| Agenda Item: | II A: Consent Item |
| :--- | :--- |
| Date: | March 14, 2024 |
| To: | Magnolia Educational \& Research Foundation dba Magnolia Public Schools ("MPS") Board of <br> 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 (LACOE) 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 2022-2023.

## 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 2022-23. 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. Exhibits:

- MSA Charter School Annual Report to LACOE 2022-23
- Magnolia Science Academy-1
- Magnolia Science Academy-2
- Magnolia Science Academy-3
- Magnolia Science Academy-5
DRAFT2023-2024 Annual Report to theLos Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy


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## I. Status Update for 2022-2023

In the past year, we've seen significant improvements in various academic metrics. Math scores in the SBAC tests rose by over 17.5 points, while our EL students' progression toward English Proficiency increased by 1.8\%. Internal assessments through our MAP tests revealed encouraging growth, with a $6.6 \%$ increase in Reading and a $7.4 \%$ rise in Math proficiency. Our College/Career Indicator held steady at 72.7\%, and Chronic Absenteeism dropped by $6.4 \%$ compared to the previous year.

To bolster student achievement, we've implemented uniform standards for writing and reading across all subjects. Our Title 1 English team diligently analyzes data, shares resources, and conducts professional development sessions to aid our struggling students. Furthermore, our Title I English teacher actively supports students in key subjects like History, Science, and English, offering resources and professional development opportunities to our staff. Our Dean of Academics closely monitors benchmark test data and oversees our Saturday School program to ensure targeted support.

In the realm of graduation and college readiness, we're proud to report a graduation rate of $95 \%$ for the class of 20222033, with 73 graduating seniors. Each student receives personalized support through a comprehensive four-year plan crafted by our Dean of Academics and College counselors. We engage parents and students through informative nights covering college, financial aid, and application processes. Additionally, our Senior English teachers guide seniors through crafting personal statements, setting them on a path to success beyond graduation.

Despite our achievements, we recognize ongoing challenges, including supporting students grappling with mental health issues and academic setbacks from the pandemic. Furthermore, the teacher shortage presents obstacles in finding educators equipped to deliver quality education to our students.

## II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)
For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |
| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 6 | 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: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: 100\% <br> Year 2 Outcome: 2022-23: 100\% | Yes |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: 100\% <br> Year 2 Outcome: 2022-23: 100\% | Yes |


| 8 | 2 | Percentage of state standards implementation for <br> all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: $100 \%$ <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% |
| :--- | :--- | :--- | :--- | :--- |
| 10 | 8 | Percentage of students who have received a grade <br> of "C" or better (or performed "proficient" on the <br> related state standardized tests) in core subjects <br> and electives (Source: SIS) | Baseline: 2020-21: (First semester): 62\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 76\% <br> Year 2 Outcome: 2022-23: (Second semester): $82 \%$ |
| 12 | Percentage of students meeting or exceeding <br> standard on the CAASPP-ELA/Literacy assessments <br> (Source: CDE DataQuest) | Baseline: <br> 2018-19: |  |
|  |  | -All Students: 45.06\% |  |


|  |  |  | Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 38.37\% <br> -English Learners: 1.09\% <br> -Students with Disabilities: 9.09\% <br> -Hispanic: 35.73\% <br> -White: 63.64\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 33.01\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 31.44\% <br> -Students with Disabilities: 11.11\% <br> -Asian: 50.00\% <br> -Hispanic: 31.26\% <br> -White: 45.45\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 12.9 points below standard <br> -English Learners: 67.8 points below standard <br> -Socioeconomically Disadvantaged: 15.7 points below standard <br> -Students with Disabilities: 96.0 points below standard <br> -Asian: 49.6 points above standard <br> -Hispanic: 19.4 points below standard <br> -White: 20.9 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 7.0 points below standard <br> -English Learners: 59.0 points below standard <br> -Socioeconomically Disadvantaged: 8.0 points below standard <br> -Students with Disabilities: 80.0 points below standard | No |


|  |  |  | -Asian: 50.0 points above standard <br> -Hispanic: 12.0 points below standard <br> -White: 22.0 points above standard <br> 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. <br> 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. <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 49.5\% <br> -English Learners: 43.0\% <br> -Students with Disabilities: 41.1\% <br> -Hispanic: 48.6\% <br> -White: 53.3\% <br> Year 2 Outcomes: <br> 2022-23: (2023 Dashboard) <br> -All Students: 41.1 points below standard <br> -English Learners: 107.2 points below standard <br> -Socioeconomically Disadvantaged: 45.7 points below standard <br> -Students with Disabilities: 114.1 points below standard <br> -Asian: 4.5 points below standard <br> -Hispanic: 46.7 points below standard <br> -White: 2.8 points above standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.6\% <br> -English Learners: 51.0\% <br> -Socioeconomically Disadvantaged: 58.6\% <br> -Students with Disabilities: 60.5\% | Yes |


