



Board Agenda Item #	IIA- Information/Discussion Item
Date:	March 17, 2022
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Motion

N/A

Background and Introduction

MPS Chief Academic Officer will update the committee members on school events and activities as well as respond to requests from the MPS board members.

Budget Implications

None

Exhibits (attachments):

- MPS Academic Department Updates presentation



Academic Committee Meeting

Academic Updates | Date: March 17, 2022

Upcoming



- March 4 Symposium focusing on Professional Learning Communities with Solution Tree was a success
- Assessments
 - ELPAC -ongoing
 - Physical Fitness Tests (PFT)
 - Science (CAST) - April - May
 - ELA and Math (SBAC) - May
 - NWEA MAP Spring Tests - May
 - AP Exams - May
- A-G Grant Planning
 - Public Hearing on March 10
 - Board Approval on March 24
- Spring Breaks
 - MSA-San Diego: 3/28-4/1
 - MSA-Santa Ana:4/4-4/8
 - MSA-1 thru 8 : 4/11-4/15

STEAM EXPO

www.magnoliapublicschools.org/STEMEXPO



STEAM EXPO 2022

MAGNOLIA PUBLIC SCHOOLS

SATURDAY, MAY 7, 2022
10:00 AM - 2:00 PM

LONG BEACH CONVENTION & ENTERTAINMENT CENTER
 PROMENADE BALLROOM & CONCOURSE
 300 EAST OCEAN BLVD., LONG BEACH, CA 90802

WOMEN'S HISTORY MONTH ESSAY CONTEST

The theme for the 2022 Women's History Month essay contest is: "Women Inspiring Innovation Through Imagination: Celebrating Women in STEAM"

Did you know that the Women's Suffrage movement utilized cartoons to champion their cause to the public, eventually earning women the right to vote? Or that the technology that became WiFi, Bluetooth, and GPS was invented by a famous actress in the 1940s? Are you familiar with the history of the female mathematicians who were pivotal in the success of NASA's first orbital mission? The stories of these and other women who were courageous enough to succeed in male dominated STEAM professions serve as role models for all young people today. Who are the other women who expanded our knowledge and taught us that we can achieve what we set out to do?

Prompt: Identify a woman, or group of women, who have been innovative in a STEAM (Science, Technology, Engineering, Arts, and Mathematics) field. Write about the contributions and impact they have had on their field of study and discuss how their impact has changed or bettered our world as a whole.

CONTEST RULES:

- Essays may describe either contemporary or historical women in STEAM fields.
- Essays must be written in paragraph format, double spaced, and Times New Roman or Arial 12 point font.
 - Early Elementary (Grades K-2): see teacher for requirements.
 - Elementary (Grades 3-5): 250-400 words
 - Middle School (Grades 6-8): 500-700 words
 - High School (Grades 9-12): 750-1,000 words
 - High School submissions must be written in MLA format.
- All source material must be appropriately cited, based on grade level standards.

SUBMISSIONS MUST INCLUDE:

- Student's first and last name
- School
- Grade Level
- English Teacher's Name

ESSAYS MUST BE SUBMITTED BY THE ENGLISH TEACHER, TO KATIE MANN, MPS' DIRECTOR OF EL AND ELA PROGRAMS, NO LATER THAN 5:00PM ON FRIDAY, APRIL 1, 2022.

Winners will be selected within each grade span (K-2, 3-5, 6-8, 9-12). All winners will receive awards and be invited to read their essay at the MPS STEAM Expo on May 7, 2022.

MAGNOLIA PUBLIC SCHOOLS

SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATH DEMONSTRATIONS ■ FAMILY CHALLENGES ■ MUSIC & ART PERFORMANCES ■ ROBOTICS CONTEST ■ MINI MAKER FAIRE ■ AND MORE!

MAGNOLIAPUBLICSCHOOLS.ORG/STEMEXPO #MPSSTEMEXPO

Math in Art Competition

Students will explore how math is used to create art through the creation of projects.

Art Contest - Culturally Responsive Art projects.

