

State of Special Education/  
Dually Identified/ Section 504

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

# Overall Student with Disabilities Numbers

Academic Years	SWD Number	Percentage	Dually/ Identified
2016-2017	508	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	587	15.2%	288 / 7.4%

## 2020-21 Enrollment by Special Groups (Percents)

	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELESS	IMMIGRAN T	UNDUP
<b>MSA-1</b>	88.4%	90.9%	21.8%	15.3%	1.3%	16.6%	8.4%	4.9%	0.0%	1.7%	3.2%	89.1%
<b>MSA-2</b>	83.2%	86.6%	13.1%	15.1%	1.7%	16.8%	5.4%	9.1%	0.0%	1.7%	3.4%	84.9%
<b>MSA-3</b>	69.3%	72.7%	6.5%	11.0%	2.6%	13.7%	1.2%	0.5%	0.2%	1.0%	0.2%	71.7%
<b>MSA-4</b>	88.0%	89.0%	12.0%	28.0%	3.0%	31.0%	10.0%	1.0%	0.0%	1.0%	0.0%	88.0%
<b>MSA-5</b>	88.3%	91.0%	28.3%	19.7%	0.7%	20.3%	7.6%	3.8%	0.7%	1.0%	7.9%	91.0%
<b>MSA-6</b>	87.7%	90.8%	23.9%	18.4%	4.9%	23.3%	11.0%	4.3%	0.6%	1.2%	1.2%	90.2%
<b>MSA-7</b>	75.5%	76.5%	33.0%	12.2%	0.0%	12.2%	23.1%	1.4%	0.3%	4.1%	4.1%	83.7%
<b>MSA-BELL</b>	81.6%	84.5%	12.5%	10.2%	0.5%	10.7%	3.4%	8.4%	0.0%	0.9%	0.7%	82.5%
<b>MSA-SD</b>	38.3%	39.5%	8.4%	16.1%	5.0%	21.1%	1.1%	5.0%	0.2%	2.5%	1.4%	41.3%
<b>MSA-SA</b>	82.5%	83.4%	30.8%	17.3%	3.7%	21.0%	11.0%	2.4%	0.2%	4.2%	1.5%	85.1%
<b>AVERAGE</b>	<b>77.4%</b>	<b>79.7%</b>	<b>18.9%</b>	<b>15.2%</b>	<b>2.2%</b>	<b>17.4%</b>	<b>7.4%</b>	<b>4.5%</b>	<b>0.2%</b>	<b>2.1%</b>	<b>2.4%</b>	<b>79.7%</b>

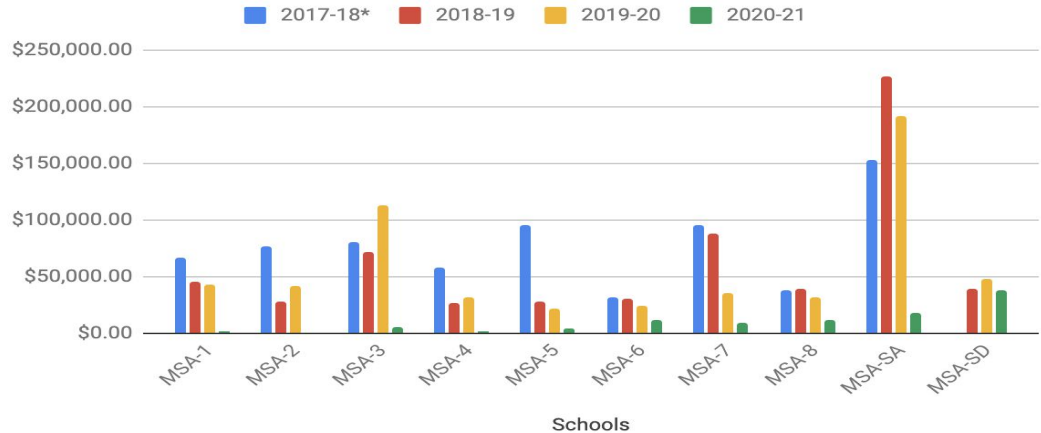
# SPED Services Budget Two Years / Maintenance Of Effort

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

# SPED Vendor Expenditures

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

2017-18, 2018-19, 2019-20 and 2020-21



## Eluma

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

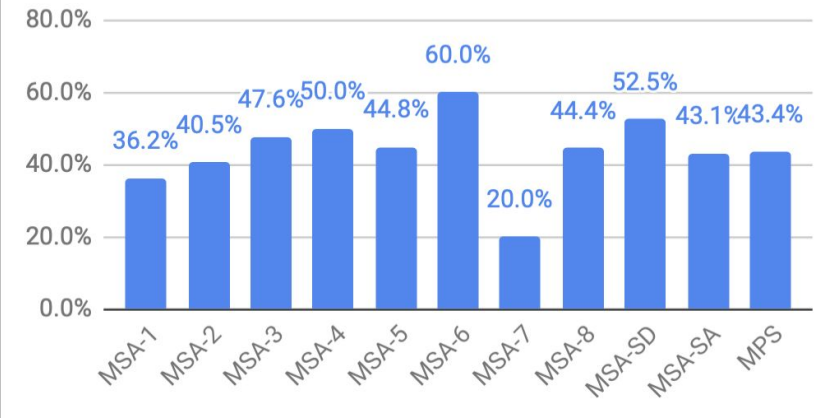
# SWD - **ELA** Proficiency in State Tests

