

Agenda Item:	II A: Consent Item
Date:	April 13, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

1. Action Proposed:

I move that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5.

2. Purpose:

This is a required annual report for our LACOE authorized schools. The schools are asked to report on the Measurable Pupil Outcomes (MPO) and MPO performance data for 2021-2022.

3. Background:

Our LACOE authorized schools are annually asked to provide a report to the Los Angeles County Board of Education on our progress on the MPOs that are in the school’s charter petition.

In order to have a coherent set of goals and measurable outcomes, to the extent possible, the majority of the MPOs in our charter petitions align with the metrics in the school LCAPs. The LCAP includes a Baseline and a Desired Outcome for Year 3 for each of our metrics. During annual update of the LCAP we report the Actual Outcome for Year 1, Year 2, and Year 3 to show progress on each metric towards the Desired Outcomes for Year 3. The charter petition, however, includes annual desired outcomes for each year of the petition. During each charter renewal, i.e., every five years, we align the desired MPOs in the petition with the desired outcomes in the LCAP. In a way, the annual report to LACOE is similar to the LCAP annual update process where we report on whether we have met our desired outcomes or not, or showed enough progress, and what action steps the school will take to meet them.

This is an annual written report. There is no oral presentation requirement from the schools to the LA County Board of Education.

4. Analysis:

Please see the attached annual reports to LACOE for MSA-1, 2, 3, and 5. The reports include the MPOs/LCAP metrics and the school’s progress towards desired outcomes for 2021-22. Naturally, the schools have either met some of their desired outcomes or not met but showed progress towards the others. For the latter, the schools have included an explanation with action steps.

5. Impact:

Analyzing our progress on charter MPOs/LCAP metrics is crucial in identifying the school's strengths, needs, and ways to improve so that we can maintain and improve our educational programs on an ongoing basis. This analysis is an integral part of our LCAP development process. This annual report is also mandatory for LACOE authorized schools.

6. **Budget Implications:**

N/A

7. **Committee Recommendations:**

N/A

8. **Exhibits:**

- Charter School Annual Report to LACOE 2021-22 (*one for each of MSA-1, 2, 3, and 5*)
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DRAFT

**School Accountability Report Card & 2022-2023
Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022**

Magnolia Science Academy

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b. **Other information as needed**

I. Status Update for 2021-2022

Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points, respectively. The percentage of our EL students who progressed toward English Proficiency increased by 16% compared to last year.

We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PDs for our staff to ensure they support our struggling students. Our Title I English teacher observes struggling students in three core classes (History, Science, and English) and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC and helps to roster and monitor progress in our Saturday School program. Math teachers also use the gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

We currently have 72 graduating seniors and a 100 percent graduation rate. Our Dean of Academics and College counselors create a 4-year plan for each student and keep track of their classes, grades, etc. We are proud of the parent information nights, where students and parents learn about college, financial aid, and the application process. We are equally proud that our Senior English teachers support all 72 seniors in writing a personal statement. Most students who graduate from MSA attend a junior college, 4-year university, or vocational program.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English	Baseline: 2020-21: 0	Yes

	learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%	No
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.3% Desired Outcome for 2023–24: 97% Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5%	Yes
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal	Baseline: 2020-21: (As of 5/7/21): 74%	Yes

	classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	
10	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 62% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 76%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 52.5 Desired Outcome for 2023–24: 60.0 Year 1 Outcome: 2021-22: (As of 5/13/22): 42.8	No
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 45.06% -English Learners: 3.03% -Socioeconomically Disadvantaged: 44.69% -Students with Disabilities: 8.62% -Asian: 64.28% -Hispanic: 42.73% Desired Outcome for 2023–24: -All Students: 48.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 48.00% -Students with Disabilities: 15.00% -Asian: 66.00% -Hispanic: 47.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.	No

		<p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.37% -English Learners: 1.09% -Students with Disabilities: 9.09% -Hispanic: 35.73% -White: 63.64%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 43.98%</p>	
13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard -White: 20.9 points above standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 7.0 points below standard -English Learners: 59.0 points below standard -Socioeconomically Disadvantaged: 8.0 points below standard -Students with Disabilities: 80.0 points below standard -Asian: 50.0 points above standard -Hispanic: 12.0 points below standard -White: 22.0 points above standard</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p>	No

		<p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 49.5% -English Learners: 43.0% -Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3%</p>	
14	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: -All Students: 57.6% -English Learners: 51.0% -Socioeconomically Disadvantaged: 58.6% -Students with Disabilities: 60.5% -Asian: 67.7% -Hispanic: 57.3% -White: 55.0%</p> <p>Desired Outcome for 2023-24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 60.0% -White: 60.0%</p> <p>Year 1 Outcome: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 49.5% -English Learners: 43.0%</p>	Yes

		<ul style="list-style-type: none"> -Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3% 	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 30.13% -English Learners: 9.09% -Socioeconomically Disadvantaged: 27.72% -Students with Disabilities: 5.17% -Asian: 42.86% -Hispanic: 27.16% <p>Desired Outcome for 2023-24:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 15.00% -Asian: 45.00% -Hispanic: 32.00% <p>Year 1 Outcome:</p> <p>CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 17.49% -English Learners: 1.02% -Students with Disabilities: 3.70% -Hispanic: 14.70% -White: 54.55% 	No

		<p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 31.98%</p>	
16	<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 43.1 points below standard -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points below standard -Students with Disabilities: 121.2 points below standard -Asian: 34.3 points above standard -Hispanic: 50.0 points below standard -White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 37.0 points below standard -English Learners: 67.0 points below standard -Socioeconomically Disadvantaged: 41.0 points below standard -Students with Disabilities: 100.0 points below standard -Asian: 35.0 points above standard -Hispanic: 42.0 points below standard -White: 8.0 points above standard</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0%</p>	No

		-Hispanic: 49.5% -White: 71.4%	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>Baseline: 2020-21: -All Students: 57.7% -English Learners: 55.4% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 51.1% -Asian: 68.8% -Hispanic: 56.5% -White: 68.4%</p> <p>Desired Outcome for 2023-24: 2023-24: -All Students: 65.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 65.0% -White: 70.0%</p> <p>Year 1 Outcome: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0% -Hispanic: 49.5% -White: 71.4%</p>	No
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard): 52.6%</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard): 55.0%</p>	Yes

		<p>Year 1 Outcome: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 16.80% -Level 3: 33.60% -Level 3: 40.00% -Level 1: 9.60%</p>	
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	<p>Baseline: 2020-21: 10.4%</p> <p>Desired Outcome for 2023-24: 13.0%</p> <p>Year 1 Outcome: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4: 16.80%</p>	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%</p>	No

		Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.	
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2019-20: (2020 Dashboard) 58.5%</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 70.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58.3%</p>	Yes
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 55.56%</p> <p>Desired Outcome for 2023–24: 2022-23: 60.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 58.23%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 64.38%</p>	Yes
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics	Baseline: 2018-19: 15.87%	Yes

	assessments (Source: CDE DataQuest)	<p>Desired Outcome for 2023–24: 2022-23: 30.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%</p>	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 68.4%</p> <p>Desired Outcome for 2023–24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2021-22: 2020-21: 49.6%</p>	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	<p>Baseline: 2019-20: 50.7%</p> <p>Desired Outcome for 2023–24: 2022-23: 60.0%</p> <p>Year 1 Outcome: 2020-21: 64.4%</p>	Yes
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus	<p>Baseline: 2020-21: (As of 5/16/21) 18.9%</p>	No

	or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6%</p>	
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2019-20: 84.6%</p> <p>Desired Outcome for 2023-24: 2022-23: 95.0%</p> <p>Year 1 Outcome: 2020-21: 87.5%</p> <p>2021-22: (As of 5/13/22) 81.9%</p>	No
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p>	No
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.1%</p> <p>Desired Outcome for 2023-24:</p>	Yes

		30.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 30.6%	
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 45.9%	No
		Desired Outcome for 2023-24: 50.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%	
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0%	No
		Desired Outcome for 2023-24: 100.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 94%	
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 54.0%	No
		Desired Outcome for 2023-24: 70.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 67%	
			Yes

33	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019 data is not available.</p>	
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 9%</p> <p>Desired Outcome for 2023-24: 15%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 2%</p>	No
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 92%</p>	No
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 95%</p> <p>Desired Outcome for 2023-24: 100%</p>	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 2 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 3	No
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline:2020-21: (As of 5/16/21) 20 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 5	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 20 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 5	Yes
			Yes

40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: 4</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: 4</p>	
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 9.0%</p> <p>Desired Outcome for 2023-24: 20%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9%</p>	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 98.06%</p> <p>Desired Outcome for 2023-24: 97.00%</p> <p>Year 1 Outcome: 2021-22: (P-2 ADA) 88.19%</p>	No
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 3.8%</p> <p>Desired Outcome for 2023-24:</p>	No

		5.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4%	
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0%	Yes
		Desired Outcome for 2023-24: 0.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 0.0%	Yes
		Desired Outcome for 2023-24: 0.0%	
		Year 1 Outcome: 2020-21: 0.0%	
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 100.0%	Yes
		Desired Outcome for 2023-24: (2023 Dashboard) 100.0%	
		Year 1 Outcome: 2020-21: (2021 Dashboard) 100%	

47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	<p>Baseline: 2020-21: (As of 4/9/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1.6%</p>	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2020-21: (As of 4/9/21) 0.00%</p> <p>Desired Outcome for 2023-24: 0.00%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0.0%</p>	Yes
49	School experience survey participation rates (Source: Panorama Education)	<p>Baseline: 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%</p> <p>2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%</p>	No

50	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 72% Families: 95% Staff: 92%</p> <p>Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90%</p> <p>Year 1 Outcome: 2021-22: Students: 58.0% Families: 91.0% Staff: 73.0%</p>	No
51	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p>	Yes

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year to address unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please address as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%	Due to teachers leaving the area, MSA-1 has lost several teachers. We plan to continue recruiting teachers for the 2023-24 school year during the months of April and May.
8	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 52.5 Desired Outcome for 2023–24: 60.0 Year 1 Outcome: 2021-22: (As of 5/13/22): 42.8	We will add a Literacy Program Coordinator for 2023-24 to support the implementation of the student's Lexile Growth improvement.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 45.06% -English Learners: 3.03% -Socioeconomically Disadvantaged: 44.69% -Students with Disabilities: 8.62% -Asian: 64.28% -Hispanic: 42.73% Desired Outcome for 2023–24: -All Students: 48.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 48.00% -Students with Disabilities: 15.00% -Asian: 66.00% -Hispanic: 47.00% Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress	The school site created SBAC Action Plan to support subgroups in ELA to help students obtain meeting or exceeding standards on the CAASPP.