Student projects are directly connected to their cultures and cultural appreciation. Students' also express themselves through different art forms represented in the selected culture.

Authorizer and WASC Visits



WASC Meetings

- MSA-4: Mid Cycle- Nov 14-17 - *Visit successfully completed*
- MSA-1: Self Study- April 25-27 - **Board Member attendance may be required**
- MSA-2: Self Study- March 14-16 - **Board Member attendance may be required**
- MSA-3: Self Study- March 7-9 - *Visit successfully completed*

Authorizer Visits and preps

- LAUSD
 - MSA-4: March 2, 2022 - *Visit successfully completed*
 - MSA-6: March 3, 2022- *Visit successfully completed*
 - MSA-8: March 9, 2022- *Visit successfully completed*
 - MSA-7: March 15, 2022- *Visit in process*
- SBE - MSA-SA: April 26-27 - **Board Member attendance is required**
- LACOE - MSA 1, 2, 3, 5 Fall and Spring - *VisitS successfully completed*
- SDUSD - MSA-SD - May 6 - **Board Member attendance is required**

Performance on Interim Assessment Blocks (IABs)- all grade levels



ELA*

# of Students Standards Nearly Met/Not Met	Projected Proficiency (calculated)	Total tested
MPS ELA	47.08%	4,894
MPS Grade 11	52.08%	240

MATH*

# of Students Standards Nearly Met/Not Met	Projected Proficiency (calculated)	Total tested
MPS Math	47.21%	4,627
MPS Grade 11	57.40%	493

Interim Assessment Blocks (IABs) focus on smaller sets of targets than ICAs. They are intended to provide educators the ability to **check where students are at that moment in time, and use results to determine next steps for instruction.**

**The percent achievement presented does not fully project to expected SBAC performance.*

Performance on Interim Assessment Blocks (IABs)-tested grade levels only



ELA	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	78	11.98%	364	55.91%	209		
MSA-2	61	11.57%	277	52.56%	189	35.86%	527	37.86%
MSA-3	59	22.96%	118	45.91%	80	31.13%	257	45.91%
MSA-4	20	48.78%	16	39.02%	5	12.20%	41	68.29%
MSA-5	29	7.57%	220	57.44%	134	34.99%	383	36.29%
MSA-6	18	12.95%	79	56.83%	42	30.22%	139	41.37%
MSA-7	20	18.52%	48	44.44%	40	37.04%	108	40.74%
MSA-Bell	156	23.18%	379	56.32%	138	20.51%	673	51.34%
MSA-SD	293	37.66%	359	46.14%	126	16.20%	778	60.73%
MSA-SA	50	21.19%	131	55.51%	55	23.31%	236	48.94%
MPS	784	20.67%	1991	52.49%	1018	26.84%	3793	46.92%

MATH	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	45	7.29%	281	45.54%	291		
MSA-2	184	29.11%	288	45.57%	160	25.32%	632	51.90%
MSA-3	18	11.32%	60	37.74%	81	50.94%	159	30.19%
MSA-4	10	18.87%	26	49.06%	17	32.08%	53	43.40%
MSA-5	59	26.22%	102	45.33%	64	28.44%	225	48.89%
MSA-6	36	18.09%	99	49.75%	64	32.16%	199	42.96%
MSA-7	10	5.92%	72	42.60%	87	51.48%	169	27.22%
MSA-Bell	37	10.08%	200	54.50%	130	35.42%	367	37.33%
MSA-SD	443	49.55%	351	39.26%	100	11.19%	894	69.18%
MSA-SA	91	19.78%	227	49.35%	142	30.87%	460	44.46%
MPS	933	24.72%	1706	45.19%	1136	30.09%	3775	47.31%