|  |  |  | -Asian: 67.7\% <br> -Hispanic: 57.3\% <br> -White: 55.0\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% <br> -Hispanic: 60.0\% <br> -White: 60.0\% <br> Year 1 Outcome: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 49.5\% <br> -English Learners: 43.0\% <br> -Students with Disabilities: 41.1\% <br> -Hispanic: 48.6\% <br> -White: 53.3\% <br> Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 56.1\% <br> -English Learners: 52.1\% <br> -Socioeconomically Disadvantaged: 55.3\% <br> -Students with Disabilities: 58.1\% <br> -Asian: 64.5\% <br> -Hispanic: 56.1\% <br> -White: 40.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.13\% | No |

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-English Learners: 9.09%
-Socioeconomically Disadvantaged: 27.72%
-Students with Disabilities: 5.17%
-Asian: 42.86%
-Hispanic: 27.16%
Desired Outcome for 2023-24:
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%
Year 1 Outcome:
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 CAASPPELA/Literacy assessments.
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\%
IAB Math Level 3 and 4 Projection (5/13/22):
-All Students: 31.98\%
Year 2 Outcome:
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|  |  |  | 2022-23: <br> -All Students: 23.53\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 21.96\% <br> -Students with Disabilities: 3.64\% <br> -Asian: 38.46\% <br> -Hispanic: 22.28\% <br> -White: 28.57\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 43.1 points below standard <br> -English Learners: 77.6 points below standard <br> -Socioeconomically Disadvantaged: 47.1 points below standard <br> -Students with Disabilities: 121.2 points below standard <br> -Asian: 34.3 points above standard <br> -Hispanic: 50.0 points below standard <br> -White: 6.2 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 37.0 points below standard <br> -English Learners: 67.0 points below standard <br> -Socioeconomically Disadvantaged: 41.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Asian: 35.0 points above standard <br> -Hispanic: 42.0 points below standard <br> -White: 8.0 points above standard <br> Year 1 Outcome: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> We have used the Measures of Academic Progress (MAP)-Mathematics | No |


|  |  |  | assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 50.1\% <br> -English Learners: 37.2\% <br> -Students with Disabilities: 44.0\% <br> -Hispanic: 49.5\% <br> -White: 71.4\% <br> Year 2 Outcome: <br> 2022-23: (2023 Dashboard) <br> -All Students: 82.7 points below standard <br> -English Learners: 140.6 points below standard <br> -Socioeconomically Disadvantaged: 89.0 points below standard <br> -Students with Disabilities: 161.8 points below standard <br> -Asian: 40.1 points below standard <br> -Hispanic: 89.0 points below standard <br> -White: 37.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.7\% <br> -English Learners: 55.4\% <br> -Socioeconomically Disadvantaged: 57.6\% <br> -Students with Disabilities: 51.1\% <br> -Asian: 68.8\% <br> -Hispanic: 56.5\% <br> -White: 68.4\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 65.0\% | No |

-Students with Disabilities: 60.0\%
-Asian: 70.0\%
-Hispanic: 65.0\%
-White: 70.0\%
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\%
Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 57.5\%
-English Learners: 50.7\%
-Socioeconomically Disadvantaged: 58.7\%
-Students with Disabilities: 59.6\%
-Asian: 64.5\%
-Hispanic: 56.9\%
-White: 53.3\%


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.61\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 29.46\% <br> -Students with Disabilities: 5.00\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 33.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 33.00\% <br> -Students with Disabilities: 15.00\% <br> Year 1 Outcome: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 5.6\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 5.26\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 5.22\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 55.56\% <br> Desired Outcome for 2023-24: 2022-23: <br> 60.00\% <br> Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 58.23\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 64.38\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 64.38\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 15.87\% <br> Desired Outcome for 2023-24: 2022-23: $30.00 \%$ <br> Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 34.18\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 38.58\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 24.66\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: 68.4\% <br> Desired Outcome for 2023-24: 2022-23: 70.0\% <br> Year 1 Outcome: 2021-22: 2020-21: 49.6\% <br> Year 2 Outcome: 2022-23: 2021-22: 69.1\% | Yes |