		<p>(MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.37% -English Learners: 1.09% -Students with Disabilities: 9.09% -Hispanic: 35.73% -White: 63.64%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 43.98%</p>	
4	<p>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 12.9 points below standard -English Learners: 67.8 points below standard -Socioeconomically Disadvantaged: 15.7 points below standard -Students with Disabilities: 96.0 points below standard -Asian: 49.6 points above standard -Hispanic: 19.4 points below standard -White: 20.9 points above standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 7.0 points below standard -English Learners: 59.0 points below standard -Socioeconomically Disadvantaged: 8.0 points</p>	<p>The school site created SBAC Action Plan to support all of the school's subgroups in ELA and Math to help all students show appropriate growth on the CAASPP, which will show CA Dashboard improvement.</p>

		<p>below standard</p> <ul style="list-style-type: none"> -Students with Disabilities: 80.0 points below standard -Asian: 50.0 points above standard -Hispanic: 12.0 points below standard -White: 22.0 points above standard <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 49.5% -English Learners: 43.0% -Students with Disabilities: 41.1% -Hispanic: 48.6% -White: 53.3% 	
4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 30.13% -English Learners: 9.09% -Socioeconomically Disadvantaged: 27.72% -Students with Disabilities: 5.17% -Asian: 42.86% -Hispanic: 27.16% <p>Desired Outcome for 2023-24:</p>	<p>The school site created SBAC Action Plan to support subgroups in Math to help students obtain meeting or exceeding standards on the CAASPP.</p>

		<p>2022-23: -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 15.00% -Asian: 45.00% -Hispanic: 32.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 17.49% -English Learners: 1.02% -Students with Disabilities: 3.70% -Hispanic: 14.70% -White: 54.55%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 31.98%</p>	
4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 43.1 points below standard -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points</p>	The school site created SBAC Action Plan to support all of the school's subgroups in ELA and Math to help all students show appropriate growth on the CAASPP, which will show CA Dashboard improvement.

below standard

-Students with Disabilities: 121.2 points below standard

-Asian: 34.3 points above standard

-Hispanic: 50.0 points below standard

-White: 6.2 points above standard

Desired Outcome for 2023-24:

2022-23: (2023 Dashboard)

-All Students: 37.0 points below standard

-English Learners: 67.0 points below standard

-Socioeconomically Disadvantaged: 41.0 points below standard

-Students with Disabilities: 100.0 points below standard

-Asian: 35.0 points above standard

-Hispanic: 42.0 points below standard

-White: 8.0 points above standard

Year 1 Outcome:

CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:

-All Students: 50.1%

-English Learners: 37.2%

-Students with Disabilities: 44.0%

-Hispanic: 49.5%

		-White: 71.4%	
4	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>Baseline: 2020-21: -All Students: 57.7% -English Learners: 55.4% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 51.1% -Asian: 68.8% -Hispanic: 56.5% -White: 68.4%</p> <p>Desired Outcome for 2023-24: 2023-24: -All Students: 65.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 65.0% -White: 70.0%</p> <p>Year 1 Outcome: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 50.1% -English Learners: 37.2% -Students with Disabilities: 44.0% -Hispanic: 49.5% -White: 71.4%</p>	The school site has utilized IXL diagnostic data to better support students in their intervention classes, tutoring, and Saturday school.
4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46%</p>	The school site has utilized two administrators with a Science background to support the Science program to create student growth on the CAST.

		<p>-Students with Disabilities: 5.00%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%</p> <p>Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 68.4%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2021-22: 2020-21: 49.6%</p>	We will offer less AP classes and more dual-enrollment classes.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 18.9%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6%</p>	The school site has shown growth this year where currently 46.7% of seniors have completed at least one semester of college coursework with a grade of C minus or better.
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2019-20: 84.6%</p> <p>Desired Outcome for 2023-24: 2022-23: 95.0%</p>	College Counselors and admin are working with high schoolers on their A-G coursework credit recovery and no longer utilizing AB 104.

		<p>Year 1 Outcome: 2020-21: 87.5%</p> <p>2021-22: (As of 5/13/22) 81.9%</p>	
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p>	The school site is looking into offering other opportunities for students to receive the Seal of Biliteracy. Currently, our students receive the Seal of Biliteracy through AP Spanish.
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 45.9%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%</p>	We saw a rapid decline due to the pandemic, but we are projecting 65.3% of our students earning an Advanced or Honors Diploma for the 2022-23 school year.
8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 94%</p>	The pandemic has impacted the number of students' academics and plans to attend a 4-year or 2-year college. The school site's college counselors are working with the class of 2023's plans to at least apply to a 2-year college if not ready to attend a 4-year college.

8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 54.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 67%</p>	The school site is still working with students to meet the requirement to get accepted into 4-year colleges.
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 9%</p> <p>Desired Outcome for 2023-24: 15%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 2%</p>	Due to the school site's academic challenges from the pandemic, many students have shown a decline in Math reducing the number of students to qualify for Accelerated and/or Advanced Math.
7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 92%</p>	
3	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 2</p> <p>Desired Outcome for 2023-24:</p>	The school site had difficulty with in-person meetings due to the pandemic. This year the meetings have been in-person.

		4 Year 1 Outcome: 2021-22: (As of 5/13/22) 3	
3	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 9.0% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9%	Due to the pandemic, many staff members were reluctant to do in-person home visits.
5	Average Daily Attendance (ADA) Rate (Source: SIS)	Baseline: 2020-21: (P-2 ADA) 98.06% Desired Outcome for 2023-24: 97.00% Year 1 Outcome: 2021-22: (P-2 ADA) 88.19%	Due to the pandemic, the school site had difficulty with ADA.
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 3.8% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4%	Due to the pandemic, the school site struggled with chronic absenteeism.

6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	<p>Baseline: 2020-21: (As of 4/9/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1.6%</p>	The school site has had difficulties with student behavior coming back to the school site from distance learning. By implementing a PBIS program and training in MTSS, the school site will work on reducing the number of suspensions.
6	School experience survey participation rates (Source: Panorama Education)	<p>Baseline: 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%</p> <p>2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6%</p>	The school site had struggled with participation in the Educational Partner Survey. The school site will implement multiple modalities to increase participation for the 2022-23 school year.
6	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 72% Families: 95% Staff: 92%</p> <p>Desired Outcome for 2023-24: Students: 75% Families: 95%</p>	The school site did not meet the desired outcomes due to all the changes during the pandemic. The school site will use the data from the survey as a driving force to improve the approval rates.

Staff: 90%

Year 1 Outcome: 2021-22:

Students: 58.0%

Families: 91.0%

Staff: 73.0%

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

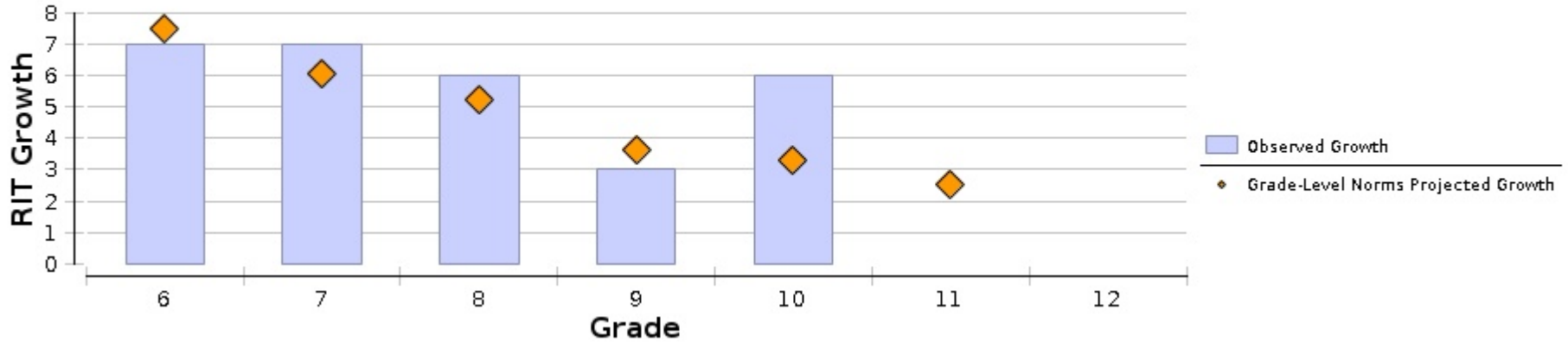
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	106	202.9	12.8	6	210.0	14.3	7	7	0.9	7.5	-0.16	43	106	47	44	39
7	119	209.5	12.8	11	216.5	14.4	13	7	0.8	6.1	0.46	68	119	68	57	54
8	107	215.2	15.0	16	220.8	15.1	17	6	0.7	5.2	0.15	56	107	65	61	53
9	117	218.7	16.3	22	221.7	17.6	21	3	0.8	3.6	-0.31	38	117	47	40	41
10	82	223.4	17.6	29	228.9	19.0	37	6	1.1	3.3	1.09	86	82	45	55	60
11	77	237.1	20.8	70	237.4	23.2	62	0	1.1	2.5	-1.12	13	77	33	43	42
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

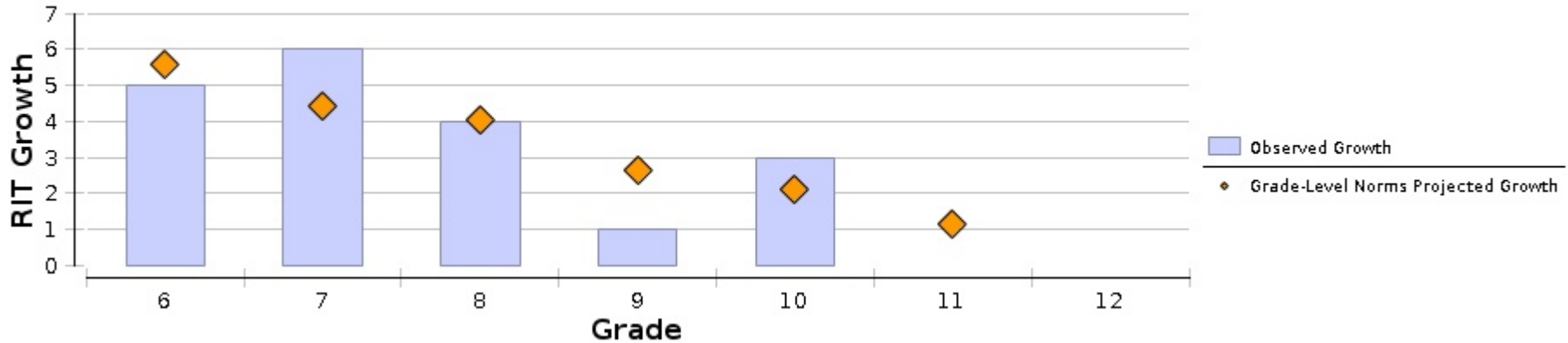
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	105	203.7	14.5	18	208.3	14.0	16	5	0.8	5.6	-0.56	29	105	46	44	44
7	116	207.8	13.4	19	214.2	13.7	28	6	0.8	4.4	1.12	87	116	70	60	62
8	102	210.0	13.6	15	213.6	13.2	15	4	0.8	4.0	-0.22	41	102	49	48	45
9	118	216.0	15.5	38	217.1	16.8	32	1	0.9	2.6	-0.78	22	118	56	47	45
10	81	219.9	14.6	43	223.2	15.3	49	3	0.9	2.1	0.73	77	81	43	53	52
11	77	225.8	14.8	61	226.1	17.6	57	0	1.0	1.1	-0.39	35	77	32	42	46
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

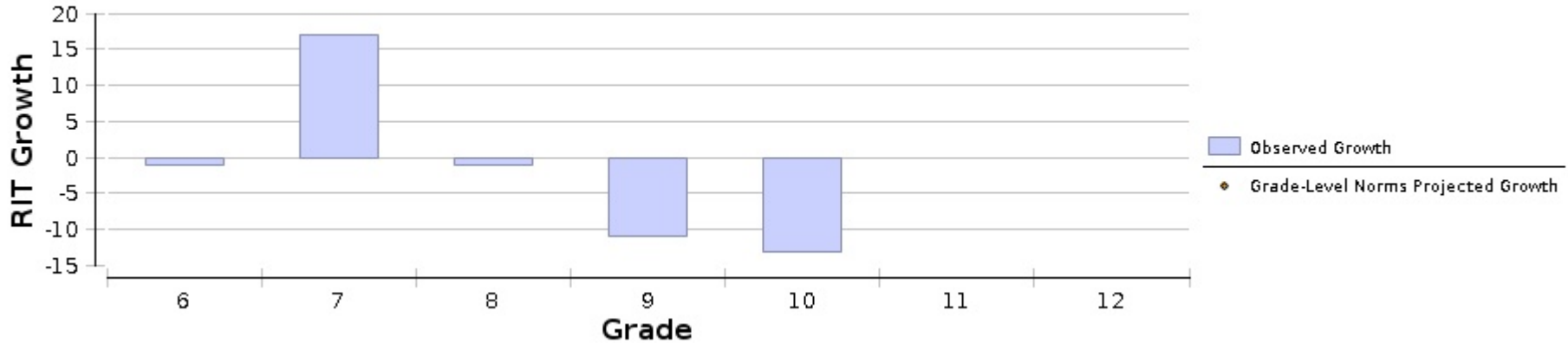
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	1	218.0			217.0			-1					1	0	0	0
7	2	186.0	8.5		202.5	0.7		17	5.5				2	2	100	65
8	1	200.0			199.0			-1					1	0	0	0
9	1	203.0			192.0			-11					0			
10	1	211.0			198.0			-13					0			
11	0	**			**			**					**			
12	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT

**School Accountability Report Card & 2022-2023
Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022
Magnolia Science Academy 2**

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b. **Other information as needed**

I. Status Update for 2021-2022

Successes:

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of students in math at MSA2 is 16.62%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. Further the overall proficiency and advanced percentile of students in reading at

MSA2 is 40.48%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports.

Another area of need relates to the 2.13% of EL students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 4.26% of EL students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of EL students.

Another area of need relates to the 7.27% of SPED students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 21.82% of SPED students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of SPED students.

Another area of need relates to the 14.52% of Hispanic students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 38.83% of Hispanic students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of Hispanic students.

While the Dashboard data shows several areas of need, since the Covid-19 pandemic impacted the incorporation of academic assessment data including the SBAC and as such, this section focuses on the NWEA MAP data during the present time which enables a more recent incorporation of math and reading data from the 2021-22 school year, which is more relevant to the academic intervention plans than data which is several years old from the prior Dashboard when

all grades were required to take the SBAC prior to the Covid-19 pandemic.

Challenges:

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 68.4% of MSA2 students met their growth target on the NWEA MAP for math during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 93% for math and a Conditional Growth Index (CGI) of 1.48 in math. 66% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2021-22 academic year. 69% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2021-22 academic year. 68.1% of MSA2's SPED students met their target growth on the MAP math assessment during the 2021-22 academic year. 67.4% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2021-22 academic year.

To reiterate, 67.3% of MSA2 students met their growth target on the NWEA MAP for reading during the 2021-22 academic year. Further, MSA2 had a conditional growth percentile of 98% for reading and a Conditional Growth Index (CGI) of 2.15 in reading. 69.6% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2021-22 academic year. 67.8% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2021-22 academic year. 66.1% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2021-22 academic year.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of students in math at MSA2 is 16.62%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports. Further the overall proficiency and advanced percentile of students in reading at

MSA2 is 40.48%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports.

Another area of need relates to the 2.13% of EL students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 4.26% of EL students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of EL students.

Another area of need relates to the 7.27% of SPED students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 21.82% of SPED students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of SPED students.

Another area of need relates to the 14.52% of Hispanic students who are proficient or advanced in math as measured by the 2021-22 NWEA MAP assessment. Further, 38.83% of Hispanic students who are proficient or advanced in reading as measured by the 2021-22 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional supports to improve the math and reading proficiency rate of Hispanic students.

While the Dashboard data shows several areas of need, since the Covid-19 pandemic impacted the incorporation of academic assessment data including the SBAC and as such, this section focuses on the NWEA MAP data during the present time which enables a more recent incorporation of math and reading data from the 2021-22 school year, which is more relevant to the academic intervention plans than data which is several years old from the prior Dashboard when

all grades were required to take the SBAC prior to the Covid-19 pandemic.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88%	No
4	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023–24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%	No

5	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 95% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 91% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 6/13/22): 90%	No
10	Percentage of students who have received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester):73% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 82%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 48.5 Desired Outcome for 2023–24: 60.0	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22): 92.3	
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 41.81% -English Learners: 7.69% -Socioeconomically Disadvantaged: 38.19% -Students with Disabilities: 15.56% -Hispanic: 38.49%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 46.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 43.00% -Students with Disabilities: 20.00% -Hispanic: 43.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 40.48% -English Learners: 4.26% -Students with Disabilities: 21.82% -Hispanic: 38.83% -White: 63.64%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 41.71%</p>	No

13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 16.6 points below standard -English Learners: 62.1 points below standard -Socioeconomically Disadvantaged: 22.0 points below standard -Students with Disabilities: 79.9 points below standard -Hispanic: 24.9 points below standard -White: 26.2 points above standard <p>Desired Outcome for 2023–24:</p> <p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 10.0 points below standard -English Learners: 55.0 points below standard -Socioeconomically Disadvantaged: 16.0 points below standard -Students with Disabilities: 72.0 points below standard -Hispanic: 18.0 points below standard -White: 28.0 points above standard <p>Year 1 Outcome: 2021-22:</p> <p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2% 	Yes
14	Percentage of students meeting their growth targets on	Baseline: 2020-21:	No

	<p>the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21: -All Students: 65.0% -English Learners: 66.0% -Socioeconomically Disadvantaged: 66.3% -Students with Disabilities: 66.0% -Hispanic: 65.5% -White: 66.7%</p> <p>Desired Outcome for 2023–24: 2023-24: -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0% -Hispanic: 70.0% -White: 70.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2%</p>	
15	<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2020-21: 2018-19: -All Students: 27.87% -English Learners: 5.13% -Socioeconomically Disadvantaged: 24.80% -Students with Disabilities: 15.55% -Hispanic: 23.41%</p> <p>Desired Outcome for 2023–24:</p>	Yes

		<p>2022-23: -All Students: 34.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 34.00% -Students with Disabilities: 25.00% -Hispanic: 34.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 16.62% -English Learners: 2.13% -Students with Disabilities: 7.27% -Hispanic: 14.52% -White: 45.54%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 54.57%</p>	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 60.8 points below standard -English Learners: 96.8 points below standard -Socioeconomically Disadvantaged: 65.6 points below standard -Students with Disabilities: 119.6 points below standard -Hispanic: 71.9 points below standard -White: 21.8 points above standard</p> <p>Desired Outcome for 2023-24:</p>	Yes

		<p>2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 54.0 points below standard -English Learners: 86.0 points below standard -Socioeconomically Disadvantaged: 58.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 64.0 points below standard -White: 23.0 points above standard <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 68.4% -English Learners: 66.0% -Students with Disabilities: 68.1% -Hispanic: 67.4% -White: 64.7% 	
17	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21:</p> <ul style="list-style-type: none"> -All Students: 67.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.3% -Students with Disabilities: 57.9% -Asian: 70.8% -Hispanic: 66.7% -White: 87.5% <p>Desired Outcome for 2023-24: 2023-24:</p>	No

		<p>-All Students: 70.0%</p> <p>-English Learners: 65.0%</p> <p>-Socioeconomically Disadvantaged: 70.0%</p> <p>-Students with Disabilities: 60.0%</p> <p>-Asian: 70.0%</p> <p>-Hispanic: 70.0%</p> <p>-White: 80.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 68.4%</p> <p>-English Learners: 66.0%</p> <p>-Students with Disabilities: 68.1%</p> <p>-Hispanic: 67.4%</p> <p>-White: 64.7%</p>	
18	<p>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p>	<p>Baseline: 2020-21: (2019 Dashboard) 71.4%</p> <p>Desired Outcome for 2023–24: (2023 Dashboard) 73.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level:</p> <p>-Level 4: 15.76%</p> <p>-Level 3: 40.78%</p> <p>-Level 2: 27.63%</p> <p>-Level 1: 15.76%</p>	Yes

19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	<p>Baseline: 2020-21: 14.0%</p> <p>Desired Outcome for 2023–24: 15.0%</p> <p>Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4: 20.0%</p>	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19: -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	Yes
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 55.0%</p> <p>Desired Outcome for 2023-24: 2021-22: 70.0%</p>	No

		<p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 53.7%</p>	
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p>	No
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 24.32%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p>	Yes

		<p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%</p>	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 61.2%</p> <p>Desired Outcome for 2023-24: 2022-23: 65.0%</p> <p>Year 1 Outcome: 2020-21: 45.8%</p>	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	<p>Baseline: 2019-20: 36.1%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 55.3%</p>	Yes
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit	<p>Baseline: 2020-21: (As of 5/16/21) 57.5%</p>	Yes

	is awarded (Source: SIS)	<p>Desired Outcome for 2023-24: 60.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 75.6</p>	
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	<p>Baseline:2019-20: 92.1%</p> <p>Desired Outcomes for 2023-24: 2022-23: 95.0%</p> <p>Year 1 Outcome: 2020-21: 92.3%</p> <p>2021-22: (As of 5/13/22) 97.6%</p>	Yes
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 29.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%</p>	Yes
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.7%</p> <p>Desired Outcome for2023-24: 30.0%</p>	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 46.3%	
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 58.5% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%	Yes
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 95.0% Desired Outcome for 2023-24: 100.0% Year 1 Outcome:2021-22: (As of 5/13/22) 100%	Yes
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 71.0% Desired Outcome for 2023-24: 70.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 66%	No

33	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 data is not available.</p>	Yes
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 20%</p> <p>Desired Outcome for 2023-24: 20%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 23%</p>	Yes
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 100%</p>	Yes
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p>	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 100%	
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 3 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 4	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 32 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: (As of 5/13/22) 22	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 31 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 27	Yes

40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: 4</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: 4</p>	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 22.1%</p> <p>Desired Outcome for 2023-24: 25.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 16.6%</p>	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 98.08%</p> <p>Desired Outcome for 2023-24: 97.00%</p> <p>Year 1 Outcome: 2021-22: (P-2 ADA) 91.4%</p>	Yes
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 3.9%</p> <p>Desired Outcome for 2023-24:</p>	No

		5.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 6.0%	
44	Middle School Dropout Rate (Source: CALPADS)	Baseline: 2020-21: (As of 4/16/21) 0.0%	Yes
		Desired Outcome for 2023-24: 0.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 5.0%	Yes
		Desired Outcome for 2023-24: 2022-23: 0.0%	
		Year 1 Outcome: 2020-21: 0.0%	
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 95.0%	Yes
		Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0%	
		Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2%	

47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	<p>Baseline: 2020-21: (As of 4/9/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%</p>	Yes
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2020-21: (As of 4/9/21) 0.00%</p> <p>Desired Outcome for 2023-24: 0.00%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0.19%</p>	Yes
49	School experience survey participation rates (Source: Panorama Education)	<p>Baseline: 2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%</p> <p>Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students: 98%</p>	Yes

		Families: 86.3% Staff: 100%	
50	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 76% Families: 98% Staff: 94%</p> <p>Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90%</p> <p>Year 1 Outcome: 2021-22: Students: 73% Families: 97% Staff: 85%</p>	Yes
51	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%</p>	Yes

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year to address unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please address as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

StatePriority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020): 96%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88%</p>	<p>2 of our teachers transferred to schools closer to their homes and 1 teacher didn't want to teach anymore so he ended his career as a teacher. In order to respond to this obstacle, MSA2 created an action plan which led to working with MPS HR department and home office to provide additional support to teachers. Further, MSA2 included an incorporation of the areas of feedback and growth shared by teachers in their annual stakeholder surveys as a manner to better identify the specific aspects of teacher retention which can be targeted for improvement during the upcoming school year.</p>
6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 98.0%</p> <p>Desired Outcome for 2023–24: 96%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%</p>	<p>We had teachers on leave of absence and medical leave. Due to Covid, we still struggled with attendance with mandatory covid quarantines. In order to respond to this obstacle, MSA2 created an action plan which led to working with MPS HR department and home office to provide additional support to teachers to attempt to improve attendance rates. Further, MSA2 included an incorporation of the areas of feedback and growth shared by teachers in their annual stakeholder surveys as a manner to better identify the specific aspects of teacher satisfaction which can be targeted for improvement of teacher attendance during the upcoming school year.</p>
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	<p>Baseline: 2020-21: (As of 5/7/21): 91%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 6/13/22): 90%</p>	<p>We completed formal and informal observations for all staff, however, due to teachers leaving the school prior to the end of the school year and new teachers being hired during the middle of the school year, the measurements for this indicator are misleading. In order to better meet this goal, in the future, MSA2 created an action plan where the rate of completion of informal observations is accelerated and the formal</p>

			observations are completed earlier as well in the semesters in case any teachers may leave the school prior to the end of the school year in order to help meet this goal in the future.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 41.81% -English Learners: 7.69% -Socioeconomically Disadvantaged: 38.19% -Students with Disabilities: 15.56% -Hispanic: 38.49%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 46.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 43.00% -Students with Disabilities: 20.00% -Hispanic: 43.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 40.48% -English Learners: 4.26%</p>	<p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. We showed improvement in MAP Testing and IAB but it wasn't enough to reach the goal. In order to better reach this goal, MSA2 created an action plan where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust</p>

		<p>-Students with Disabilities: 21.82%</p> <p>-Hispanic: 38.83%</p> <p>-White: 63.64%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <p>-All Students: 41.71%</p>	<p>MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.</p>
4	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21:</p> <ul style="list-style-type: none"> -All Students: 65.0% -English Learners: 66.0% -Socioeconomically Disadvantaged: 66.3% -Students with Disabilities: 66.0% -Hispanic: 65.5% -White: 66.7% <p>Desired Outcome for 2023–24: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0% -Hispanic: 70.0% -White: 70.0% <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2% 	<p>For all students, we showed growth but not enough to exceed our goal. In order to better reach this goal, MSA2 created a parallel action plan to the one previously described for goal 12 where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust</p>

			<p>MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.</p>
4	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21: -All Students: 67.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 68.3% -Students with Disabilities: 57.9% -Asian: 70.8% -Hispanic: 66.7% -White: 87.5%</p> <p>Desired Outcome for 2023–24: 2023-24: -All Students: 70.0% -English Learners: 65.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 60.0% -Asian: 70.0% -Hispanic: 70.0% -White: 80.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 68.4% -English Learners: 66.0% -Students with Disabilities: 68.1% -Hispanic: 67.4%</p>	<p>Showed growth for all students but, it wasn't enough to meet the goal. In order to better reach this goal, MSA2 created an action plan parallel to goals 12 and 14 (for ELA) but this time related to math. In this action plan, targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to SBAC prep. Further, the action plan also includes increased frequency of sharing of data with math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left</p>

		-White: 64.7%	behind in the intervention, as well as to adjust MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 55.0%</p> <p>Desired Outcome for 2023-24: 2021-22: 70.0%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 53.7%</p>	In order to better support the school in meeting this goal, MSA2 created an action plan which includes initiating increased quantities of recruitment events for incoming 9th grade students related to our school's dual enrollment high school program, enrolling increased numbers of incoming 9th grade students in the summer dual enrollment Counseling 20 course from Los Angeles Valley College to better guide the students with the college and university planning process, increasing the quantity of high-interest college courses offered to students based upon surveys from students, embed increased dual enrollment college courses into the instructional day so students are able to take such courses without worrying about schedule conflicts after school with work or extra-curricular activities.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress</p>	We showed a large amount of improvement in our SBAC & IAB scores, however since our target score is high, we were unable to successfully achieve this goal. In order to better reach this goal, MSA2 created a parallel action plan to the one previously described for goals 12 and where targeted groups of students are invited to attend increased numbers of Saturday School throughout the school year, as well as to be invited to targeted interventions before school with teachers related to CAASPP prep. Further, the action plan also includes increased frequency of sharing of data with

		<p>(MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p>	<p>math and ELA teachers from iXL and NWEA MAP related to specific standards which students are struggling to meet to better provide timely interventions. Furthermore, our action plan includes providing increased professional development opportunities to teachers related to effective instructional delivery in order to maximize the student learning, including focusing on increasing depth of knowledge, rigor, and collaborative learning strategies implemented in classroom lessons. Moreover, the action plan includes increasing opportunities for cross-curricular planning in order to have history, science and elective courses also support math and literacy skill building. Finally, the action plan also includes analyzing data related to SPED, EL, homeless / foster youth, socioeconomically disadvantaged youth, and by racial / ethnic demographic background in order to ensure no student groups are being left behind in the intervention, as well as to adjust MTSS academic interventions provided to students which will lead to increased success. This process also includes providing students with additional resources and support which may be necessary in order to help increase student learning related to mental health supports, as well as providing rewards and incentives for students who are demonstrating improvement in such areas.</p>
4	<p>Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)</p>	<p>Baseline: 2019-20: 61.2%</p> <p>Desired Outcome for 2023-24: 2022-23: 65.0%</p> <p>Year 1 Outcome: 2020-21: 45.8%</p>	<p>In order to better improve this priority area, MSA2 created an action plan to provide additional professional development training to teachers who may be able to grow into having the sufficient training to start becoming AP teachers for specific courses. In particular, MSA2 will continue to also recruit more students to participate in AP courses which relate to their areas of interest. In order to further help students succeed, MSA2 will create a pipeline into AP courses which start out with</p>

			<p>advanced and honor courses prior to taking AP courses in order to provide students with more time to become successful in the subject matter than the 1 year duration of the course. Further, MSA2's action plan continues to promote dual enrollment college and university courses to students as well throughout their high school career as an alternative to AP courses which may also lead to equivalent academic acquisition of knowledge provided by AP courses, as well as equivalent benefits for university acceptance rates as AP courses.</p>
8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 71.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 66%</p>	<p>In order to help more high school students receive acceptances into 4-year colleges, MSA2 created an action plan to help students become more College and Career ready. This aligns with the goals of taking more dual enrollment college courses, as well as AP courses.</p> <p>In order to better improve this priority area, MSA2's action plan also provides additional professional development training to teachers who may be able to grow into having the sufficient training to start becoming AP teachers for specific courses. In particular, MSA2 will continue to also recruit more students to participate in AP courses which relate to their areas of interest. In order to further help students succeed, MSA2 will create a pipeline into AP courses which start out with advanced and honor courses prior to taking AP courses in order to provide students with more time to become successful in the subject matter than the 1 year duration of the course. Further, MSA2's action plan continues to promote dual enrollment college and university courses to students as well throughout their high school career as an alternative to AP courses which may also lead to equivalent academic acquisition of knowledge provided by AP</p>

			<p>courses, as well as equivalent benefits for university acceptance rates as AP courses.</p> <p>Moreover, MSA2's action plan included providing additional incentives to high school students who apply to 4-year colleges in order to provide them with the best possible chance of being accepted by such institutions.</p> <p>Moreover, the action plan includes increasing college and career fair participation at the school site to expose students to increased options for success.</p>
3	<p>Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</p>	<p>Baseline: 2020-21: (As of 4/16/21) 22.1%</p> <p>Desired Outcome for 2023-24: 25.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 16.6%</p>	<p>Normally we always exceed our home visits goal, but last year due to Covid restrictions, we were not able to visit as many homes as we planned on visiting. As such, MSA2 created an action plan to help increase the percentage of home visits completed during the school year which utilizes a broader range of staff participants who will be invited to provide home visits to families than previous years. In particular, staff members will be invited to reach out to specific student families which they believe they would find beneficial to visit related to wanting to speak with students and families about advanced academic pathways, in order to help motivate students, in order to help support students experiencing adversity or trauma to overcome such challenges, or related to any other priority area. The plans for each staff member will be shared with the administration and across grade levels, and teachers and staff will be invited to partner with other teachers who work with the same students to provide groups of 2 - 3 staff members for each home visit. Subsequently, the home visits will be targeted to be scheduled with the families after school by the requesting teacher and staff members, and the results will be shared with colleagues in order to maximize the</p>

5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 3.9%</p> <p>Desired Outcome for 2023-24: 5.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 6.0%</p>	<p>collaborative process.</p> <p>The action plan created to help improve this goal relates to having increased intervention meetings with students and families earlier in the cycle of experiencing unexcused absences or late arrivals to class. The goal of this process is to provide solutions and resources from the school to the student and family, while simultaneously clarifying expected contributions made by students and families. Further, the SART process will be utilized when necessary to follow up on any extended unresolved issues which may require higher levels of support. Specifically, the school will take proactive steps to address any issues related to transportation by providing access to bus passes, will refer students for mental health resources for students who are not attending school due to mental health issues. The families will be asked to change factors at home, including the noise volume in the home at night if necessary, adjusting the student bed time, adjusting the student wakeup time, and other factors in order to better support increased student attendance which supports student learning. Moreover, the school will also provide rewards to student grade levels who have the best attendance rates in order to incentivize higher rates of student attendance.</p>
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III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

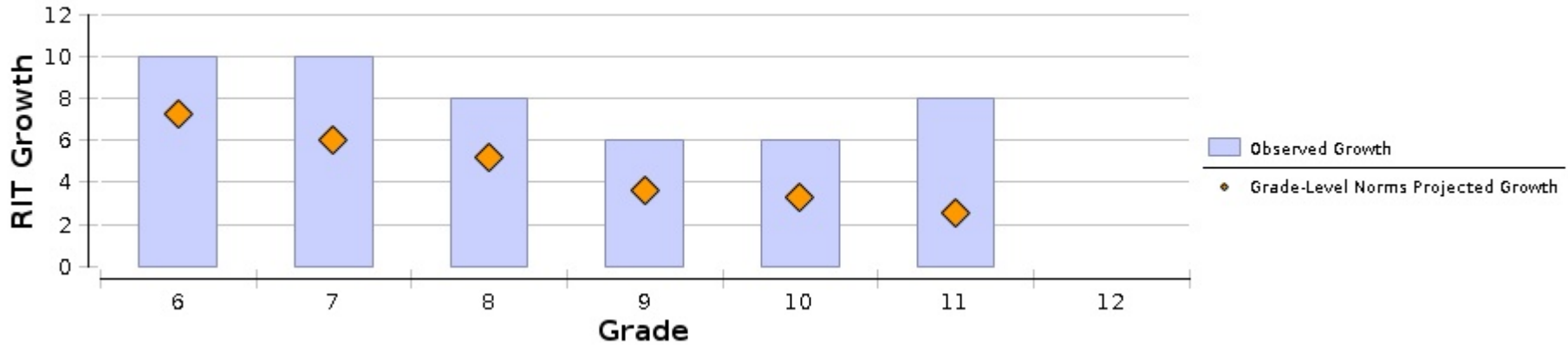
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	77	199.9	11.8	3	209.7	13.2	6	10	0.7	7.3	1.14	87	77	51	66	56
7	99	208.8	15.2	9	218.8	16.4	20	10	0.8	6.0	1.94	97	99	71	72	73
8	88	213.3	15.8	12	220.9	16.0	18	8	0.8	5.2	0.99	84	88	62	70	66
9	62	217.1	16.1	17	222.6	17.6	23	6	0.9	3.6	0.98	84	62	40	65	62
10	52	225.0	25.3	35	230.6	23.6	43	6	1.8	3.3	1.13	87	52	33	63	56
11	45	230.3	17.7	45	237.7	18.1	63	8	1.5	2.5	2.42	99	45	32	71	71
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Magnolia Public Schools

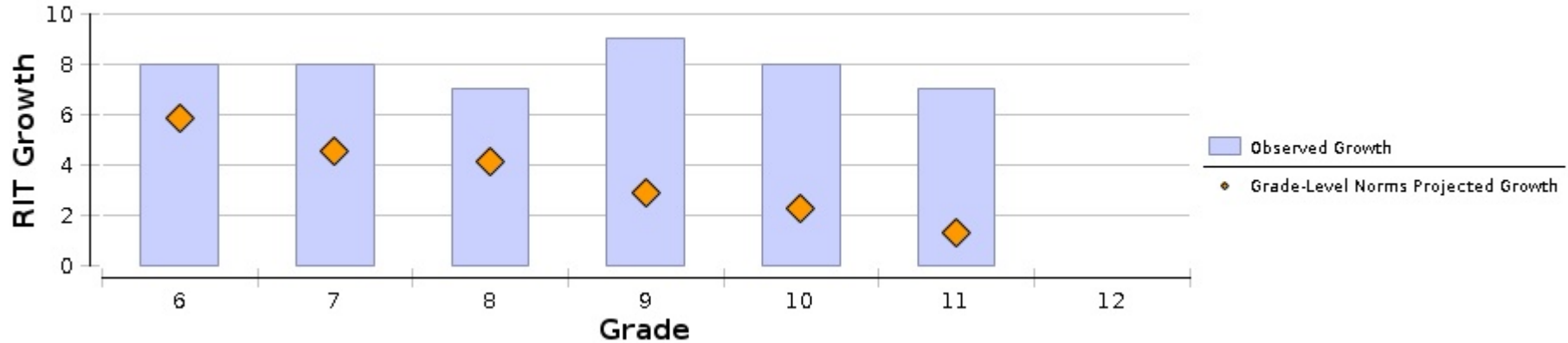
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	79	199.5	15.1	7	207.5	13.8	13	8	1.0	5.8	1.25	89	79	46	58	56
7	100	206.0	16.0	13	213.5	14.2	25	8	0.8	4.5	1.70	96	100	68	68	64
8	89	209.3	18.8	13	216.7	14.8	26	7	1.3	4.1	1.64	95	89	54	61	64
9	62	210.8	14.8	20	219.8	14.2	43	9	1.2	2.9	3.08	99	62	47	76	76
10	52	215.6	18.1	24	223.8	16.7	51	8	1.1	2.3	3.59	99	52	40	77	71
11	45	218.3	15.3	26	225.5	11.8	54	7	1.3	1.3	2.71	99	45	32	71	75
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT

**School Accountability Report Card & 2022-2023
Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022
Magnolia Science Academy 3**

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b. **Summary of Improvement Plan for 2021-2022 unmet goals (MPOs/LCAP)**

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a. **2021-2022 Internal Data (i.e. Benchmarks, IAB, verified data – NWEA, iReady Star Renaissance, etc)**

b. **Other information as needed**

I. Status Update for 2021-2022

Magnolia Science Academy opened its door for a full day after hybrid opening (two days in-person) the year before.

28% of our senior class students have completed at least one college course.

MSA-3 has a graduation rate of 100% for the class of 2022.

98 % of our students completed the A-G requirements.

36% of our graduating class earned a Golden State Seal Merit Diploma.

52% of the graduating class received an Advanced or Honors diploma.

96% of our graduating class got accepted to 4 year or 2 year colleges.

63.6% of EL learners made progress towards their English language proficiency.

78% of our graduating class got accepted to 4-year college.

4% of our students took advanced or upper level Math.

96% of our graduating class took a computer class.

14% of our students home-visited either in person or virtually.

Our students showed growth in SBAC Math with an increase of 1% proficiency.

WASC accreditation- MSA-3 received its accreditation from WASC until June 2028

Our educational parent survey came as positive with 96% of parent approval, 80% staff approval, and 64 % of student approval. These are high compared to pre-pandemic scores.

Educational partner survey - Our survey results highlights the followings as glow:

We see a general trend why our educational partners choose us: small school/classes, community/family feeling.

Survey reveal that MSA-3 was able to focus on all student's needs

Parents mention that it is easy to get help (tutoring, Saturday school, mentors)

Staff and school overall culture are positive.

These are the areas of growth from our educational partner survey:

Educational partners mention that we need to add sports teams (football, soccer, baseball), more activities/electives for students

Our parents and students point out to the conditions of student bathrooms

Our staff has concern about the facilities; not having enough rooms for every teacher

Our parents and staff had a concern on limited staff that speak Spanish

Staff pointed out that student discipline, student consequences need to improve.

Some challenges we have had were around chronic absenteeism and parent engagement. Due to Covid, a lot of students were sent home for showing symptoms or testing positive.

We have had a hard time getting parents to the Coffee with admin meetings. In addition, despite our efforts, our family survey participation rate was 37.3%.

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English	Baseline: 2020-21: 0	Yes

	learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023–24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023–24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82%	No
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023–24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%	No
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 85% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 90%	No
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes

9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023–24: 100% Year 1 Outcome: (As of 5/13/22): 41%	No
10	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 74% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 85%	Yes
11	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 67.3 Desired Outcome for 2023–24: 70% Year 1 Outcome: 2021-22: (As of 5/13/22): 61.6	No
12	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 35.67% -English Learners: 5.88% -Socioeconomically Disadvantaged: 39.75% -Students with Disabilities: ?% -African American: 31.65% Desired Outcome for 2023–24: 2022-23: -All Students: 39.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 42.00% -Students with Disabilities: 12.00% -African American: 37.0% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter	No

		<p>Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.55% -English Learners: 0.00% -Students with Disabilities: 13.33% -Hispanic: 44.00% -White: 66.67%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 39.50%</p>	
13	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below standard -Homeless: 31.9 points below standard -African American: 47.6 points below standard -Hispanic: 34.1 points below standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 34.0 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 30.0 points below standard -Students with Disabilities: 100.0 points below standard -Homeless: 24.0 points below standard -African American: 40.0 points below standard -Hispanic: 27.0 points below standard</p> <p>Year 1 Outcome: 2021-22:</p>	No

		<p>CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1% -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A</p>	
14	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21: -All Students: 50.2% -English Learners: 60.0% -Socioeconomically Disadvantaged: 49.1% -Students with Disabilities: 59.4% -African American: 50.0% -Hispanic: 50.9%</p> <p>Desired Outcome for 2023–24: 2023-24: -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1%</p>	No

		<ul style="list-style-type: none"> -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A 	
15	Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 17.37% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.89% -Students with Disabilities: 0.00% -African American: 12.03% <p>Desired Outcome for 2023–24: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 25.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 25.00% -Students with Disabilities: 15.00% -African American: 18.00% <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 15.00% -English Learners: 0.00% -Students with Disabilities: 0.00% -Hispanic: 17.70% -White: 33.33% 	No

		<p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 44.13%</p>	
16	<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below standard -Homeless: 86.0 points below standard -African American: 99.8 points below standard -Hispanic: 81.0 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 81.0 points below standard -English Learners: 110.0 points below standard -Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 125.0 points below standard -Homeless: 79.0 points below standard -African American: 90.0 points below standard -Hispanic: 73.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0%</p>	No

		<ul style="list-style-type: none"> -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A 	
17	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>Baseline: 2020-21: 2020-21:</p> <ul style="list-style-type: none"> -All Students: 49.5% -English Learners: 50.0% -Socioeconomically Disadvantaged: 48.0% -Students with Disabilities: 33.3% -African American: 43.8% -Hispanic: 53.3% <p>Desired Outcome for 2023–24: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A 	No
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard): 60.9%</p> <p>Desired Outcome for 2023–24: (2023 Dashboard): 62.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results</p>	No

		<p>by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 16.6% -Level 3: 50% -Level 3: 8% -Level 1: 25%</p>	
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	<p>Baseline: 2020-21: 0% Desired Outcome for 2023–24: 10.0% Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level4: 16.6%</p>	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	No
21	Percentage of students in the current year College	Baseline: 2018-19:	No

	Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0%</p> <p>2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p>	
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p>	No
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22:</p>	No

		<p>35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p>	
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p>	No
25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	<p>Baseline: 2019-20: 10.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 40.0%</p> <p>Year 1 Outcome: 2020-21: data not available</p>	No

26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 15.6%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 28%</p>	No
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2019-20: 96.2%</p> <p>Desired Outcome for 2023-24: 2022-23: 95.0%</p> <p>Year 1 Outcome: 2020-21: 93.2%</p> <p>2021-22: (As of 5/13/22) 98%</p>	Yes
28	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 13.6%</p> <p>Desired Outcome for 2023-24: 20.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 4%</p>	No

29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 27.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 36%</p>	Yes
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p>	Yes
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p>	Yes
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p>	Yes

		<p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p>	
33	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 62.8%</p> <p>Desired Outcome for 2023-24: Class of 2021: 75.0%</p> <p>Year 1 Outcome: Class of 2019 data is not available.</p>	No
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 6%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 4%</p>	No
35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p>	No

36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 70%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 72%</p>	No
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 2</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 3</p>	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 7</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 6</p>	Yes
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 5</p>	Yes

		<p>Desired Outcome for 2023-24: 5</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 6</p>	
40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: 4</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: 4</p>	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 10.9%</p> <p>Desired Outcome for 2023-24: 20%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7%</p>	No
42	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 97.32%</p> <p>Desired Outcome for 2023-24: 97.00%</p> <p>Year 1 Outcome: 2021-22: (P-2 ADA) 87.74%</p>	No

43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 6.4%</p> <p>Desired Outcome for 2023-24: 5.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 38.9%</p>	No
44	Middle School Dropout Rate (Source: CALPADS)	<p>Baseline: 2020-21: (As of 4/16/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0%</p>	Yes
45	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2019-20: 3.6%</p> <p>Desired Outcome for 2023-24: 2022-23: 0.0%</p> <p>Year 1 Outcome: 2020-21: 2.2%</p>	No
46	Graduation Rate (Source: CALPADS, CA School	Baseline: 2019-20: (2020 Dashboard)	No

	Dashboard)	96.4% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7%	
47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 1.2%	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.23%	No
49	School experience survey participation rates (Source: Panorama Education)	Baseline: 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%	No

		<p>Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students: 84.9% Families: 37.3% Staff: 97.5%</p>	
50	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 67% Families: 95% Staff: 85%</p> <p>Desired Outcome for 2023-24: Students: 70% Families: 95% Staff: 87%</p> <p>Year 1 Outcome: 2021-22: Students: 64% Families: 96% Staff: 80%</p>	No
51	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021)</p>	No

81%

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year to address unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please address as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

State Priority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82%	MSA-3 is slightly below our goal with retention rate. MPS increased the salary scale to attract and keep the teaching staff. In addition, admin planned to increase its presence in the classrooms to properly support the teachers.
6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023–24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%	We are slightly below the goal. MSA-3 admin is increasing its presence in the classrooms to support the teaching staff.
7	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 85% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 90%	There are some AP courses that we are not offering to entire cohort. We are planning to have an online course provider with all the course choices that we would like to offer.
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: (As of 5/7/21): 79% Desired Outcome for 2023–24: 100% Year 1 Outcome: (As of 5/13/22): 41%	Due to Covid, admin was booked more to handle Covid related cases, and follow up procedures as mandated by the LA County and LAUSD. Our action plan this year is to conduct our informal observation via instructional rounds. During those days, admin and MPS Home office leadership and academic team

			conducts informal observation. So far, we have conducted 75% of the visits. We will complete the last portion of the visits after Spring break with the final instructional rounds.
8	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21): 67.3 Desired Outcome for 2023–24: 70% Year 1 Outcome: 2021-22: (As of 5/13/22): 61.6	We are 5 points behind our goal. We are checking MyON data more often this year, however, the lexile points changed in the system. Current system is based on grade level average. In addition, we are working on getting more data by engaging our English teachers to have the students take the diagnostic tests.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	Baseline: 2018-19: -All Students: 35.67% -English Learners: 5.88% -Socioeconomically Disadvantaged: 39.75% -Students with Disabilities: ?% -African American: 31.65% Desired Outcome for 2023–24: 2022-23: -All Students: 39.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 42.00% -Students with Disabilities: 12.00% -African American: 37.0% Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy	We are incorporating more collaborative learning strategies for students to grasp the content. In addition, use of IAB data will guide the teachers to review the concepts missed by the majority of the students.

		<p>assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 38.55% -English Learners: 0.00% -Students with Disabilities: 13.33% -Hispanic: 44.00% -White: 66.67%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 39.50%</p>	
4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 40.6 points below standard -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard -Students with Disabilities: 139.3 points below standard -Homeless: 31.9 points below standard -African American: 47.6 points below standard -Hispanic: 34.1 points below standard</p> <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -All Students: 34.0 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 30.0 points below standard -Students with Disabilities: 100.0 points below standard -Homeless: 24.0 points below standard</p>	We administered MAP testing for winter and checked the data to analyze which students need support. We analyzed class level data to identify which teachers need intervention support. Saturday school and Power classes provide opportunities for students to close the achievement gaps.