MATH IABs	
Essential IAB for Grade Level	Due Date for Essential IAB
Optional IAB for Grade Level, highly recommended	
3rd Grade	
Operations & Algebraic Thinking	11/19/21
Numbers & Operations-Fractions	3/3/22
Measurement & Data	4/29/22
4th Grade	
3rd Grade ICA	
Numbers & Operations- Base Ten	11/19/21
Operations & Algebraic Thinking	3/3/22
Numbers & Operations- Fractions	4/29/22
5th Grade	
4th Grade ICA	
Numbers & Operations- Base Ten	11/19/21
Numbers & Operations- Fractions	3/3/22
Measurement & Data	4/29/22
6th Grade	
Number System	10/29/21
Ratios & Proportional Reasoning	3/3/22
Expressions and Equations	4/29/22
Geometry	
7th Grade	
The Number System	10/29/21
Ratios & Proportional Reasoning	3/3/22
Expressions and Equations	4/29/22
Geometry	
8th Grade	
Number System	10/29/21
Expressions and Equations I ??? (end of 1st semester)	
Proportional Relationships, Lines and Linear Equations (in conjunction with Functions in lieu of Ex and Eq 1)	10/29/21
Functions (in conjunction with Prop Rel. in lieu of Ex and Eq 1)	10/29/21
Expressions and Equations II	3/3/22
Geometry	4/29/22
9th Grade	
8th Grade ICA	
Seeing Structure in Expressions/Polynomial Expressions	10/15/21
Solving Equations & Inequalities- Linear & Exponential	12/17/21
Number & Quantity	3/3/22
Interpreting Functions	4/29/22
9th Grade ICA	6/10/22
10th Grade	
9th Grade ICA	
Algebra & Functions II	10/15/21
Solving Equations & Inequalities- Linear & Exponential	12/17/21
Seeing Structure in Expressions/Polynomial Expressions	10/15/21
Solving Equations & Inequalities- Quadratic FIAB	12/17/21
Geometry Congruence	3/3/22
Geometry & Right Triangle Trig	4/29/22
10th Grade ICA	6/10/22
11th Grade	
10th Grade ICA	
Algebra & Functions II	10/15/21
Solving Equations & Inequalities- Linear & Exponential	12/17/21
Seeing Structure in Expressions/Polynomial Expressions	3/3/22
Interpreting Functions	4/29/22

ELA IABs	
Essential IAB for Grade Level ELA	Due Date for Essential IAB
Essential IAB for Grade Level Social Studies/Social Science	
3rd Grade	
Read Literary Texts	11/19/21
Brief Writes	3/18/22
Read Informational Texts	Semester 2
4th Grade	
Read Literary Texts	11/19/21
Brief Writes	3/18/22
Read Informational Texts	Semester 2
5th Grade	
Read Literary Texts	11/19/21
Brief Writes	3/18/22
Read Informational Texts	Semester 2
6th Grade	
Read Literary Texts	11/19/21
Research (Recommended: History)	Semester 1
Read Informational Texts (Recommended: ELA)	Semester 2
Brief Writes	3/18/22
7th Grade	
Read Literary Texts	11/19/21
Research	12/3/21
Language and Vocabulary Use	Semester 1
Brief Writes	3/18/22
Read Informational Texts	4/15/22
8th Grade	
Read Literary Texts	11/19/21
Research	12/3/21
Language and Vocabulary Use	Semester 1
Brief Writes	3/18/22
Read Informational Texts	4/15/22
9th Grade	
Revision	11/19/21
Write and Revise Narratives	3/18/22
Research: Analyze and Integrate Information	4/15/22
10th Grade	
Listen/Interpret	11/19/21
Editing	3/18/22
Research: Evaluate Information & Sources	4/15/22
11th Grade	
Read Literary Texts	11/19/21
Research	12/3/21
Language and Vocabulary Use	Semester 1
Brief Writes	3/18/22
Read Informational Texts	4/15/22



IAB Calendar

Attendance Data



	P1 Report 2021-22	Average Daily Attendance (ADA) Rate as of 3/10/22	Independent Study Participants
MSA 1	91.54%	94.52%	38
MSA 2	93.05%	92.74%	33
MSA 3	89.07%	96.17%	53
MSA 4	87.59%	75.65%	14
MSA 5	91.71%	94.62%	8
MSA 6	93.04%	91.28%	3
MSA 7	91.62%	94.02%	11
MSA Bell	92.72%	92.54%	35
MSA Santa Ana	94.88%	96.46%	8
MSA San Diego	94.28%	95.73%	3

Suspension/Expulsion Data

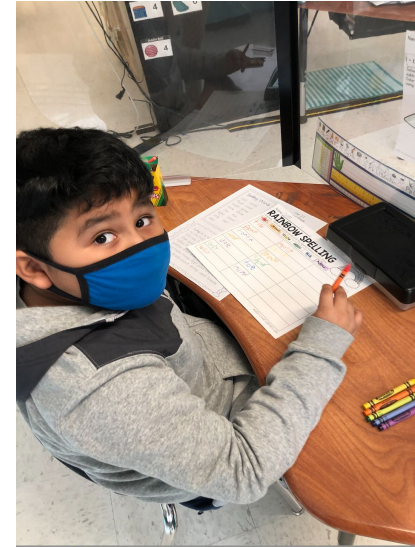


	<u>2017- 2018</u> <u>School Year</u>	<u>2018-2019</u> <u>School year</u>	<u>2019-2020</u> <u>School Year</u>	<u>2020-2021</u> <u>School Year</u>	<u>2021-2022</u> <u>School Year</u>
OUT OF SCHOOL SUSPENSION	60	73	29	0	33
IN SCHOOL SUSPENSION	31	8	3	0	6
EXPULSION	2	3	1	0	2

GATE and 504 Data



	Total Students Referred for Testing	GATE Eligible 21-22	Eligible Total
MPS Wide	272/ Actuals 199	28	219
MSA 1	51	2	39
MSA 2	27	2	44
MSA 3	27	5	7
MSA 4			4
MSA 5	7	0	11
MSA 6	3	0	10
MSA 7	52	3	7
MSA 8 (Bell)	33	6	43
MSA Santa Ana	34	1	14
MSA San Diego	38	18	40



- The Identified GATE Students have increased by 28 for the 21-22 school year. MPS Academics will be changing the GATE policies and procedures beginning with the 22-23 school year.
- We are striving to include all areas of gifted and talented eligibility. In our Identification of our GATE population.
- There are _____ 504 students MPS Wide and we have held _____ student 504 plan meetings so far this 21-22 school year.

Director of Special Education & Support Services

Dr. Artis Callaham



Supporting SPED and Support Services

- Daily support to all 10 schools for student crisis intervention and IEP coordination
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools/ Developing Enrichment Program for 21-22 school year
- Additional Nuts and Bolts SPED Trainings on Tues mornings for SPED Coordinators, SPED Teachers and School Psychologists

Supporting School Sites with Special Education Compliance and Service Provision

- Support Schools in developing and implementing the Learning Loss Recovery programs funded by AB 130 Learning Loss Mitigation Grant
- Purchasing of Support, enrichment and supplemental materials for LLR and Legal Dispute Reductions
- Attend all Authorizer and SELPA professional Development Meetings/ Share with SPED and Academic Teams as appropriate

Supporting Student Support Services /Overall Program

- Provide Guidance and support for all MPS School Psychologists and Social Worker Interns
- Work with Accountability Team to Assist Schools in Completing the MOE, and SPED Related Grant - Documentation
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)

Other Highlights

- Parent Workshop and Pod-Casts Collaborative with Chicago School of Psychology

Director of Math Programs

Mrs. Traci Lewin



Supporting Math Teachers

- Conducting 1-1 support meetings with teachers to provide individualized support based on their needs.
- Mentored and supported 2 teacher interns in obtaining their preliminary teaching credentials.
- Created and introduced the Math in Art Competition to help increase student motivation and support real world connections. Winners of the competition will be recognized at MPS STEAM Expo.

Supporting Accelerated Learning

- Provided unit planning tools, resources and unit planning sessions for 4 standards-aligned units that focus on the essential learning of the grade level with secondary math teachers.
- 4,627 math IABs have been taken by MPS students across the organization with a projected proficiency level of 47.21%. Additional IABs will be administered in March and April

Math Curriculum Adoption Project

- Created timeline for project with monthly tasks to engage teachers and administrators in the math curriculum adoption process.
- Organizing week-long intensive math materials investigation in June for math teachers to review materials and provide feedback.

Director of EL and ELA Programs

Mrs. Katie Mann



Supporting EL Programs

- Held 1-1 meetings with all EL Coordinators to ensure schools are prepared for the administration of the Summative ELPAC (training of test administrators, scheduling, etc).
- 703 EL Students are currently eligible for the Summative ELPAC, with 25 on independent study
 - IS students will be tested remotely (optional in-person testing for willing families)
- As of March 9th, 36% of Summative ELPAC assessments have been completed.
 - Seven schools have begun administering assessments
 - Each assessment consists of 4 domains (Reading, Writing, Speaking, and Listening). Over 1,100 domain assessments have been completed.

Supporting ELA Teachers

- Planned and hosted 6 org-wide ELA department PLC meetings, including StudySync curriculum training for new and veteran teachers, IAB deep dives, and SBAC prep planning collaboratives.
- Conducting 1-1 support meetings with ELA teachers to provide individualized support as needed
- 4,894 ELA IABs have been taken by MPS students, with a projected proficiency of 47.08%. Additional IABs will be administered in March and April.

Other Highlights

- Hosting the first annual MPS-wide Women's History Month Essay Contest
- Program Lead for the Pivot Learning EL Assignments research study
 - MSA-1, MSA-5, and MSA-SA middle schools participating

College and Career Readiness and TOSA Program Coord.

Mr. William Gray



Supporting College Counselors and creation of College & Career Readiness & Alumni Programs:

- Organizing biweekly department meetings, monthly PD meetings and I-on-I support to college counselors. (5 of 6 counselors are new)
- Evaluating tools and curriculum used for guidance.
- Starting our Task Force work for our Alumni and College & Career Readiness Programs
 - Plan to roll them out for the 2022-23 school year.

Supporting TOSA Program:

- We have had 5 OrgWide collaborative meetings by department and survey teachers each time.
- Two main questions we look at each time are:
 - Today's meeting provided me practical strategies that I can use to plan my instruction.
 - I feel today's meeting was a good use of my time.

Question	Sept.	Oct.	Dec.	Jan.	Feb.	Avg.
Practical Strategies	3.69	4.05	4.18	4.24	3.98	4.03
Good use of Time	3.61	4.09	4.18	4.21	3.84	3.99

- Next up will be the cultural events, with a few departments participating in the STEAM EXPO.

Director of Student Services

Mr. Jason Hernandez



Supporting Multi-Tiered Systems of Supports (MTSS) Progression:

- Establishing partnership with agencies to support mental health
- Evaluated the Positive Behavioral Interventions and Supports (PBIS) framework within each school site to identify areas of strength and areas of growth. - School-wide PBIS Tiered Fidelity Inventory 2.10

Supporting Student Services in the area of Professional Development for school-site leadership:

- Analyzed various data sets to monitor effectiveness within each school site. (SEL Survey, Wellness Plan, PBIS Tiered Fidelity Inventory)
- Conduct Dean of Student meetings that educate and allow cross-collaboration of sharing promising practices
- Established investigation processes and systems to align with annual legislative updates.
- Continuously developing systems to ensure accurate reporting of disciplinary actions at school sites
- Continuously supporting school sites with high level cases

Projects

- Conduct Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention training.
- Effectively cultivate PBIS Tier I foundational supports to improve social, emotional, and academic outcomes for all students.
- Streamline attendance practices to ensure appropriate interventions and sharing of promising practices across MPS
- Streamlining processes to support homeless and foster youth student population

Other Highlights:

- Updated School Safety Plans
- Updated Title IX process
- Updated Threat Assessment Protocols
- PBIS Assessment



Questions or Comments ?