MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # 2A
Date:	December 10, 2020
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Updates

Proposed Board Motion

None

Introduction
MPS Chief Academic Officer and the Academic Team will inform the Academic Committee Members on updates and activities regarding the academic program and services organization-wide.

Background
None

Analysis (If applicable)
None

Budget Implications
None

Exhibits (attachments):
Academic Updates PowerPoint

ACADEMIC UPDATES
2020-21 Academic Committee Meeting

Distance Learning Progress

Distance Learning V.2 Improvements
- Added new **instructional programs** and **effective approaches**,
  - High quality Distance Learning Instruction - **PDs**, **observation tool** and ongoing support
  - Zones of Regulation Social Emotional Program
  - Trauma Informed Care and Practices
  - Mental Health and Wellness Awareness for resources
  - School specific programs (IXL, Nearpod, Paper, MyON, Standards Plus)
- Addressing and **mitigating the learning loss** due the Covid-19 closures
  - **MTSS @ MPS**, **Saturday School Guide**, **Small Group Instruction Guide**, Data Analysis Workshops
- Providing **staff with new professional developments on Distance Learning**. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
  - Virtual classroom observations in Math, ELA and ELD classrooms
- Established **set class schedules** and meeting times
- Improving **engagement, attendance and communication** means
  - DL Portal, Studentsquare communication, student emails, Clever Single Sign-on
- **Training parents and students**
  - Policies, protocols, and guides for students and parents

- Improving **assessments and monitoring of student achievement**
  - NWEA MAPs, tracking IABs, MyON Reading
  - Assessment calendars created for ELA and Math
  - IAB Deep Dives and Planning Collaboratives hosted for teachers ahead of each instructional unit
- Supporting students, staff and parents with **social emotional and mental health programs** and services

English Language Learners
- Finished ELPAC (initial and summative) assessments online/in-person
- Increased parent communications
- Prioritized ELs in small group and saturday classes

Special Education/ Support Services
- Compliance with CDE and SELPAs; PIRs, SEPs
- Using Alternative Assessments
- Continuity of the programs and support
- Expanded our Internship program to 10 Interns
- Additional UDL within the IEP Meetings more Parent Friendly Slides

College applications and support

Student Achievement Data

- NWEA MAP Test Results for ELA and Math
  - Student Achievement Projection
  - Growth Data
- IAB Assessment Progress in ELA and Math
- MyOn Reading Program Progress
- Failing Students Data

NWEA MAP
ELA Achievement Projection on 2021 SBAC

Reading

	Student Count	Level 3		Level 4		Level 3 & 4	
MSA1	231	60	25.97%	10	4.33%	70	30.30%
MSA2	254	72	28.35%	6	2.36%	78	30.71%
MSA3	167	33	19.76%	3	1.80%	36	21.56%
MSA4*	0	0	N/A	0	N/A	0	N/A
MSA5	139	29	20.86%	1	0.72%	30	21.58%
MSA6	150	31	20.67%	8	5.33%	39	26.00%
MSA7	124	19	15.32%	20	16.13%	39	31.45%
MSA Bell	428	139	32.48%	25	5.84%	164	38.32%
MSA SD	401	175	43.64%	74	18.45%	249	62.09%
MSA SA	257	60	23.35%	18	7.00%	78	30.35%
MPS	2151	618	28.73%	165	7.67%	783	36.40%

*NWEA calculates projection on grades 3-8. MSA-4 currently serves 9-12 only

NWEA MAP
Math Achievement Projection on 2021 SBAC

Math

	Student Count	Level 3		Level 4		Level 3 & 4	
MSA1	234	22	9.40%	6	2.56%	28	11.97%
MSA2	270	32	11.85%	8	2.96%	40	14.81%
MSA3	156	12	7.69%	2	1.28%	14	8.97%
MSA4*	0	0	N/A	0	N/A	0	N/A
MSA5	147	6	4.08%	3	2.04%	9	6.12%
MSA6	148	13	8.78%	3	2.03%	16	10.81%
MSA7	124	16	12.90%	11	8.87%	27	21.77%
MSA Bell	424	58	13.68%	19	4.48%	77	18.16%
MSA SD	411	78	18.98%	87	21.17%	165	40.15%
MSA SA	262	37	14.12%	10	3.82%	47	17.94%
MPS	2176	274	12.59%	149	6.85%	423	19.44%

*NWEA calculates projection on grades 3-8. MSA-4 currently serves 9-12 only

NWEA MAP Growth Calculations

Fall 2019 to Fall 2020

	Math	Reading
MSA1	48.80%	46.60%
MSA2	53.10%	58.30%
MSA3	54.70%	49.60%
MSA4	53.00%	54.40%
MSA5	56.50%	57.10%
MSA6	43.40%	66.70%
MSA7	50.00%	35.70%
MSA8	49.80%	44.40%
MSASD	49.00%	59.00%
MSASA	45.70%	50.50%
MPS	**50.30%**	**51.30%**