MSA School	CAASPP 17-18	CAASPP 18-19	CAASPP 19-20 not administered
MSA 1	8.52%	8.62%	
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	Exceeded 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%

**Fall 2019 to Fall 2020 MAP Reading - Percent Met Growth Projection (Students With Disabilities)**





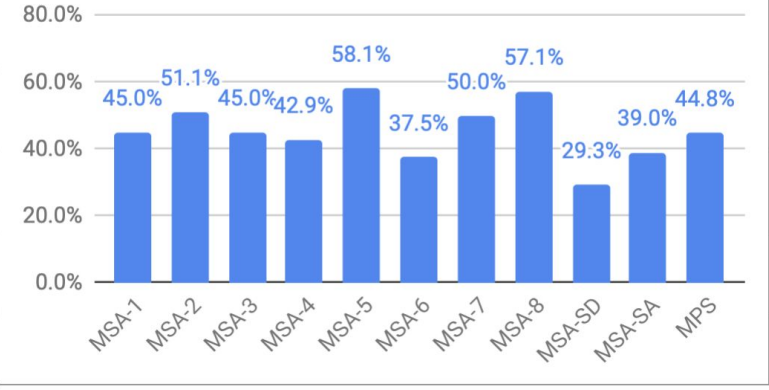
# SWD Mathematics Performance in State Tests

MSA School	CAASP 17-18	CAASP 18-19	CAASP 19-20 - not administered
MSA 1	4.26%	5.17%	
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%	
MSA SA	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	Exceeded 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%	P
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%	P
MSA-4	184.8 points below standard	170.0 points below standard	33.3%	69.0%	21	9	42.9%	-26.1%	P
MSA-5	58.0 points below standard	55.0 points below standard	31.8%	56.0%	31	18	58.1%	2.1%	Y
MSA-6	98.5 points below standard	93.5 points below standard	50.0%	50.0%	16	6	37.5%	-12.5%	P
MSA-7	58.5 points below standard	54.5 points below standard	10.5%	50.0%	16	8	50.0%	0.0%	Y
MSA-8	142.9 points below standard	135.0 points below standard	46.2%	79.0%	28	16	57.1%	-21.9%	Y
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%	P

Fall 2019 to Fall 2020 MAP Mathematics - Percent Met Growth Projection (Students With Disabilities)





# 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.

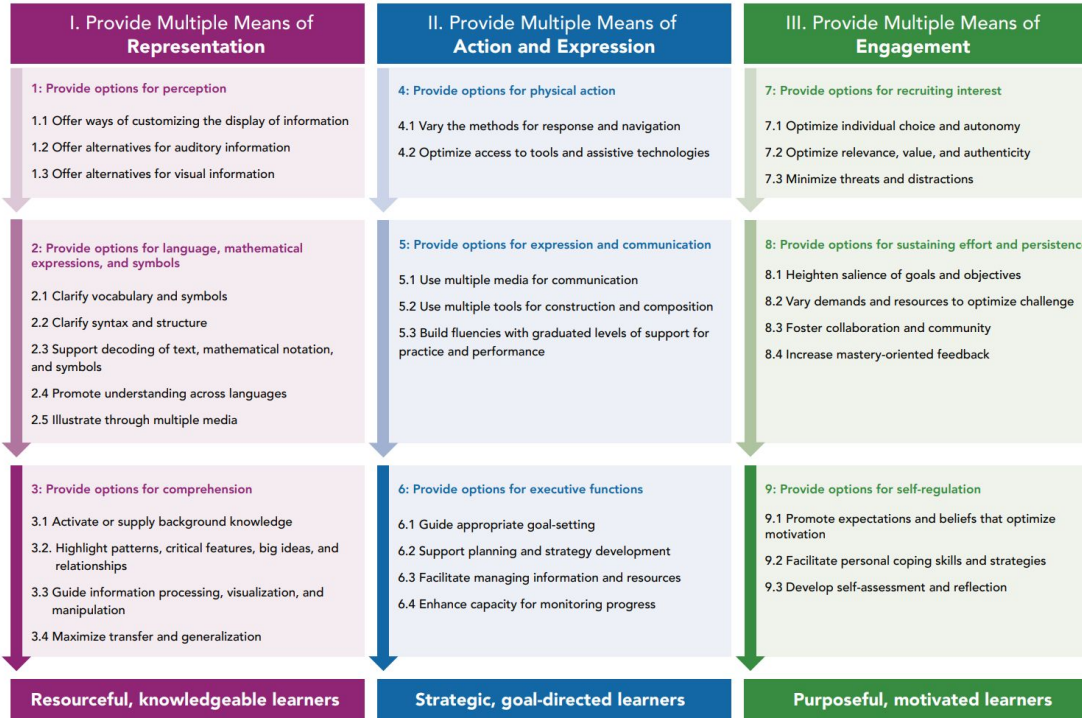
The next thing to do, those proponents say, is getting more educators to understand just what it means.

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





# 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

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

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

# Thanks for the Opportunity!



Budding Magnolia Science Academy 7  
- Future Scientists and  
Mathematicians!

