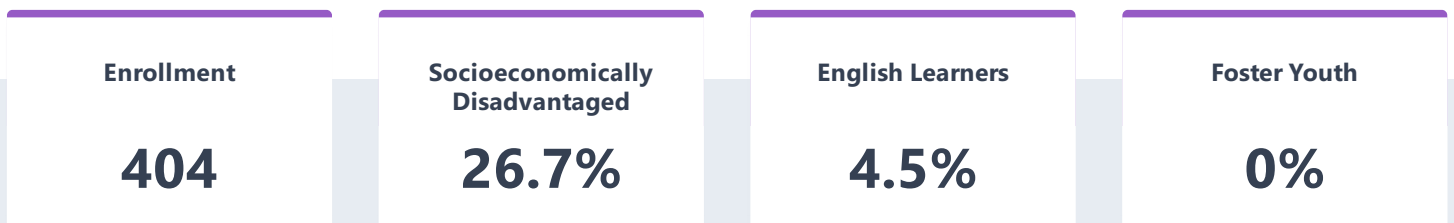


School Details

NAME Magnolia Science Academy San Diego	ADDRESS 6525 Estrella Avenue San Diego, CA 92120-2707	WEBSITE http://msasd.magnoliap...	GRADES SERVED 6-8
---	--	---	-----------------------------

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Blue

39.4 points above standard

Increased 17 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
3 Green	2 Blue	

[LEARN MORE](#)

Mathematics

Green

21.8 points above standard

Increased 13.2 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow
3 Green	1 Blue	

[LEARN MORE](#)

English Learner Progress

53.3% making progress towards English language proficiency

Number of EL Students: 15

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Green

7.6% chronically absent

Declined 2.2% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
1 Green	1 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY SAN DIEGO