Target is 60%

NWEA MAP Growth English Language Learners

Fall 2019 to Fall 2020

ELs	MATH				READING		
	Count with projection	Count met projection	Percent met projection		Count with projection	Count met projection	Percent met projection
MSA-1	72	31	43.06%		74	28	37.84%
MSA-2	40	18	45.00%		37	15	40.54%
MSA-3	12	10	83.33%		12	8	66.67%
MSA-4	10	5	50.00%		10	6	60.00%
MSA-5	51	30	58.82%		45	20	44.44%
MSA-6	21	8	38.10%		22	13	59.09%
MSA-7	31	14	45.16%		31	12	38.71%
MSA-8	36	16	44.44%		35	16	45.71%
MSA-SD	13	5	38.46%		13	6	46.15%
MSA-SA	113	45	39.82%		112	54	48.21%
MPS	399	182	45.61%		391	178	45.52%

NWEA MAP Growth Students with Disabilities

Fall 2019 to Fall 2020

SWDs	MATH				READING		
	Count with projection	Count met projection	Percent met projection		Count with projection	Count met projection	Percent met projection
MSA-1	60	27	45.00%		58	21	36.21%
MSA-2	45	23	51.11%		42	17	40.48%
MSA-3	20	9	45.00%		21	10	47.62%
MSA-4	21	9	42.86%		22	11	50.00%
MSA-5	31	18	58.06%		29	13	44.83%
MSA-6	16	6	37.50%		15	9	60.00%
MSA-7	16	8	50.00%		15	3	20.00%
MSA-8	28	16	57.14%		27	12	44.44%
MSA-SD	41	12	29.27%		40	21	52.50%
MSA-SA	59	23	38.98%		58	25	43.10%
MPS	337	151	44.81%		327	142	43.43%

IAB - Interim Benchmark Assessments
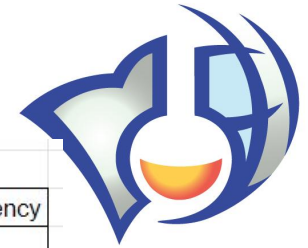
ELA

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	
MSA-1	93	14.44%	345	53.57%	206	31.99%	41.23%
MSA-2	217	35.23%	279	45.29%	120	19.48%	57.87%
MSA-3	20	17.39%	52	45.22%	43	37.39%	40.00%
MSA-4	27	34.62%	36	46.15%	15	19.23%	57.69%
MSA-5	71	37.37%	79	41.58%	40	21.05%	58.16%
MSA-6	4	8.89%	21	46.67%	20	44.44%	32.22%
MSA-7	75	24.75%	136	44.88%	92	30.36%	47.19%
MSA-Bell	207	28.40%	363	49.79%	159	21.81%	53.29%
MSA-SD	91	40.44%	99	44.00%	35	15.56%	62.44%
MSA-SA	87	15.62%	282	50.63%	197	35.37%	40.93%
MPS	892	25.47%	1692	48.32%	927	26.47%	49.63%

MATH

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	
MSA-1	21	5.29%	147	37.03%	229	57.68%	23.80%
MSA-2	72	21.30%	176	52.07%	90	26.63%	47.34%
MSA-3	21	7.84%	127	47.39%	120	44.78%	31.53%
MSA-4	2	4.44%	25	55.56%	18	40.00%	32.22%
MSA-5	23	12.50%	88	47.83%	73	39.67%	36.41%
MSA-6	2	3.45%	14	24.14%	42	72.41%	15.52%
MSA-7	9	12.86%	35	50.00%	26	37.14%	37.86%
MSA-Bell	47	7.61%	328	53.07%	243	39.32%	34.14%
MSA-SD	73	28.08%	117	45.00%	70	26.92%	50.58%
MSA-SA	35	14.64%	99	41.42%	105	43.93%	35.36%
MPS	305	12.31%	1156	46.67%	1016	41.02%	35.65%

MyOn Reading Program Data

MyOn Data 2020-21

Dates- August 18- December 1	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA-E	MSA-SA-S	MPS-wide
Number of Students	394	397	422	101	269	162	444	292	254	
Days with Reading	12%	8%	14%	28%	17%	18%	7%	18%	11%	15%
Books Read	5.05K	2.42K	4.59K	1.26K	3.80K	3.61K	2.48K	10.1K	2.13K	35.5K
Pages Read	156K	67.2K	145K	46.9K	120K	91.4K	60.1K	275K	82.5K	1.04M
AVG Pages per week	26.1	11.2	22.6	30.6	29.5	37.3	8.9	62.1	21.5	7.66K
Minutes Read	125K	62.6K	152K	67.8K	124K	66.4K	46.6K	162K	90.6K	898K
AVG Minutes per week	21.0	10.4	23.8	44.4	30.4	27.1	6.9	36.7	23.6	6.59K
Books in Projects Read	222	637	237	0	33	190	1	41	0	1.36k
AVG % Time Spent Reading Non-Fiction	38%	54%	39%	36%	56%	53%	58%	40%	30%	41%
Minutes Read Without Audio	51.6k	27.3k	76.9k	52.1k	67.9k	32.8k	27.1k	51.0k	5.2k	440k
AVG % Time Spent W/out Audio	44%	48%	56%	74%	53%	54%	65%	31%	61%	51%
Minutes Read in Projects	5.45k	20.2k	8.79k	0.0	1.40k	3.93k	6.7	287.0	0.0	40.1k
AVG Time Spent Reading in Projects	8%	39%	8%	0%	1%	7%	0%	0%	0%	5%
AVG Lexile	617L	660L	745L	828L	710L	683L	843L	452L	828L	707L
AVG Lexile Taken	1.0	0.5	0.9	2.3	1.3	1.4	2.2	2.3	0.9	422.1
AVG Starting Lexile Score in period	605L	660L	714L	697L	689L	696L	849L	365L	805L	676L
AVG First Lexile Score in Period	644L	661L	762L	801L	754L	657L	814L	428L	843L	707L
AVG Ending Lexile Score in Period	617L	660L	745L	828L	710L	683L	843L	452L	828L	707L
AVG Lexile Growth	+29.3L	+17.8L	+45.2L	+118.1L	+39.8L	+44.0L	+58.3L	+116.8L	+35.5L	+31.8L
Minutes Read Below Lexile	41.0K	18.0K	68.2k	28.4k	49.6k	22.8k	22.3k	51.2k	57.3k	359k
Minutes Read at Lexile	37.8K	17.6K	45.6k	25.3k	34.6k	18.1k	16.0k	41.4k	21.1k	258k
Minutes Read Above Lexile	46.7K	26.9K	37.9k	14.2	39.8k	25.5k	8.29k	70.5k	12.4k	283k
AVG Below Lexile (per student)	27%	28%	39%	43%	35%	30%	42%	22%	58%	40
AVG at Lexile (per student)	30%		30%	35%	29%	29%	36%	26%	24%	29%
AVG Above Lexile (per student)	42%	49%	29%	20%	34%	40%	19%	51%	16%	30%

Failing Student Data

School	Progress Report #1		Progress Report #2		Change between from PR #1 to PR #2
	# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade	
Magnolia Science Academy 1	375	52%	392	55%	2%
Magnolia Science Academy 2	251	54%	275	59%	5%
Magnolia Science Academy 3	225	54%	222	53%	-1%
Magnolia Science Academy 4	48	48%	42	42%	-6%
Magnolia Science Academy 5	152	52%	167	57%	5%
Magnolia Science Academy 6	75	46%	80	50%	4%
Magnolia Science Academy 7	137	47%	137	47%	0%
Magnolia Science Academy 8	212	48%	219	49%	1%
Magnolia Science Academy Santa Ana Elementary	98	33%	98	33%	0%
Magnolia Science Academy Santa Ana Secondary	228	42%	130	49%	7%
Magnolia Science Academy San Diego	182	41%	177	40%	-1%
MPS Total	1983	47%	1939	49%	2%

Dr. Artis Callaham
Director of Special Education & Support Services

Supporting Distance Learning
- Member of MPS Reopening Taskforce emphasis on Universal Design for Learning Pedagogy/ Special Needs Students
- Assisted in creation of Distance Learning v.2.0
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools
- Monitoring and Support of SPED team in collaborating with General Education Teams to ensure access to accommodations, push in instructional support (Synchronous) and SPED Teacher Classrooms (Asynchronous) Instruction
- Conduct Virtual Monthly Meetings for SPED Coordinators

Supporting School Sites with Special Education Compliance and Service Provision
- Created and Utilize Uniform Compliance Guide for Special Education for Onboarding and Referencing
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 Support for Obtaining Program Development and STEPS Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with School-Wide Reviews
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for six of the ten MPS Schools as requested
- Assisting with Hiring of Personnel and Onboarding as needed
- Created(Collaboration with Jenny Obuchi) the Special Education & Support Services Padlet Centralizing SPED Documents
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators
- Attend all Authorizer and SELPA professional Development Meetings
- Design and Present Professional Development Workshops as requested for MPS School Sites
- Coordinate Responses to Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation

Supporting Student Support Services /Overall Program
- Collaborated with Dr. Lopez in Establishing a Mental Health and Crisis Intervention Team at MPS
- Recruit, Process, Place and Supervise all Counseling Interns for MPS schools (7 currently - 10 anticipated by January 2021)
- Provide Guidance and support for all MPS School Psychologists and Counseling Interns
- Conduct Virtual Monthly P.D.'s for Mental Health Professionals
- Work with Accountability Team to Assist Schools in Completing the Quarterly Cal-PADS Mergers
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)
- Work with Fiscal Team to provide Documentation, Invoices, Approval as is related to SPED Orders/Program Funding Requirements
- Assist in Supporting Students with 504 Plans and GATE Assessment and Service Provision

Mrs. Traci Lewin
Director of Math Programs

Supporting Distance Learning
- Member of MPS Reopening Taskforce
- Assisted in creation of Distance Learning v.2.0
- Created and maintain MPS Distance Learning Portal
- Updated all math pacing guides and assessment timelines to better fit with distance learning
- Monitor assessment timelines and support with analyzing data to inform instruction
- Assisted with providing professional development, including self-guide playlists, around distance learning

Supporting Math Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Review and monitor math teacher's Week at a Glance
- Hold one-on-one meetings for individualized support
- Host weekly Office Hour
- Unit Planning Collaboratives
- Data Analysis Workshops
- Provide ongoing Professional Development based on teachers' needs
- Curate resources based on teachers' needs
- Maintain and update MPS Math Teacher website
- Create opportunities for math teachers to collaborate virtually

Math Materials Adoption Cohort
- Lead for the Math Materials Adoption Cohort
  - Partnership with CalCurriulum and CDE to support districts and CMOs with creating a materials adoption process to select high-quality materials to support student learning.
  - Professional development grant

Dr. Brenda D. Lopez
Director of Student Services

Supporting Distance Learning
- Member of MPS Reopening Taskforce: Lead for Social Emotional Learning and Wellbeing Cohort
- Supported design of Distance Learning v.2.0, emphasis on SEL lessons and attendance
- Selected and rolled out with school leadership teams an SEL curriculum to support Student's emotional wellbeing
- Created and maintained Attendance Policy and Procedures during distance learning
- Created and maintain Standard Operating Procedure: Remote Crisis Intervention
- Monitor attendance timelines and support with analyzing data to inform interventions

Supporting Dean of Students and School Site Leadership
- Conduct virtual monthly meetings with Dean of Students team
- Hold one-on-one meetings and office hours for individualized support
- Collaboratives regarding attendance monitoring and interventions
- Provide ongoing Professional Development based on staff needs
- Curate resources based on staff' needs and student safety
- Review compliance documents according to policy and provide guidance
- Developing MPS High-Quality Learning Environment (DL and Face to Face) Observation Tool
- Coordinate response to complaints/concerns at home office level and facilitate resolutions

Student Services
- Foster Youth and students experiencing homelessness support, resources, and partnerships
  - Check in weekly with office managers regarding support as essential front line staff
- Lead for Social Emotional Learning and Mental Health Wellness
  - Design and administer Mental Health and Wellness Survey for all stakeholders
  - Create and Cultivate Partnerships with Chicago school of Psychology, ECHO (oral health), and Pacific Southwest Mental Health Technology Transfer Center Network
  - Selected a mental health connection provider platform based on stakeholder feedback launched in November- Care Solace
  - Professional development regarding Trauma Informed Care and supporting specific student groups

Mrs. Katie Mann
ELA and EL Program Coordinator

Supporting Distance Learning
- Member of the MPS Reopening Task Force
- Assisted in the creation of Distance Learning v2.0
- Created Parents' Guide to Distance Learning, Parent Technology Guide, and Tutorial Guides for Zoom, Google Meets, and Google Classroom
- Created ELA pacing guides and Assessment timelines to align with Distance Learning
- Assisted with providing Professional Development and creating Self-Guided Playlists for teachers to increase capacity during Distance Learning

Supporting English Learner Programs
- Updated EL Master Plan to reflect the Distance Learning Program
- Provided site-level Professional Development to all staff regarding our English Learner Programs
- Created and regularly update ELD Website to curate resources for teachers of English Learners
- Created templates for increased parent communication regarding EL Programs during Distance Learning
- Supported all sites with the in-person and/or remote administration of the Optional Summative ELPAC (extension from Spring 2020)
  - 61 Summative ELPAC Assessments were given to students who are eligible for Reclassification across MPS
- Supported all sites with the administration of the in-person and/or remote administration of the Initial ELPAC assessment
  - 49 Initial ELPAC Assessments were given across MPS

Supporting ELA Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Review and monitor ELA teachers' WAG
- Hold one-on-one meetings for individualized support, especially for new & novice teachers
- Host weekly office hours
- IAB Deep Dives and Planning Collaboratives for ELA and Social Studies teachers
- Monitor Assessment timeline and review data to support targeted instruction
- Created ELA Website to curate resources based on teachers' needs
- Provide ongoing Professional Development based on teachers' needs