		<p>-African American: 40.0 points below standard -Hispanic: 27.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1% -English Learners: 76.9% -Students with Disabilities: 50.0% -Hispanic: 65.0% -White: N/A</p>	
4	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21: -All Students: 50.2% -English Learners: 60.0% -Socioeconomically Disadvantaged: 49.1% -Students with Disabilities: 59.4% -African American: 50.0% -Hispanic: 50.9%</p> <p>Desired Outcome for 2023-24: 2023-24: -All Students: 60.0% -English Learners: 60.0%</p>	<p>MSA-3 only missed the outcome for the students with the Disabilities. Expected outcome is 60%. However, we are at 50% with this subgroup. We administered winter MAP testing to check on the students who did not make growth and identified possible intervention ideas.</p>

		<p>-Socioeconomically Disadvantaged: 60.0%</p> <p>-Students with Disabilities: 60.0%</p> <p>-African American: 60.0%</p> <p>-Hispanic: 60.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 60.1%</p> <p>-English Learners: 76.9%</p> <p>-Students with Disabilities: 50.0%</p> <p>-Hispanic: 65.0%</p> <p>-White: N/A</p>	
4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 17.37%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 18.89%</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 12.03%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 25.00%</p> <p>-English Learners: 15.00%</p> <p>-Socioeconomically Disadvantaged: 25.00%</p> <p>-Students with Disabilities: 15.00%</p> <p>-African American: 18.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p>	<p>Even if we improved 1% for all students' data, MSA-3 is behind with this goal. We analyzed the Winter MAP data to check on which students did not make the growth for EL, SWD, and African American students at CAASPP Math and identified intervention plan like Saturday School, peer tutoring support.</p>

		<p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 15.00% -English Learners: 0.00% -Students with Disabilities: 0.00% -Hispanic: 17.70% -White: 33.33%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 44.13%</p>	
4	<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below standard -Homeless: 86.0 points below standard -African American: 99.8 points below standard -Hispanic: 81.0 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 81.0 points below standard -English Learners: 110.0 points below standard</p>	

		<p>-Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 125.0 points below standard -Homeless: 79.0 points below standard -African American: 90.0 points below standard -Hispanic: 73.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A</p>	
4	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21: -All Students: 49.5% -English Learners: 50.0% -Socioeconomically Disadvantaged: 48.0% -Students with Disabilities: 33.3% -African American: 43.8% -Hispanic: 53.3%</p>	<p>For all groups except the English learners we have met the Year 1 Outcome goals . We are 10% behind with EL students. MSA-3 EL coordinator is working with our Math teachers for the needs of EL students. In addition, ELD classes are focused on vocabulary building, content reading strategies to close the achievement gap.</p>

		<p>Desired Outcome for 2023–24: 2023-24:</p> <ul style="list-style-type: none"> -All Students: 60.0% -English Learners: 60.0% -Socioeconomically Disadvantaged: 60.0% -Students with Disabilities: 60.0% -African American: 60.0% -Hispanic: 60.0% <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 60.7% -English Learners: 50.0% -Students with Disabilities: 65.0% -Hispanic: 64.4% -White: N/A 	
4	<p>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)</p>	<p>Baseline: 2018-19: (2019 Dashboard): 60.9%</p> <p>Desired Outcome for 2023–24: (2023 Dashboard): 62.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level:</p> <ul style="list-style-type: none"> -Level 4: 16.6% -Level 3: 50% -Level 3: 8% -Level 1: 25% 	Data not available for the ELPI.

4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	MSA-3 Science team is using project based learning to engage students with Science. Each MSA-3 students prepare a Science project and present at MSA-3 Science Fair and selected ones present at the MPS Steam Expo. This year, MSA-3 students participated in Science Olympiad.
4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0% 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p>	We are only 2% behind with this goal. We are offering more college classes for students to meet one of the CCI requirement. We are expecting to pass the 60% threshold.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p>	With our 11th graders MAP projection and grade level IAB data is showing strong signs of meeting this goal.

		<p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p>	
4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics</p>	<p>Our local data (MAP and IAB) is strong enough to make the expected outcome for the 2023-24.</p>

		<p>assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p>	
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p>	Our AP teachers are holding Saturday school to practice for the AP exam.
4	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	<p>Baseline: 2019-20: 10.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 40.0%</p> <p>Year 1 Outcome: 2020-21: data not available</p>	Year 1 out come not available, however, we are working with our AP teachers to give students more practice tests and Saturday opportunities.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 15.6%</p> <p>Desired Outcome for 2023-24:</p>	We are only 2% behind this goal. We increased our college class offerings for our students. More students are taking college classes this year. We are expecting to pass this goal.

		30.0% Year 1 Outcome:2021-22: (As of 5/13/22) 28%	
4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 13.6% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	Our Spanish teacher is meeting with the students to prep them for the AP Spanish test on Saturdays.
8	College-Going Rate (Source: CDE DataQuest)	Baseline: Class of 2018: 62.8% Desired Outcome for 2023-24: Class of 2021: 75.0% Year 1 Outcome: Class of 2019 data is not available.	MSA-3 is offering more college classes for students to be college ready, so they can stay at college. This year, we are offering English 101 and Cinema 107. Last semester, we offered Political Science and African American Studies.
7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 6% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 4%	We have Math Counts and AMC 8/10 clubs. In each grade, we are offering upper level Math. We are changing our Math Curriculum for next year. We will offer Algebra, Geometry, and Algebra 2 next year instead of Integrated options.

7	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p>	We are slightly behind with this goal. We are offering computer class to 11th graders. However, we have a few students who enroll to our school in 12th grade, therefore miss the Computer class offering in 11th grade.
7	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 70%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 72%</p>	This data is based on all students. This year, we will get the data based on students who take a Science class.
3	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 10.9%</p> <p>Desired Outcome for 2023-24: 20%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7%</p>	We started a homevisit campaign this year. Our teachers are making a big effort to reach out to families.
5	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 97.32%</p> <p>Desired Outcome for 2023-24: 97.00%</p>	Due to Covid our ADA was not as expected. This year, we are reaching out to families and holding attendance meetings to curb this number.

		Year 1 Outcome: 2021-22: (P-2 ADA) 87.74%	
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	Baseline: 2020-21: (As of 4/7/21) 6.4% Desired Outcome for 2023-24: 5.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 38.9%	Due to Covid, a lot of students stayed home or sent home for symptoms or positive cases. This year, there are few covid cases, therefore, we are hoping to see an improvement in this area.
5	High School Dropout Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 3.6% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 2.2%	Even if there is a decline with this data, it looks like few students were determined as dropout. Our academic team and college counselors are meeting regularly with the students to keep them on track.
5	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 96.4% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7%	Cohort graduation data is determined even if student leave our school and does not graduate from the other school. Our data is pretty strong. Due to move out, some students leave the area and it impacts our cohort graduation data.

6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	<p>Baseline: 2020-21: (As of 4/9/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1.2%</p>	We have increased our SEL support services, relationship workshops to avoid negative student behavior.
6	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2020-21: (As of 4/9/21) 0.00%</p> <p>Desired Outcome for 2023-24: 0.00%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0.23%</p>	We have increased our SEL support services to curb this data.
6	School experience survey participation rates (Source: Panorama Education)	<p>Baseline: 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%</p> <p>Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students: 84.9%</p>	We have met with staff, but could not meet with families and students. This year, we started a big campaign and our outcome is much more better than 21-22 data.

		Families: 37.3% Staff: 97.5%	
6	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 67% Families: 95% Staff: 85%</p> <p>Desired Outcome for 2023-24: Students: 70% Families: 95% Staff: 87%</p> <p>Year 1 Outcome: 2021-22: Students: 64% Families: 96% Staff: 80%</p>	We have met with this goal with families. We are behind with students and staff. We are increasing our student extracurricular offerings. For staff, we are getting more feedback from our staff and we are being more present in the classrooms to support our teaching staff.
6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p>	We are slightly behind with this goal. We are increasing our wraparound services like college counseling, SEL support, extracurricular to retain students.

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

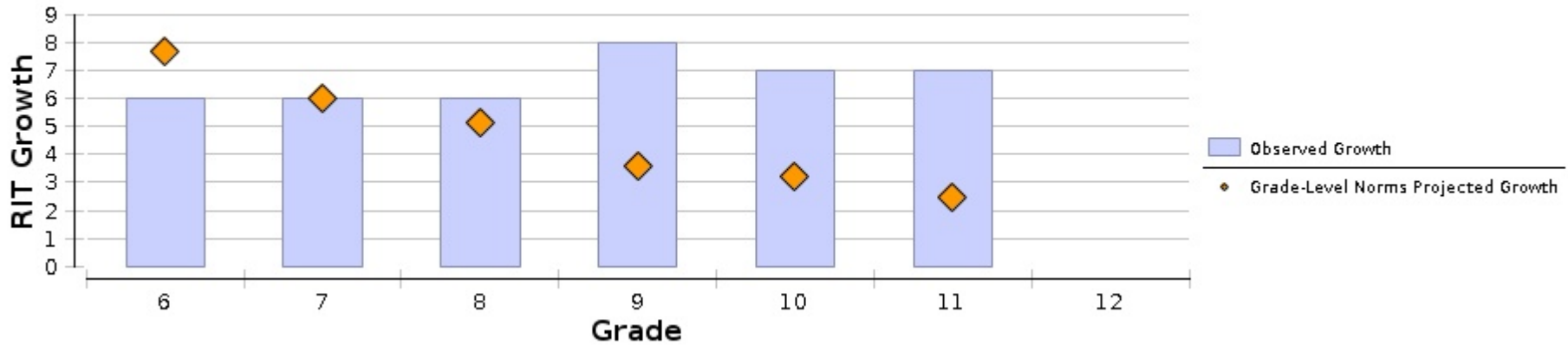
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 3

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	43	206.5	10.5	15	212.9	10.1	12	6	1.0	7.7	-0.58	28	43	20	47	43
7	25	207.9	8.6	8	213.5	14.8	8	6	2.6	6.0	-0.19	42	25	12	48	24
8	41	210.4	13.0	7	216.6	13.1	9	6	1.1	5.2	0.43	67	41	24	59	59
9	26	210.7	15.2	6	218.7	15.3	13	8	1.5	3.6	2.27	99	26	19	73	68
10	28	218.0	10.6	14	225.3	11.6	25	7	1.6	3.2	2.01	98	28	22	79	66
11	28	224.3	17.7	24	231.6	22.4	40	7	2.4	2.5	2.39	99	28	19	68	69
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

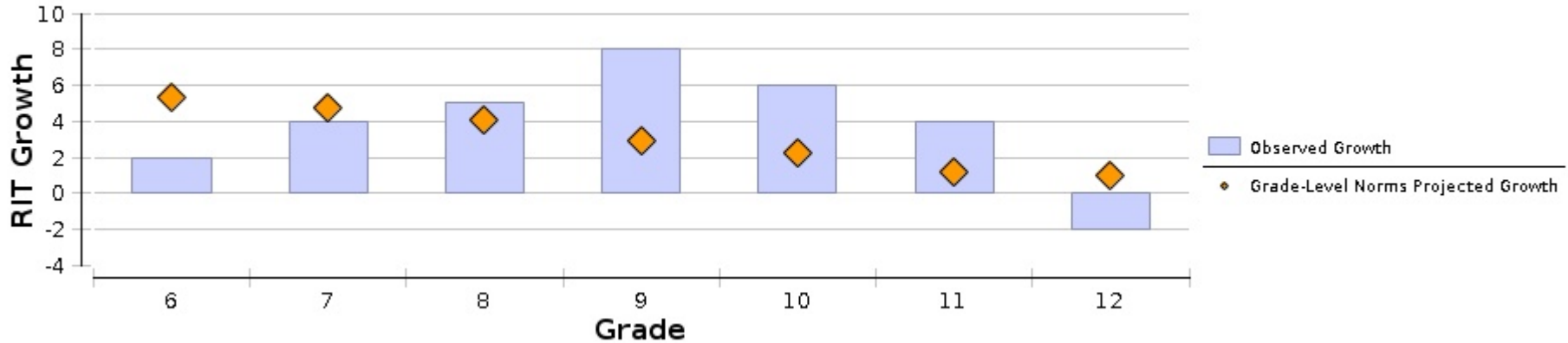
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 3