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.8% suspended at least once

Declined 0.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow

1

Green

2

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

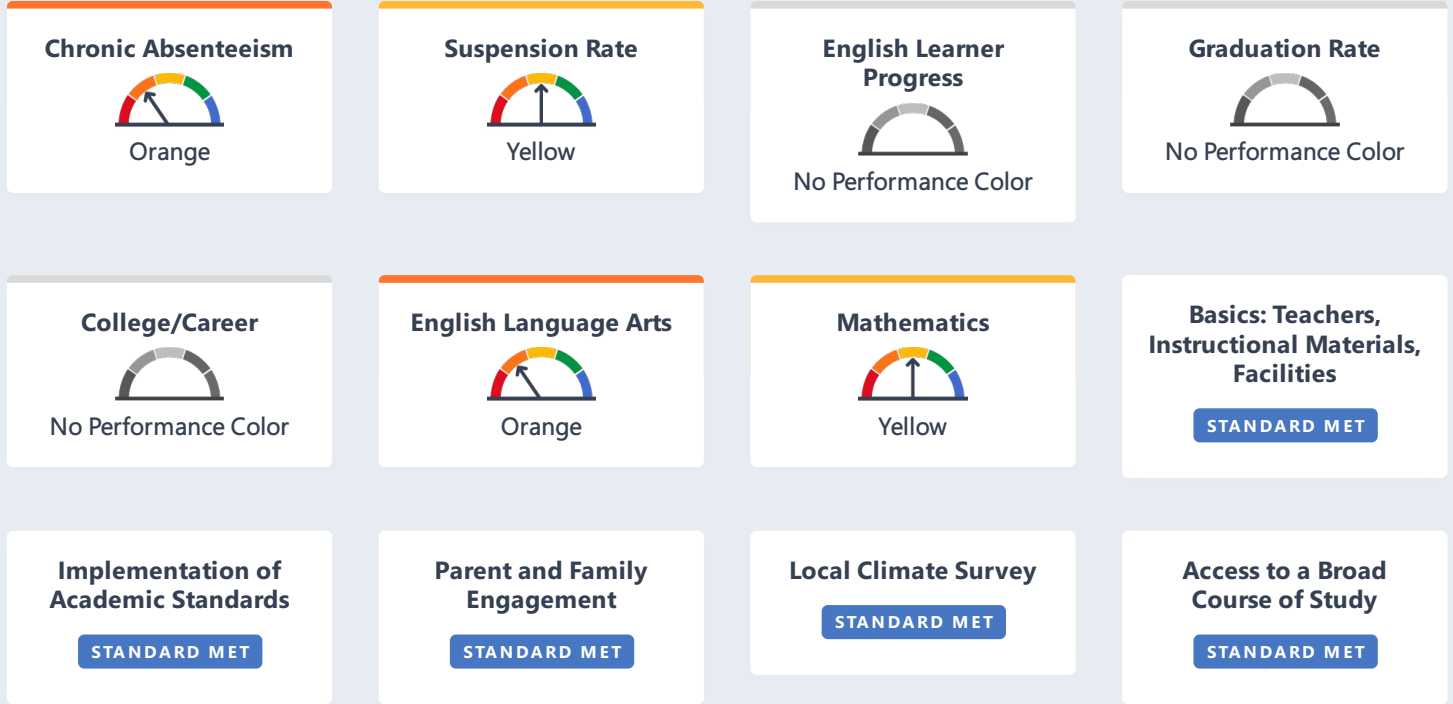
LEARN MORE

Local Climate Survey

STANDARD MET

Magnolia Science Academy Santa Ana (SBE)

Explore the performance of Magnolia Science Academy Santa Ana (SBE) under California's Accountability System.

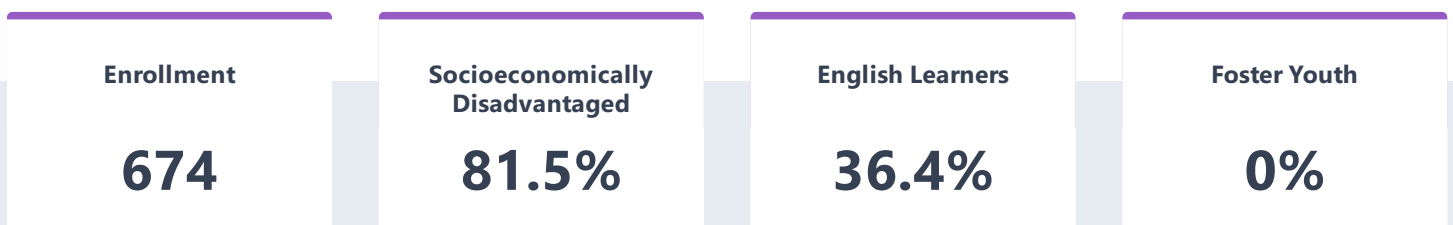


School Details

NAME Magnolia Science Academy Santa Ana (SBE)	ADDRESS 2840 West 1st Street Santa Ana, CA 92703-4102	WEBSITE http://www.msasa.mag...	GRADES SERVED K-12
---	--	---	------------------------------

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

35 points below standard


Declined 11 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	4 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Yellow

50.8 points below standard

Increased 8.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	4 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

41.9% making progress towards English language proficiency


Number of EL Students: 210

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[LEARN MORE](#)

College/Career



No Performance Color

52.8% prepared

Declined 8.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



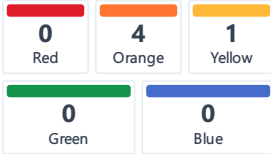
Orange

8.5% chronically absent

Increased 1.2% ▲

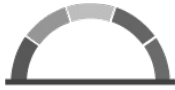
EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

Graduation Rate



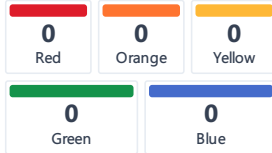
No Performance Color

91.7% graduated

Declined 1.2% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

MAGNOLIA SCIENCE ACADEMY SANTA ANA (SBE)

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



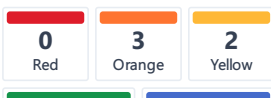
Yellow

2.5% suspended at least once

Increased 0.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color



1

Green

0

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET