State of Special Education/ Dually Identified/ Section 504

Academic and Accountability Teams For the Magnolia Board of Directors

MPS Historical Enrollment by Special Groups

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Free Reduced Price Meals (FRPM)	75.3%	76.2%	75.7%	71.2%	77.7%	77.4%
English Learners (EL)	12.8%	16.3%	16.4%	17.5%	17.3%	18.9%
Students w/ Disabilities (SWD)	13.0%	13.1%	14.8%	15.2%	13.7%	15.2%
Section 504	1.7%	1.5%	1.7%	1.7%	1.6%	2.2%
SWD+504	14.7%	14.6%	16.5%	16.8%	15.3%	17.4%
Foster Youth (FY)	0.2%	0.2%	0.3%	0.0%	0.1%	0.2%
HOMELESS	2.0%	4.3%	5.9%	3.9%	2.8%	2.1%
IMMIGRANT	1.1%	2.1%	2.2%	2.0%	2.1%	2.4%
UNDUPLICATED	77.3%	76.5%	77.6%	76.1%	79.4%	79.7%
Gifted and Talented (GATE)	0.0%	0.1%	0.4%	1.8%	3.5%	4.5%
	Not					
ELs w/ Disabilities	tracked				5.8%	7.4%
	Not					
Socioeconomically Disadvantaged	tracked				79.3%	79.7%

Overall Student with Disabilities Numbers

Academic Years	SWD Number	Percentage	Dually/ Identified
2016-2017	<mark>508</mark>	13.1%	N/D
2017-2018	584	14.8%	N/D
2018-2019	600	15.2%	N/D
2019-2020	534	13.7%	227 / 5.8%
2020-2021	<mark>587</mark>	15.2%	288 / 7.4%

AVERAGE

77.4%

79.7%

18.9%

15.2%

2.2%

											IMMIGRAN	
	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELESS	Т	UNDUP
MSA-1	88.4%	90.9%	21.8%	<mark>15.3%</mark>	<mark>1.3%</mark>	<mark>16.6%</mark>	<mark>8.4%</mark>	<mark>4.9%</mark>	0.0%	1.7%	3.2%	89.1%
MSA-2	83.2%	86.6%	13.1%	<mark>15.1%</mark>	<mark>1.7%</mark>	<mark>16.8%</mark>	<mark>5.4%</mark>	<mark>9.1%</mark>	0.0%	1.7%	3.4%	84.9%
MSA-3	69.3%	72.7%	6.5%	<mark>11.0%</mark>	<mark>2.6%</mark>	<mark>13.7%</mark>	1.2%	0.5%	0.2%	1.0%	0.2%	71.7%
MSA-4	88.0%	89.0%	12.0%	<mark>28.0%</mark>	<mark>3.0%</mark>	<mark>31.0%</mark>	10.0%	1.0%	0.0%	1.0%	0.0%	88.0%
MSA-5	88.3%	91.0%	28.3%	<mark>19.7%</mark>	<mark>0.7%</mark>	<mark>20.3%</mark>	<mark>7.6%</mark>	3.8%	0.7%	1.0%	7.9%	91.0%
MSA-6	87.7%	90.8%	23.9%	<mark>18.4%</mark>	<mark>4.9%</mark>	<mark>23.3%</mark>	11.0%	<mark>4.3%</mark>	0.6%	1.2%	1.2%	90.2%
MSA-7	75.5%	76.5%	33.0%	<mark>12.2%</mark>	0.0%	<mark>12.2%</mark>	<mark>23.1%</mark>	<mark>1.4%</mark>	0.3%	4.1%	4.1%	83.7%
MSA-BELL	81.6%	84.5%	12.5%	<mark>10.2%</mark>	<mark>0.5%</mark>	<mark>10.7%</mark>	<mark>3.4%</mark>	<mark>8.4%</mark>	0.0%	0.9%	0.7%	82.5%
MSA-SD	38.3%	39.5%	8.4%	<mark>16.1%</mark>	<mark>5.0%</mark>	<mark>21.1%</mark>	<mark>1.1%</mark>	<mark>5.0%</mark>	0.2%	2.5%	1.4%	41.3%
MSA-SA	82.5%	83.4%	30.8%	<mark>17.3%</mark>	<mark>3.7%</mark>	<mark>21.0%</mark>	<mark>11.0%</mark>	<mark>2.4%</mark>	0.2%	4.2%	1.5%	85.1%
MSA-SA	82.5%	83.4%	30.8%	<mark>17.3%</mark>	3.7%	<mark>21.0%</mark>	11.0%	<mark>2.4%</mark>	0.2%	4.2%	1.5%	8

17.4%

7.4%

4.5% 0.2%

2.1%

2.4%

79.7%

SPED Services Budget Two Years / Maintenance Of Effort

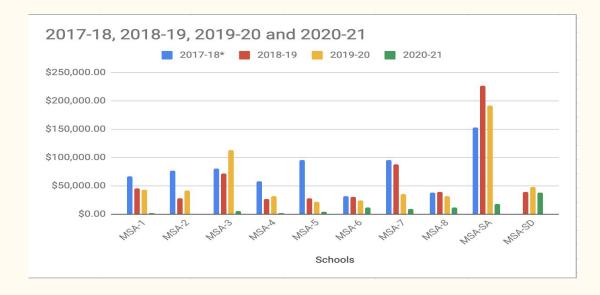
MSA Schools	MOE 19-20	Number of SPED Pupils 19-20	Estimated MOE 20-21	Number of SPED Pupils 20-21
MSA 1	\$ 537,842.59	101	\$ 672,861	110
MSA 2	\$ 387,692.00	64	\$ 477,112	70
MSA 3	\$ 611,841.00	54	\$ 573,801	46
MSA 4		28	\$ 173,971	28
MSA 5	\$ 373,292.00	54	\$ 415,556	57
MSA 6		27	\$ 159,626	31
MSA 7		30	\$ 303,446	36
MSA 8		49	\$ 533,279	44
MSA SD	\$ 605,736.00	69	\$ 508,695	71
MSA SA	\$ 786,462.00	91	\$ 875,070	94

SPED Vendor Expenditures

Eluma

Estimate 160 speech students Magnolia Wide at (est.) 360,900.00 Org Wide in 2020-21.

By Schools	2017-18*	2018-19	2019-20	2020-21
MSA-1	\$66,922.67	\$44,801.62	\$43,344.55	\$1,761.02
MSA-2	\$77,119.33	\$27,408.76	\$41,990.19	\$328.25
MSA-3	\$80,973.62	\$71,230.72	\$113,300.82	\$4,818.00
MSA-4	\$58,468.67	\$26,919.86	\$31,562.40	\$1,955.10
MSA-5	\$95,477.68	\$27,323.45	\$21,199.58	\$3,991.94
MSA-6	\$31,838.14	\$30,336.68	\$23,898.76	\$11,770.05
MSA-7	\$95,356.01	\$87,935.92	\$34,980.63	\$9,459.75
MSA-8	\$37,325.78	\$39,162.51	\$32,041.06	\$12,012.53
MSA-SA	\$152,452.56	\$226,052.39	\$192,014.49	\$17,800*
MSA-SD	\$0.00	\$38,616.61	\$48,432.30	\$38,248.88
Total	\$695,934.46	\$619,788.52	\$582,764.78	\$84,345.52

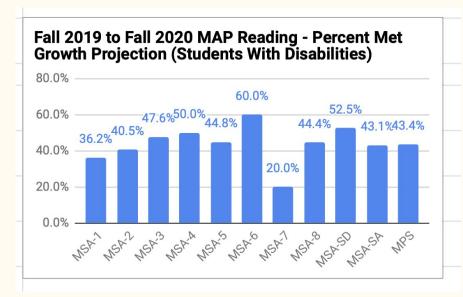


SWD - ELA Proficiency in State Tests

MSA School	CAASPP 17-18	CAASPP 18-19	CAASPP 19-20
MSA 1	8.52%	8.62%	not administered
MSA 2	10.41%	15.56%	
MSA 3	27.59%	5.88%	
MSA 4	13.33%	18.75%	
MSA 5	17.24%	17.39%	
MSA 6	17.24%	6.45%	
MSA 7	30.30%	25.00%	
MSA 8	12.00%	14.29%	
MSA SD	21.95%	28.07%	
MSA SA	17.81%	12.07%	

SWD ELA Performance in Fall 2020 MAP Tests

	Data										
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceed ed Target by			
MSA-1	96.0 points below standard	90.0 points below standard	47.4%	40.0%	58	21	36.2%	-3.8%			
MSA-2	79.9 points below standard	76.0 points below standard	55.3%	63.0%	42	17	40.5%	-22.5%			
MSA-3	139.3 points below standard	130.0 points below standard	77.8%	50.0%	21	10	47.6%	-2.4%			
MSA-4	98.6 points below standard	90.0 points below standard	53.3%	62.0%	22	11	50.0%	-12.0%			
MSA-5	72.7 points below standard	69.7 points below standard	47.6%	56.0%	29	13	44.8%	-11.2%			
MSA-6	97.8 points below standard	90.0 points below standard	55.6%	56.0%	15	9	60.0%	4.0%			
MSA-7	50.8 points below standard	45.0 points below standard	45.0%	46.0%	15	3	20.0%	-26.0%			
MSA-8	88.3 points below standard	85.3 points below standard	56.5%	55.0%	27	12	44.4%	-10.6%			
MSA-SD	53.9 points below standard	53.0 points below standard	74.2%	50.0%	40	21	52.5%	2.5%			
MSA-SA	80.2 points below standard	76.0 points below standard	62.5%	52.0%	58	25	43.1%	-8.9%			
MPS			57.1%	60.0%	327	142	43.4%	-16.6%			

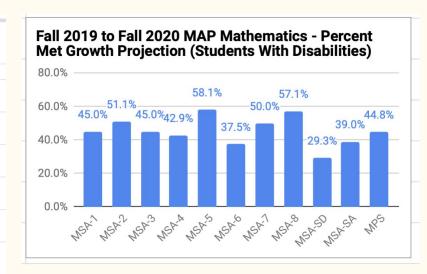


SWD Mathematics Performance in State Tests

MSA School	CAASP 17-18	CAASP 18-19	CAASP 19-20
MSA 1	4.26%	5.17%	- not administered
MSA 2	8.16%	15.55%	
MSA 3	36.67%	0.00%	
MSA 4	0.00%	12.50%	
MSA 5	13.79%	30.44%	
MSA 6	20.68%	12.90%	
MSA 7	24.24%	25.00%	
MSA 8	8.00%	10.20%	
MSA SD	26.83%	22.81%	
MSASA	8 22%	12.06%	

SWD Math Performance in Fall 2020 MAP Tests

-										
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceed ed Target by	On Target?	
MSA-1	121.2 points below standard	110.0 points below standard	60.8%	56.0%	60	27	45.0%	-11.0%	Р	
MSA-2	119.6 points below standard	110.0 points below standard	38.5%	56.0%	45	23	51.1%	-4.9%	Y	
MSA-3	184.4 points below standard	155.0 points below standard	75.0%	56.0%	20	9	45.0%	-11.0%	Р	
MSA-4	184.8 points below standard	170.0 points below standard	33.3%	69.0%	21	9	42.9%	-26.1%	Р	
MSA-5	58.0 points below standard	55.0 points below standard	31.8%	56.0%	31	18	58.1%	2.1%	Υ	
MSA-6	98.5 points below standard	93.5 points below standard	50.0%	50.0%	16	6	37.5%	-12.5%	Р	
MSA-7	58.5 points below standard	54.5 points below standard	10.5%	50.0%	16	8	50.0%	0.0%	Υ	
MSA-8	142.9 points below standard	135.0 points below standard	46.2%	79.0%	28	16	57.1%	-21.9%	Υ	
MSA-SD	74.7 points below standard	71.7 points below standard	72.4%	56.0%	41	12	29.3%	-26.7%	N	
MSA-SA	93.6 points below standard	90.0 points below standard	59.1%	45.0%	59	23	39.0%	-6.0%	N	
MPS			50.5%	60.0%	337	151	44.8%	-15.2%	Р	



School	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-S
Selection for 18-19 Monitoring Review	MISSING LETTER	MISSING LETTER	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	Participate d (Yes/No)	MISSING LETTER	Participa d (Yes/N
Annual Disproportionality Review	Yes	Yes	No	Not Evaluated	Yes	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluate
Data Identified Noncompliance Review			No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluate
Performance Indicator Review			Yes	No	Yes	No	Yes	Yes		Yes
Comprehensive Review			No	No	Not Evaluated	No	No	No		No
Significant Disproportionality Review			No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated		Not Evaluate
Selection for 2019–20 Monitoring Activities										
Data Sheet	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Intensive Review	No	No	No	No	No	No	No	No	No	No
Targeted Review	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Preschool Review	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	No	Not Evaluated	No	Not Evaluated
Significant Disproportionality	Not Evaluated	Not Evaluated	No	Not Evaluated	No	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluated	Not Evaluate
Intensive Monitoring	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Section 504 Plans - 2020-21