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	37	208.1	11.7	39	209.7	13.7	21	2	1.5	5.3	-2.14	2	37	14	38	34
7	22	201.7	13.1	4	205.8	11.1	4	4	1.8	4.7	-0.35	36	22	12	55	52
8	46	209.3	16.3	13	214.5	16.2	18	5	1.4	4.1	0.55	71	46	27	59	56
9	50	210.0	12.9	18	218.5	13.0	38	8	1.1	2.9	2.81	99	50	37	74	77
10	28	216.3	11.8	27	222.1	11.4	43	6	1.9	2.2	2.16	98	28	19	68	64
11	30	220.8	14.3	37	224.6	15.3	49	4	2.5	1.2	1.17	88	30	19	63	69
12	1	233.0		84	231.0		75	-2		1.0	-1.35	9	1	0	0	0

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT

**School Accountability Report Card & 2022-2023
Annual Report to the Los Angeles County Board of Education
Report Period: 2021-2022
Magnolia Science Academy 5**

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b. **Summary of Improvement Plan for 2021-2022 unmet goals (MPOs/LCAP)**

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b. **Other information as needed**

I. Status Update for 2021-2022

Areas that we are most proud of are the following:

- Suspension Rate is Green for all students and subgroups.
- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics in ELA and Math increased significantly on the CA School Dashboard based on the last release.
- CAASPP test results increased 12% in ELA and 19% in Math based on the last CAASPP scores in 2019.
- Over 80% both in ELA and Reading, students met individual projected growth on NWEA MAP testing from Fall 2021 to Spring 2022.
- Smooth transition and relocation from the previous campus to the new location retaining approximately 80% of students.
- Actions that we will maintain in our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).
- Established PLC on Wednesdays; Implementation of Adaptive School Techniques, TOSA
- 100% graduation rate
- 92% ADA
- Safe and orderly learning environment; 0% Suspension/Expulsion rate for the last 3 school years.
- MSA-5 has a growing number of English Learners from 28% in 2021 to 32% in 2022, those students receive robust support in both Math and ELA through summer school, Saturday school structured ELD classes, and tutoring.
- Special Education students need more attention and more PD for teaching students with disabilities is needed. More math tutoring is provided through Title I funds, Saturday school, Power Math, and after-school tutoring for all struggling sub groups.
- Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized as low or very low. MSA-5 is planning to continue to provide students a variety of support such as after-school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with

PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

-Due to the pandemic, the chronic absenteeism rate still is over 25% and our ADA is around 90% but we would still like to improve on that as well.

-Successful implementation of MTSS for the 2022-23 school year

-Securing a permanent location of school site as MSA-5 currently colocates with MSA-1 since July 2021

II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)

For 2021-2022, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

#	Measurable Outcomes	School Reported Performance	Outcome Met?
1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023-24: 0 Year 1 Outcome: 2021-22: 0	Yes
2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0% Desired Outcome for 2023-24: 0% Year 1 Outcome: 2021-22: 0%	Yes
3	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	Baseline: 2020-21: 0 Desired Outcome for 2023-24: 0 Year 1 Outcome: 2021-22: 0	Yes
4	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 93.0%	Yes

		Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93%	
5	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.0% Desired Outcome for 2023–24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8%	No
6	Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 95% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
7	Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
8	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Baseline: 2020-21: 100% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100%	Yes
9	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	Baseline: 2020-21: (As of 5/7/21): 98% Desired Outcome for 2023–24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8%	No
10	Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)	Baseline: 2020-21: (First semester): 73% Desired Outcome for 2023–24: 80% Year 1 Outcome: 2021-22: (Second semester): 90%	Yes
14	Average Lexile Growth (L) from fall to spring (Source: myON)	Baseline: 2020-21: (As of 5/7/21) 73.9 Desired Outcome for 2023–24: 75.0	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 91.7	
11	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 46.96% -English Learners: 6.12% -Socioeconomically Disadvantaged: 47.83% -Students with Disabilities: 17.39% -Homeless: 41.67% <p>Desired Outcome for 2023-24: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 50.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 50.00% -Students with Disabilities: 2.200% -Homeless: 46.00% <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>IAB ELA Level 3 and 4 Projection (5/13/22):</p> <ul style="list-style-type: none"> -All Students: 45.98% 	No

12	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 11.5 points below standard -English Learners: 43.3 points below standard -Socioeconomically Disadvantaged: 13.1 points below standard -Students with Disabilities: 72.7 points below standard -Homeless: 23.7 points below standard -Hispanic: 13.1 points below standard <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 5.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 7.0 points below standard -Students with Disabilities: 66.0 points below standard -Homeless: 17.0 points below standard -Hispanic: 7.0 points below standard <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 85.0% -English Learners: 88.4% -Students with Disabilities: 86.7% -Hispanic: 86.9% -White: N/A 	Yes
13	Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	<p>Baseline: 2020-21: 2020-21:</p> <ul style="list-style-type: none"> -All Students: 60.4% -English Learners: 59.0% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 56.3% 	Yes

		<p>-Hispanic: 62.7% -White: 45.5%</p> <p>Desired Outcome for 2023-24: -All Students: 65.0% -English Learners: 65.0% -Socioeconomically Disadvantaged: 65.0% -Students with Disabilities: 65.0% -Hispanic: 65.0% -White: 65.0%</p> <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: -All Students: 85.0% -English Learners: 88.4% -Students with Disabilities: 86.7% -Hispanic: 86.9% -White: N/A</p>	
15	<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 38.67% -English Learners: 10.02% -Socioeconomically Disadvantaged: 38.51% -Students with Disabilities: 30.44% -Homeless: 41.67% -Hispanic: 37.82%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 41.00% -English Learners: 15.00% -Socioeconomically Disadvantaged: 41.00% -Students with Disabilities: 33.00% -Homeless: 43.00%</p>	No

		<p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -All Students: 45.98%</p>	
16	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points below standard -Students with Disabilities: 58.0 points below standard -Homeless: 26.2 points below standard -Hispanic: 21.6 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) -All Students: 11.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 12.0 points below standard -Students with Disabilities: 50.0 points below standard -Homeless: 20.0 points below standard -Hispanic: 15.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20</p>	Yes

		<p>and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.</p> <p>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 81.5% -English Learners: 86.2% -Students with Disabilities: 87.1% -Hispanic: 79.8% -White: N/A 	
17	<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>Baseline: 2020-21: 2020-21:</p> <ul style="list-style-type: none"> -All Students: 59.3% -English Learners: 59.1% -Socioeconomically Disadvantaged: 59.0% -Students with Disabilities: 65.6% -Hispanic: 59.2% -White: 72.7% <p>Desired Outcome for 2023-24:</p> <ul style="list-style-type: none"> -All Students: 70.0% -English Learners: 70.0% -Socioeconomically Disadvantaged: 70.0% -Students with Disabilities: 70.0 -Hispanic: 70.0% -White: 75.0% <p>Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 81.5% -English Learners: 86.2% -Students with Disabilities: 87.1% -Hispanic: 79.8% 	Yes

		-White: N/A	
18	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard) 56.3%</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 57.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.</p> <p>2022 ELPAC Percentage of Students at Each Performance Level: -Level 4: 22.37% -Level 3: 39.47% -Level 3: 9.21% -Level 1: 21.05%</p>	Yes
19	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	<p>Baseline: 2020-21: 4.1%</p> <p>Desired Outcome for 2023–24: 13.0%</p> <p>Year 1 Outcome: 2021-22: 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.</p> <p>2022 ELPAC Percentage of Students Level 4: 22.37%</p>	Yes
20	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 16.00%</p>	Yes

		<p>-English Learners: 10.00%</p> <p>-Socioeconomically Disadvantaged: 16.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p>	
21	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p>	No
22	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22: 68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p>	No

		IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%	
23	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 54.54%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p>	No
24	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p>	No

25	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	<p>Baseline: 2019-20: 100.0%</p> <p>Desired Outcome for 2023-24: 2022-23: 60.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p>	No
26	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 8.7%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1%</p>	No
27	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	<p>Baseline: 2019-20: 100.0%</p> <p>Desired Outcome for 2023-24: 2022-23: 95.0%</p> <p>Year 1 Outcome: 2020-21: 81.85%</p> <p>2021-22: (As of 5/13/22) 88.9%</p>	No
28	Percentage of cohort graduates earning a Seal of	Baseline: 2020-21: (As of 5/16/21)	Yes

	Biliteracy (Source: CDE DataQuest)	<p>34.8%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 33.3%</p>	
29	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 39.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p>	No
30	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 34.8%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%</p>	No
31	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 78.0%</p> <p>Desired Outcome for 2023-24: 95.0%</p>	No

		Year 1 Outcome: 2021-22: (As of 5/13/22) 93%	
32	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 39.0% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 81%	Yes
33	College-Going Rate (Source: CDE DataQuest)	Baseline: 2020-21: N/A Desired Outcome for 2023-24: Class of 2021: 50.0% Year 1 Outcome: Class of 2019 data is not available.	Yes
34	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	Baseline: 2020-21: (As of 4/16/21) 2% Desired Outcome for 2023-24: 10% Year 1 Outcome: 2021-22: (As of 5/13/22) 1%	No
			Yes

35	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 100%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 100%</p>	
36	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 86%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 99%</p>	Yes
37	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 3</p> <p>Desired Outcome for 2023-24: 4</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 5</p>	Yes
38	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	<p>Baseline: 2020-21: (As of 5/16/21) 3</p> <p>Desired Outcome for 2023-24:</p>	Yes

		4 Year 1 Outcome: 2021-22: (As of 5/13/22) 8	
39	Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: (As of 5/16/21) 5 Desired Outcome for 2023-24: 5 Year 1 Outcome: 2021-22: (As of 5/13/22) 11	Yes
40	Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	Baseline: 2020-21: 4 Desired Outcome for 2023-24: 4 Year 1 Outcome: 2021-22: 4	Yes
41	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	Baseline: 2020-21: (As of 4/16/21) 11.4% Desired Outcome for 2023-24: 20% Year 1 Outcome: 2021-22: (As of 5/13/22) 34.2%	Yes

42	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 96.83%</p> <p>Desired Outcome for 2023-24: 97.00%</p> <p>Year 1 Outcome: 2021-22: (P-2 ADA) 89.26%</p>	No
43	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 7.5%</p> <p>Desired Outcome for 2023-24: 9.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0%</p>	No
44	Middle School Dropout Rate (Source: CALPADS)	<p>Baseline: 2020-21: (As of 4/16/21) 0.0%</p> <p>Desired Outcome for 2023-24: 0.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 0%</p>	Yes
45	High School Dropout Rate (Source: CALPADS, CDE)	Baseline: 2019-20:	Yes

	DataQuest)	0.0% Desired Outcome for 2023-24: 2022-23: 0.0% Year 1 Outcome: 2020-21: 0.0%	
46	Graduation Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2019-20: (2020 Dashboard) 100.0% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0% Year 1 Outcome: 2020-21: (2021 Dashboard) 100%	Yes
47	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	Baseline: 2020-21: (As of 4/9/21) 0.0% Desired Outcome for 2023-24: 0.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%	No
48	Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	Baseline: 2020-21: (As of 4/9/21) 0.00% Desired Outcome for 2023-24: 0.00%	Yes

		Year 1 Outcome: 2021-22: (As of 5/13/22) 0%	
49	School experience survey participation rates (Source: Panorama Education)	<p>Baseline: 2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%</p> <p>Desired Outcome for 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%</p> <p>Year 1 Outcome: 2021-22: Students:98.7% Families: 70.8% Staff: 100.0%</p>	Yes
50	School experience survey average approval rates (Source: Panorama)	<p>Baseline: 2020-21: Students: 76% Families: 97% Staff: 93%</p> <p>Desired Outcome for 2023-24: Students: 75% Families: 95% Staff: 90%</p> <p>Year 1 Outcome: 2021-22: Students: 70.0% Families: 96.0%</p>	Yes

		Staff: 92.0%	
51	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 83%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%</p>	No

Summary of Improvement Plan for 2021-2022 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2021-2022 school year to address unmet MPO's and unmet LCAP goals from the 2021-2022 school year. Please address as necessary.