| 25 | 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: $50.7 \%$ <br> Desired Outcome for 2023-24: 2022-23: $60.0 \%$ <br> Year 1 Outcome: 2020-21: $64.4 \%$ <br> Year 2 Outcome: 2021-22: 41.7\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 84.6\% <br> Desired Outcome for 2023-24: 2022-23: $95.0 \%$ <br> Year 1 Outcome: 2020-21: <br> 87.5\% <br> 2021-22: (As of 5/13/22) <br> 81.9\% <br> Year 2 Outcome: 2021-22: <br> 75.7\% <br> 2022-23: (As of 5/12/23) 96\% | Yes |


| 34 | 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) 9% Desired Outcome for 2023-24: 15% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 2% Year 2 Outcome: 2022-23: (As of 5/12/23) 9%``` | No |
| :---: | :---: | :---: | :---: | :---: |
| 35 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 92% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 95\% <br> Desired Outcome for 2023-24: <br> 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |


| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 2 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 3 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline:2020-21: (As of 5/16/21) 20 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 5 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 7 | Yes |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 20 <br> Desired Outcome for 2023-24: 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 5 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 45 | Yes |


| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) 9.0\% <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 18.34\% | Yes |


| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) <br> 98.06\% <br> Desired Outcome for 2023-24: <br> 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 88.19\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.23\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 3.8\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 24.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 23.5\% | No |
| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | Baseline: 2020-21: (As of 4/16/21) 0.0\% <br> Desired Outcome for 2023-24: 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 0\% | Yes |


| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2021-22: <br> 2.7\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) $100.0 \%$ <br> Desired Outcome for 2023-24: (2023 Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 100\% <br> Year 2 Outcome: 2021-22: (2022 Dashboard) $95.9 \%$ | No |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 1.6\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 3.5\% | No |


| 48 | 6 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 0.0% Year 2 Outcome: 2022-23: (As of 5/12/23) 0.0%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 91.5\% <br> Families: 100.0\% <br> Staff: 100.0\% <br> 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 80.8\% <br> Families: 13.8\% <br> Staff: 86.6\% <br> Year 2 Outcome: 2022-23: <br> Students: 99.0\% <br> Families: 73.7\% <br> Staff: 100.0\% | Yes |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 72\% <br> Families: 95\% <br> Staff: 92\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 58.0\% <br> Families: 91.0\% <br> Staff: 73.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 56.0\% <br> Families: 91.0\% <br> Staff: 75.0\% | No |
| :---: | :---: | :---: | :---: | :---: |

## Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |


| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020): 91\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90\% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78\% Year 2 Outcome: 2022-23: 74\% | No |
| 5 | 6 | Teacher attendance rate (Source: HRIS) | Baseline: 2020-21: (As of 3/25/21): 99.3\% <br> Desired Outcome for 2023-24: 97\% <br> Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5\% <br> Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8\% | Yes |
| 6 | 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: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: 100\% <br> Year 2 Outcome: 2022-23: 100\% | Yes |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: 100\% <br> Year 2 Outcome: 2022-23: 100\% | Yes |
| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 9 | 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: 2020-21: (As of 5/7/21): 74\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 48\% | No |


| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 76\% <br> Year 2 Outcome: 2022-23: (Second semester): 82\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 11 | 8 | Average Lexile Growth (L) from fall to spring (Source: myON) | This metric has been retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | Yes |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 45.06\% <br> -English Learners: 3.03\% <br> -Socioeconomically Disadvantaged: 44.69\% <br> -Students with Disabilities: 8.62\% <br> -Asian: 64.28\% <br> -Hispanic: 42.73\% <br> Desired Outcome for 2023-24: <br> -All Students: 48.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 48.00\% <br> -Students with Disabilities: 15.00\% <br> -Asian: 66.00\% <br> -Hispanic: 47.00\% <br> Year 1 Outcome: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | No |


|  |  |  | -All Students: 38.37\% <br> -English Learners: 1.09\% <br> -Students with Disabilities: 9.09\% <br> -Hispanic: 35.73\% <br> -White: 63.64\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 33.01\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 31.44\% <br> -Students with Disabilities: 11.11\% <br> -Asian: 50.00\% <br> -Hispanic: 31.26\% <br> -White: 45.45\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 12.9 points below standard <br> -English Learners: 67.8 points below standard <br> -Socioeconomically Disadvantaged: 15.7 points below standard <br> -Students with Disabilities: 96.0 points below standard <br> -Asian: 49.6 points above standard <br> -Hispanic: 19.4 points below standard <br> -White: 20.9 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 7.0 points below standard <br> -English Learners: 59.0 points below standard <br> -Socioeconomically Disadvantaged: 8.0 points below standard <br> -Students with Disabilities: 80.0 points below standard <br> -Asian: 50.0 points above standard | No |