Schools	Number of students
MSA 1	4
MSA 2	15
MSA 3	10
MSA 4	3
MSA 5	2
MSA 6	10
MSA 7	0
MSA 8	2
MSA Santa Ana	20
MSA San Diego	9

Section 504 provides that: "No otherwise qualified individual with handicaps in the United States . . . shall, solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...



Highlights of Universal Design for Learning Instructional

Framework



UDL Has become a part of the new ESSA Laws

UDL a practical framework for improving and enriching student academic achievement, it is now a part of the Every Student Succeeds Act of 2016.

Sprinkled throughout the newly reauthorized version of the Elementary and Secondary Education Act are references to an instructional strategy that supporters think has enormous potential for reaching learners with diverse needs.

The next thing to do, those proponents say, is getting more educators to understand just what it means.

Called universal design for learning, or UDL for short, the strategy encompasses a wide set of teaching techniques, allowing multiple ways for teachers to present information and for students to engage in lessons and demonstrate what they know.

A universally designed lesson, for example, might include audio-visual components, illustrations, traditional lectures, enlarged print, or glossaries so that students can have easy access to unfamiliar terms. Universal design for learning also encourages students to use a variety of techniques, such as group projects, multimedia presentations, drawings, or music.

WHAT IS UDL?

Universal Design for Learning Guidelines

I. Provide	Multiple	Means	of				
Representation							

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners



© 2011 by CAST. All rights reserved. www.cast.org, www.udlcenter.org APA Citation: CAST (2011). Universal design for learning guidelines version 2.0. Wakefield, MA: Author.

Making Distance Learning a Win-Win Through UDL

The following list of activities have been observed in our Magnolia Classrooms during Distance Learning to infuse UDL into the Distance Learning Process

- Graphic Organizer Templates (Mathematics and ELA)
- Bitmoji Interactive Activities
- Breaking News Opportunities for Students to Share via Newscasts
- Using Maps Digitally
- Digital Reading and Writing Activities
- Classics to Life Internet Activities to delve into the Books Characters
- Video and Slide Projects and Presentations
- Virtual Field Trips and Team Teaching with other Classrooms
- Learning games for math and science

Professional Develop Playlist for UDL

- <u>Supporting Dually Identified Students in the Virtual Classroom</u>(Mann/Callaham)
- <u>UDL Bitmoji Classoom</u> Callaham
- Symposium UDL Presentor Henderson/ Arias
- Amping Up UDL Callaham
- Getting Started with UDL CDE/ MTSS
- <u>The Science Behind UDL</u> US Office of Special Education
- <u>UDL 101 / The Basics</u> Orange County Dept. of Education
- <u>UDL Implementation</u> MTSS Conference

Components of an Effective GATE Program





Projections and Outcomes for our MPS GATE Program

Projections

- Diverse Curriculum.
- Inquiry Based Learning
- In-Depth Study Opportunities
- Performance Evaluations
- Enrichment Courses

Rationale / Expected Outcomes

- Diverse Curriculum Gifted students delve deeply into subjects especially, of interest
- Inquiry Based Learning active learning that triggers curiosity
- In-depth Study Opportunities Project Based learning allows for depth of knowledge; Research Projects/ Science
- Performance Evaluations Allows for a wide range of abilities to be supported
- Enrichment Courses Strategic Higher level thinking courses will infuse enrichment into the structured learning process

GATE Identification Numbers

MSA School	17-18	18-19	19-20	20-21 (Pending OLSAT/ Ravens Testing)
MSA 1	0	29	33	
MSA 2	10	14	35	
MSA 3	0	0	1	
MSA 4	0	6	4	
MSA 5	0	8	12	
MSA 6	2	2	4	
MSA 7	4	3	0	
MSA 8	0	6	39	
MSA SD	0	0	0	
MSA SA	0	3	7	

Thanks for the Opportunity!



Budding Magnolia Science Academy 7
- Future Scientists and
Mathematicians!