2021-2022 Unmet Measurable Pupil Outcomes/ LCAP Goals

State Priority	Unmet MPO/LCAP	Data 2021-2022	Improvement Plan 2022-2023
6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 99.0%</p> <p>Desired Outcome for 2023-24: 97.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8%</p>	Due to the pandemic, many teachers struggled with attending work taking a more extended period of sick days. We expect that attendance will improve as the effect of COVID diminishes.
2	Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	<p>Baseline: 2020-21: (As of 5/7/21): 98%</p> <p>Desired Outcome for 2023-24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8%</p>	MSA-5 will miss the target with 2-3 observations because of teacher absences due to the pandemic.
4	Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 46.96% -English Learners: 6.12% -Socioeconomically Disadvantaged: 47.83% -Students with Disabilities: 17.39% 	Despite the learning gap, MSA-5 students performed well, due to the high number ELs, students will be monitored closely. Students who performed low are placed in intervention programs such as Power ELA, Saturday School or Summer School recommendation.

		<p>-Homeless: 41.67%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 50.00% -English Learners: 12.00% -Socioeconomically Disadvantaged: 50.00% -Students with Disabilities: 2.200% -Homeless: 46.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -All Students: 45.98%</p>	
4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 38.67% -English Learners: 10.02%</p>	<p>Despite the learning gap, MSA-5 students performed well, due to the high number of ELs, students will be monitored closely. Students who performed low are placed in intervention</p>

- Socioeconomically Disadvantaged: 38.51%
- Students with Disabilities: 30.44%
- Homeless: 41.67%
- Hispanic: 37.82%

Desired Outcome for 2023–24: 2022-23:

- All Students: 41.00%
- English Learners: 15.00%
- Socioeconomically Disadvantaged: 41.00%
- Students with Disabilities: 33.00%
- Homeless: 43.00%

Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.

We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.

Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:

- All Students: 14.47%
- English Learners: 1.92%
- Students with Disabilities: 4.17%
- Hispanic: 13.48%
- White: 12.50%

IAB Math Level 3 and 4 Projection (5/13/22):

- All Students: 45.98%

programs such as Power Math, Saturday School or Summer School recommendation.

4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p>	MSA-5 plans to offer more dual enrollment classes and AP courses.
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22: 68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p>	11th-grade students will receive additional support in Math and ELA during their advisory classes. MSA-5 will purchase academic resources.

		IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%	
4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 54.54%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p>	11th-grade students will receive additional support in Math and ELA during their advisory classes. MSA-5 will purchase academic resources.
4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p>	AP Course students will receive AP course content review materials and there will be optional AP exam practices on Saturdays.

		Year 1 Outcome: 2020-21: 55.0%	
4	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 60.0% Year 1 Outcome: 2020-21: 55.0%	AP Course students will receive AP course content review materials and there will be optional AP exam practices on Saturdays.
4	Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 8.7% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1%	Due to the pandemic, MSA-5 was not able to offer dual enrollment courses; starting in the 2023-24 school year, there will be more dual enrollment opportunities for students
4	Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	Baseline: 2019-20: 100.0% Desired Outcome for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 81.85%	MSA-5 will offer more UC/CSU-aligned courses.

		2021-22: (As of 5/13/22) 88.9%	
4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	Baseline: 2020-21: (As of 5/16/21) 39.1% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%	Students will be informed at the start of 9th grade and their progress periodically be checked.
4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	Baseline: 2020-21: (As of 5/16/21) 34.8% Desired Outcome for 2023-24: 50.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%	Students will be informed about the higher tier of diploma types and motivated.
8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	Baseline: 2020-21: (As of 5/16/21) 78.0% Desired Outcome for 2023-24: 95.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 93%	Some alumni chose to take a gap year or step in their career education.

7	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p>	MSA-5 plans to open an accelerated pathway in 2022-23
5	Average Daily Attendance (ADA) Rate (Source: SIS)	<p>Baseline: 2020-21: (P-2 ADA) 96.83%</p> <p>Desired Outcome for 2023-24: 97.00%</p> <p>Year 1 Outcome: 2021-22: (P-2 ADA) 89.26%</p>	Due to the pandemic, many of our students struggled attending school.
5	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	<p>Baseline: 2020-21: (As of 4/7/21) 7.5%</p> <p>Desired Outcome for 2023-24: 9.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0%</p>	Due to the pandemic, Lower ADA and Absenteeism have been a challenge for MSA-5. MSA-5 plans to enforce the MPS Attendance policy having a more robust SARB process.
6	Student Suspension Rate (Source: CALPADS, CA School Dashboard)	<p>Baseline: 2020-21: (As of 4/9/21) 0.0%</p> <p>Desired Outcome for 2023-24:</p>	The suspension rate is 0.4% , quite lower than the state average.

		0.0%	
		Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4%	
6	Student retention rate (Source: SIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020) 83%	Due to the re-location, MSA-5 has lost some of its students.
		Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%	
		Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%	

III. Appendices



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

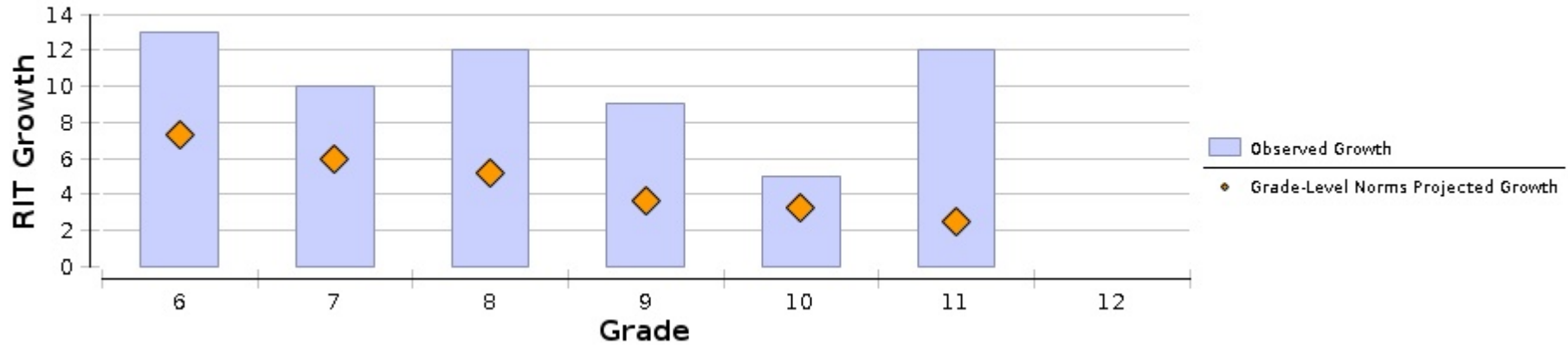
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	26	200.7	12.8	4	213.7	12.1	14	13	1.2	7.3	2.58	99	26	22	85	76
7	43	207.1	10.7	6	216.8	11.1	14	10	0.7	6.0	1.83	97	43	32	74	67
8	45	209.4	15.5	5	221.2	15.6	18	12	1.3	5.1	2.76	99	45	40	89	73
9	21	207.4	14.2	3	216.7	12.1	9	9	1.6	3.6	2.94	99	21	15	71	79
10	21	224.2	16.5	32	229.6	17.3	39	5	1.1	3.3	1.04	85	21	14	67	59
11	33	222.1	16.2	18	234.1	13.6	49	12	1.7	2.5	4.73	99	33	31	94	84
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

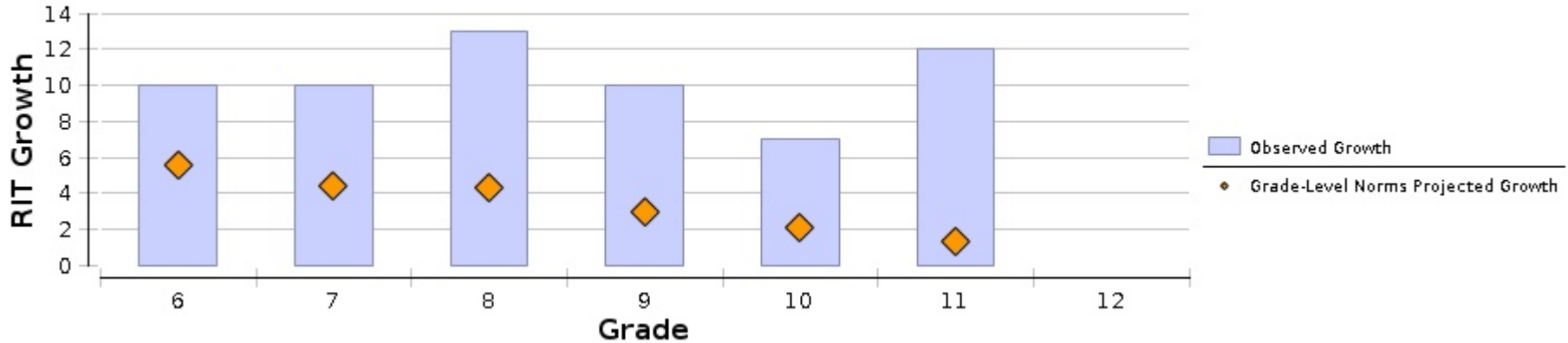
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	24	203.4	11.2	17	213.3	8.3	38	10	1.5	5.6	2.48	99	24	18	75	79
7	43	207.5	15.1	18	217.3	11.9	44	10	1.2	4.5	3.05	99	43	35	81	67
8	37	204.1	12.7	4	217.2	12.4	28	13	1.2	4.3	4.34	99	37	34	92	85
9	20	208.7	12.5	14	218.2	10.4	37	10	1.3	3.0	3.28	99	20	19	95	73
10	20	219.9	13.8	43	226.7	12.4	65	7	1.3	2.1	2.85	99	20	15	75	69
11	29	215.1	13.5	15	226.8	9.8	60	12	1.9	1.3	4.74	99	29	26	90	82
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Magnolia Public Schools

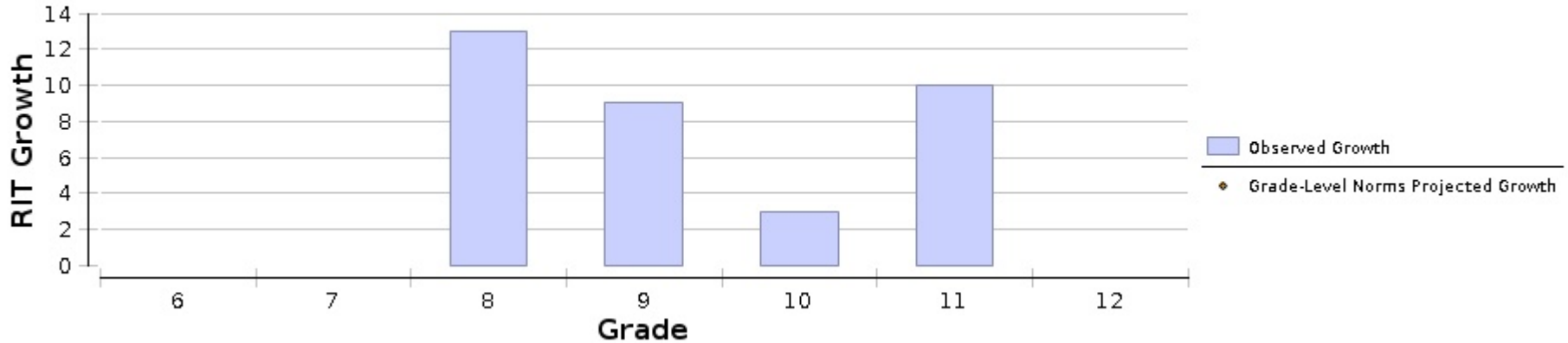
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**				**						**	
7	0	**			**				**						**	
8	2	198.5	12.0		211.5	3.5		13	6.0				2	2	100	71
9	2	202.5	0.7		211.0	7.1		9	4.5				0			
10	1	213.0			216.0			3					0			
11	1	192.0			202.0			10					0			
12	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
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 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.