|  |  |  | -Hispanic: 12.0 points below standard <br> -White: 22.0 points above standard <br> Year 1 Outcome: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 49.5\% <br> -English Learners: 43.0\% <br> -Students with Disabilities: 41.1\% <br> -Hispanic: 48.6\% <br> -White: 53.3\% <br> Year 2 Outcomes: <br> 2022-23: (2023 Dashboard) <br> -All Students: 41.1 points below standard <br> -English Learners: 107.2 points below standard <br> -Socioeconomically Disadvantaged: 45.7 points below standard <br> -Students with Disabilities: 114.1 points below standard <br> -Asian: 4.5 points below standard <br> -Hispanic: 46.7 points below standard <br> -White: 2.8 points above standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.6\% <br> -English Learners: 51.0\% <br> -Socioeconomically Disadvantaged: 58.6\% <br> -Students with Disabilities: 60.5\% <br> -Asian: 67.7\% | Yes |


|  |  |  | -Hispanic: 57.3\% <br> -White: 55.0\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% <br> -Hispanic: 60.0\% <br> -White: 60.0\% <br> Year 1 Outcome: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 49.5\% <br> -English Learners: 43.0\% <br> -Students with Disabilities: 41.1\% <br> -Hispanic: 48.6\% <br> -White: 53.3\% <br> Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 56.1\% <br> -English Learners: 52.1\% <br> -Socioeconomically Disadvantaged: 55.3\% <br> -Students with Disabilities: 58.1\% <br> -Asian: 64.5\% <br> -Hispanic: 56.1\% <br> -White: 40.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.13\% <br> -English Learners: 9.09\% | No |

```
-Socioeconomically Disadvantaged: 27.72%
-Students with Disabilities: 5.17%
-Asian: 42.86%
-Hispanic: 27.16%
Desired Outcome for 2023-24
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%
Year 1 Outcome:
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: 17.49%
-English Learners: 1.02%
-Students with Disabilities: 3.70%
-Hispanic: 14.70%
White: 54.55%
IAB Math Level }3\mathrm{ and 4 Projection (5/13/22):
-All Students: 31.98%
Year 2 Outcome:
2022-23:
```

|  |  |  | -All Students: 23.53\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 21.96\% <br> -Students with Disabilities: 3.64\% <br> -Asian: 38.46\% <br> -Hispanic: 22.28\% <br> -White: 28.57\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 43.1 points below standard <br> -English Learners: 77.6 points below standard <br> -Socioeconomically Disadvantaged: 47.1 points below standard <br> -Students with Disabilities: 121.2 points below standard <br> -Asian: 34.3 points above standard <br> -Hispanic: 50.0 points below standard <br> -White: 6.2 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 37.0 points below standard <br> -English Learners: 67.0 points below standard <br> -Socioeconomically Disadvantaged: 41.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Asian: 35.0 points above standard <br> -Hispanic: 42.0 points below standard <br> -White: 8.0 points above standard <br> Year 1 Outcome: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth | No |


|  |  |  | projections from Fall 2021 to Spring 2022. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 50.1\% <br> -English Learners: 37.2\% <br> -Students with Disabilities: 44.0\% <br> -Hispanic: 49.5\% <br> -White: 71.4\% <br> Year 2 Outcome: <br> 2022-23: (2023 Dashboard) <br> -All Students: 82.7 points below standard <br> -English Learners: 140.6 points below standard <br> -Socioeconomically Disadvantaged: 89.0 points below standard <br> -Students with Disabilities: 161.8 points below standard <br> -Asian: 40.1 points below standard <br> -Hispanic: 89.0 points below standard <br> -White: 37.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.7\% <br> -English Learners: 55.4\% <br> -Socioeconomically Disadvantaged: 57.6\% <br> -Students with Disabilities: 51.1\% <br> -Asian: 68.8\% <br> -Hispanic: 56.5\% <br> -White: 68.4\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 60.0\% | No |

```
-Asian: 70.0%
Hispanic: 65.0%
-White: 70.0%
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%
Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:
-All Students: 57.5%
-English Learners: 50.7%
-Socioeconomically Disadvantaged: 58.7%
-Students with Disabilities: 59.6%
-Asian: 64.5%
-Hispanic: 56.9%
-White: 53.3%
```



| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.61\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 29.46\% <br> -Students with Disabilities: 5.00\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 33.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 33.00\% <br> -Students with Disabilities: 15.00\% <br> Year 1 Outcome: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 5.6\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 5.26\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 5.22\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 21 | 4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | ```Baseline: 2019-20: (2020 Dashboard) 58.5% Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 70.0% Year 1 Outcome: 2021-22: 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3% 2022-23 (2023 CA Dashboard): 72.7%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 55.56\% <br> Desired Outcome for 2023-24: 2022-23: <br> 60.00\% <br> Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 58.23\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 64.38\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 64.38\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 15.87\% <br> Desired Outcome for 2023-24: 2022-23: <br> 30.00\% <br> Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 34.18\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 38.58\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 24.66\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: 68.4\% <br> Desired Outcome for 2023-24: 2022-23: 70.0\% <br> Year 1 Outcome: 2021-22: 2020-21: 49.6\% <br> Year 2 Outcome: 2022-23: 2021-22: 69.1\% | Yes |


| 25 |  | Percentage of seniors who have passed an AP <br> exam with a score of 3 or higher during their high <br> school years (Source: College Board) | Baseline: 2019-20: <br> $50.7 \%$ |
| :--- | :--- | :--- | :--- | :--- |
| 26 | 4 | Percentage of seniors who completed at least one <br> semester of college coursework with a grade of C <br> minus or better in academic/CTE subjects where <br> college credit is awarded (Source: SIS) | Baseline: 2023-23: <br> $18.9 \%$ <br> $60.0 \%$ |
|  |  | Year 1 Outcome: 2020-21: <br> $64.4 \%$ |  |


| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 84.6\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> 95.0\% <br> Year 1 Outcome: 2020-21: <br> 87.5\% <br> 2021-22: (As of 5/13/22) <br> 81.9\% <br> Year 2 Outcome: 2021-22: <br> 75.7\% <br> 2022-23: (As of 5/12/23) <br> 96\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest | Baseline: 2020-21: (As of 5/16/21) 36.5\% <br> Desired Outcome for 2023-24: <br> 30.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3\% | No |


| 29 |  | Percentage of cohort graduates earning a Golden <br> State Seal Merit Diploma (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) <br> $31.1 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 30 |  |  | Pesired Outcome for 2023-24: <br> $30.0 \%$ |


| 32 | 8 | Percentage of high school completers accepted to a 4-year college (Source: Naviance) | Baseline: 2020-21: (As of 5/16/21) 54.0\% <br> Desired Outcome for 2023-24: 70.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 67\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 87\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 33 | 8 | College-Going Rate (Source: CDE DataQuest) | Baseline: Class of 2018: 49.2\% <br> Desired Outcome for Class of 2021: $65.0 \%$ <br> Year 1 Outcome: Class of 2019: 69.6\% <br> Year 2 Outcome: Class of 2020: 51.5\% | No |
| 34 | 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) 9% Desired Outcome for 2023-24: 15% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 2% Year 2 Outcome: 2022-23: (As of 5/12/23) 9%``` | No |


| 35 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 92% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 36 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 95% Desired Outcome for 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| 37 | 3 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 3 Year 2 Outcome: 2022-23: (As of 5/12/23) 4``` | Yes |


| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline:2020-21: (As of 5/16/21) <br> 20 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 5 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 7 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 20 <br> Desired Outcome for 2023-24: 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 5 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 45 | Yes |
| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |


| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) 9.0\% <br> Desired Outcome for 2023-24: <br> 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 9.9\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 18.34\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 98.06\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 88.19\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.23\% | No |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) $3.8 \%$ <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 24.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $23.5 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | Baseline: 2020-21: (As of 4/16/21) 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 0\% | Yes |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2021-22: <br> 2.7\% | No |


| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 100.0\% <br> Desired Outcome for 2023-24: (2023 Dashboard) 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 100\% <br> Year 2 Outcome: 2021-22: (2022 Dashboard) 95.9\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) <br> 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 1.6\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 3.5\% | No |


| 48 | 6 | Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2020-21: (As of 4/9/21) $0.00 \%$ <br> Desired Outcome for 2023-24: $0.00 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0.0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 0.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 91.5\% <br> Families: 100.0\% <br> Staff: 100.0\% <br> 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 80.8\% <br> Families: 13.8\% <br> Staff: 86.6\% <br> Year 2 Outcome: 2022-23: <br> Students: 99.0\% <br> Families: 73.7\% <br> Staff: 100.0\% | Yes |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 72\% <br> Families: 95\% <br> Staff: 92\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: $90 \%$ <br> Year 1 Outcome: 2021-22: <br> Students: 58.0\% <br> Families: 91.0\% <br> Staff: 73.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 56.0\% <br> Families: 91.0\% <br> Staff: 75.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 51 | 6 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) 91\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0\% <br> Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0\% | No |

## Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

## 2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

| \# | State Priority | Unmet MPO | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 45.06\% <br> -English Learners: 3.03\% <br> -Socioeconomically Disadvantaged: 44.69\% <br> -Students with Disabilities: 8.62\% <br> -Asian: 64.28\% <br> -Hispanic: 42.73\% <br> Desired Outcome for 2023-24: <br> -All Students: 48.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 48.00\% <br> -Students with Disabilities: 15.00\% <br> -Asian: 66.00\% <br> -Hispanic: 47.00\% <br> Year 1 Outcome: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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- | English Language Arts (ELA) teachers will integrate IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4 will receive incentives. |


|  |  |  | ELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -All Students: 38.37\% <br> -English Learners: 1.09\% <br> -Students with Disabilities: 9.09\% <br> -Hispanic: 35.73\% <br> -White: 63.64\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 33.01\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 31.44\% <br> -Students with Disabilities: 11.11\% <br> -Asian: 50.00\% <br> -Hispanic: 31.26\% <br> -White: 45.45\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 12.9 points below standard <br> -English Learners: 67.8 points below standard <br> -Socioeconomically Disadvantaged: 15.7 points below standard <br> -Students with Disabilities: 96.0 points below standard <br> -Asian: 49.6 points above standard <br> -Hispanic: 19.4 points below standard <br> -White: 20.9 points above standard <br> Desired Outcome for 2023-24: | English Language Arts (ELA) instructors will integrate IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4, which return will show appropriate growth on the CA dashboard, will receive incentives. |

```
2022-23: (2023 Dashboard)
-All Students: 7.0 points below standard
-English Learners: }59.0\mathrm{ points below standard
-Socioeconomically Disadvantaged: }8.0\mathrm{ points
below standard
-Students with Disabilities: }80.0\mathrm{ points below
standard
-Asian: 50.0 points above standard
-Hispanic: }12.0\mathrm{ points below standard
-White: 22.0 points above standard
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.
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.
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%
Year 2 Outcomes:
2022-23: (2023 Dashboard)
-All Students: 41.1 points below standard
-English Learners: 107.2 points below standard
```

|  |  |  | -Socioeconomically Disadvantaged: 45.7 points below standard <br> -Students with Disabilities: 114.1 points below standard <br> -Asian: 4.5 points below standard <br> -Hispanic: 46.7 points below standard <br> -White: 2.8 points above standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.13\% <br> -English Learners: 9.09\% <br> -Socioeconomically Disadvantaged: 27.72\% <br> -Students with Disabilities: 5.17\% <br> -Asian: 42.86\% <br> -Hispanic: 27.16\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 34.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 34.00\% <br> -Students with Disabilities: 15.00\% <br> -Asian: 45.00\% <br> -Hispanic: 32.00\% <br> Year 1 Outcome: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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- | The school site devised an SBAC Action Plan aimed at assisting subgroups in Mathematics, with the goal of helping students meet or exceeding standards on the CAASPP. |


|  |  |  | ELA/Literacy assessments. <br> Spring 2022 MAP Mathematics - Proficiency <br> Projection for 2021-22 SBAC: <br> -All Students: 17.49\% <br> -English Learners: 1.02\% <br> -Students with Disabilities: 3.70\% <br> -Hispanic: 14.70\% <br> -White: 54.55\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 31.98\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 23.53\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 21.96\% <br> -Students with Disabilities: 3.64\% <br> -Asian: 38.46\% <br> -Hispanic: 22.28\% <br> -White: 28.57\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 43.1 points below standard <br> -English Learners: 77.6 points below standard <br> -Socioeconomically Disadvantaged: 47.1 points below standard <br> -Students with Disabilities: 121.2 points below standard <br> -Asian: 34.3 points above standard <br> -Hispanic: 50.0 points below standard <br> -White: 6.2 points above standard | The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in both English Language Arts (ELA) and Mathematics, aiming to facilitate appropriate growth for all students on the CAASPP assessments, ultimately contributing to improvements on the CA Dashboard. |

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\%

Year 2 Outcome:
2022-23: (2023 Dashboard)

|  |  |  | -All Students: 82.7 points below standard <br> -English Learners: 140.6 points below standard <br> -Socioeconomically Disadvantaged: 89.0 points below standard <br> -Students with Disabilities: 161.8 points below standard <br> -Asian: 40.1 points below standard <br> -Hispanic: 89.0 points below standard <br> -White: 37.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.7\% <br> -English Learners: 55.4\% <br> -Socioeconomically Disadvantaged: 57.6\% <br> -Students with Disabilities: 51.1\% <br> -Asian: 68.8\% <br> -Hispanic: 56.5\% <br> -White: 68.4\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% <br> -Hispanic: 65.0\% <br> -White: 70.0\% <br> Year 1 Outcome: <br> Fall 2021 to Spring 2022 MAP Mathematics - <br> Percent Met Growth Projection: <br> -All Students: 50.1\% <br> -English Learners: 37.2\% | The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school. |

-Students with Disabilities: 44.0\%
-Hispanic: 49.5\%
-White: 71.4\%

Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics -
Percent Met Growth Projection:
-All Students: 57.5\%
-English Learners: 50.7\%
Socioeconomically Disadvantaged: 58.7\%
-Students with Disabilities: 59.6\%
-Asian: 64.5\%
-Hispanic: 56.9\%
White: 53.3\%

| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.61\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 29.46\% <br> -Students with Disabilities: 5.00\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 33.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 33.00\% <br> -Students with Disabilities: 15.00\% <br> Year 1 Outcome: <br> CAST assessments were waived during the 2019 -20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 5.6\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 5.26\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 5.22\% | The school site has utilized two administrators with a background in Science to bolster the Science program, along with recruiting three new Science teachers with suitable expertise to foster student growth on the CAST. |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 15.87\% <br> Desired Outcome for 2023-24: 2022-23: $30.00 \%$ <br> Year 1 Outcome: 2021-22: CAASPP- <br> Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 34.18\% <br> IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 24.66\% |
| :---: | :---: | :---: | :---: |

The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in Mathematics, aiming to facilitate appropriate growth for all 11th-grade students on the CAASPP assessments.

| 34 | 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) 9% Desired Outcome for 2023-24: 15% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 2% Year 2 Outcome: 2022-23: (As of 5/12/23) 9%``` | We are currently developing enhanced Math opportunities to expand the number of students on an accelerated/advanced math pathway, fostering their academic growth. |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 98.06\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 88.19\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.23\% | The school has prioritized collaborating with students and families facing attendance challenges. We have implemented early interventions, such as offering community resources and developing attendance plans, for students demonstrating attendance issues at the beginning of the year. |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) $3.8 \%$ <br> Desired Outcome for 2023-24: $5.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 23.5\% | Due to the pandemic, the school site is still struggling with chronic absenteeism, but the data is improving. |


| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $0.0 \%$ <br> Desired Outcome for 2023-24: $0.0 \%$ <br> Year 1 Outcome: 2020-21: $0.0 \%$ <br> Year 2 Outcome: 2021-22: $2.7 \%$ | The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. |
| :---: | :---: | :---: | :---: | :---: |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) <br> 100.0\% <br> Desired Outcome for 2023-24: (2023 <br> Dashboard) <br> 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 100\% <br> Year 2 Outcome: 2021-22: (2022 Dashboard) 95.9\% | Our College Counselors remain committed to assisting students lacking credits through our credit recovery program, which includes zero periods and opportunities during fall, winter, spring, and summer breaks. |


| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) $0.0 \%$ <br> Desired Outcome for 2023-24: $0.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $1.6 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $3.5 \%$ | The school site still encountered challenges with student behavior transitioning back to inperson learning. To address this, the continued implementation of a PBIS program along with MTSS training aims to decrease the frequency of suspensions. |
| :---: | :---: | :---: | :---: | :---: |
| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 72\% <br> Families: 95\% <br> Staff: 92\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 58.0\% <br> Families: 91.0\% <br> Staff: 73.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 56.0\% <br> Families: 91.0\% <br> Staff: 75.0\% | The school site fell short of achieving its desired outcomes. Moving forward, data from the survey will serve as a catalyst for enhancing approval rates. To achieve this, school-site committees comprising students, families, and staff have been established to solicit their feedback and integrate it into daily operations. |


| \# | State Priority | Unmet LCAP | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020): 91\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90\% <br> Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78\% <br> Year 2 Outcome: 2022-23: 74\% | Due to teachers leaving the area or pursuing new careers, MSA-1 has lost several teachers. We plan to continue recruiting teachers for the 2024-25 school year starting in March. |
| 9 | 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: 2020-21: (As of 5/7/21): 74\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 48\% | The administration has created a schedule with all the teachers to make sure all teachers receive there two semesterally and one formal observation throughout the academic year. |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 45.06\% <br> -English Learners: 3.03\% <br> -Socioeconomically Disadvantaged: 44.69\% <br> -Students with Disabilities: 8.62\% <br> -Asian: 64.28\% <br> -Hispanic: 42.73\% <br> Desired Outcome for 2023-24: <br> -All Students: 48.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 48.00\% <br> -Students with Disabilities: 15.00\% <br> -Asian: 66.00\% <br> -Hispanic: 47.00\% <br> Year 1 Outcome: | English Language Arts (ELA) teachers will integrate IXL as a tool to target specific skills, offering additional support for students. Moreover, students who either advance one level in the SBAC or sustain standard 4 will receive incentives. |


|  |  |  | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -All Students: 38.37\% <br> -English Learners: 1.09\% <br> -Students with Disabilities: 9.09\% <br> -Hispanic: 35.73\% <br> -White: 63.64\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 33.01\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 31.44\% <br> -Students with Disabilities: 11.11\% <br> -Asian: 50.00\% <br> -Hispanic: 31.26\% <br> -White: 45.45\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 12.9 points below standard <br> -English Learners: 67.8 points below standard <br> -Socioeconomically Disadvantaged: 15.7 points | English Language Arts (ELA) instructors will integrate IXL as a tool to target specific skills, offering additional support for students. <br> Moreover, students who either advance one level in the SBAC or sustain standard 4, which return will show appropriate growth on the CA |

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

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
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.

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.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:
-All Students: 49.5\%
-English Learners: 43.0\%
dashboard, will receive incentives.

|  |  |  | -Students with Disabilities: 41.1\% <br> -Hispanic: 48.6\% <br> -White: 53.3\% <br> Year 2 Outcomes: <br> 2022-23: (2023 Dashboard) <br> -All Students: 41.1 points below standard <br> -English Learners: 107.2 points below standard <br> -Socioeconomically Disadvantaged: 45.7 points below standard <br> -Students with Disabilities: 114.1 points below standard <br> -Asian: 4.5 points below standard <br> -Hispanic: 46.7 points below standard <br> -White: 2.8 points above standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.13\% <br> -English Learners: 9.09\% <br> -Socioeconomically Disadvantaged: 27.72\% <br> -Students with Disabilities: 5.17\% <br> -Asian: 42.86\% <br> -Hispanic: 27.16\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 34.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 34.00\% <br> -Students with Disabilities: 15.00\% <br> -Asian: 45.00\% <br> -Hispanic: 32.00\% <br> Year 1 Outcome: | The school site devised an SBAC Action Plan aimed at assisting subgroups in Mathematics, with the goal of helping students meet or exceeding standards on the CAASPP. |


|  |  |  | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 17.49\% <br> -English Learners: 1.02\% <br> -Students with Disabilities: 3.70\% <br> -Hispanic: 14.70\% <br> -White: 54.55\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 31.98\% <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 23.53\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 21.96\% <br> -Students with Disabilities: 3.64\% <br> -Asian: 38.46\% <br> -Hispanic: 22.28\% <br> -White: 28.57\% |
| :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 43.1 points below standard |

The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in both English Language Arts (ELA) and Mathematics, aiming to facilitate appropriate

| Dashboard) | -English Learners: 77.6 points below standard -Socioeconomically Disadvantaged: 47.1 points below standard <br> -Students with Disabilities: 121.2 points below standard <br> -Asian: 34.3 points above standard <br> -Hispanic: 50.0 points below standard <br> -White: 6.2 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 37.0 points below standard <br> -English Learners: 67.0 points below standard <br> -Socioeconomically Disadvantaged: 41.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Asian: 35.0 points above standard <br> -Hispanic: 42.0 points below standard <br> -White: 8.0 points above standard <br> Year 1 Outcome: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics Percent Met Growth Projection: |
| :---: | :---: |

growth for all students on the CAASPP assessments, ultimately contributing to improvements on the CA Dashboard.

|  |  |  | -All Students: 50.1\% <br> -English Learners: 37.2\% <br> -Students with Disabilities: 44.0\% <br> -Hispanic: 49.5\% <br> -White: 71.4\% <br> Year 2 Outcome: <br> 2022-23: (2023 Dashboard) <br> -All Students: 82.7 points below standard <br> -English Learners: 140.6 points below standard <br> -Socioeconomically Disadvantaged: 89.0 points below standard <br> -Students with Disabilities: 161.8 points below standard <br> -Asian: 40.1 points below standard <br> -Hispanic: 89.0 points below standard <br> -White: 37.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: <br> 2020-21: <br> -All Students: 57.7\% <br> -English Learners: 55.4\% <br> -Socioeconomically Disadvantaged: 57.6\% <br> -Students with Disabilities: 51.1\% <br> -Asian: 68.8\% <br> -Hispanic: 56.5\% <br> -White: 68.4\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% | The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school. |

-Hispanic: 65.0\%
White: 70.0\%

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\%

Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics Percent Met Growth Projection:
All Students: 57.5\%
-English Learners: 50.7\%
-Socioeconomically Disadvantaged: 58.7\%
-Students with Disabilities: 59.6\%
-Asian: 64.5\%
-Hispanic: 56.9\%
White: 53.3\%

| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 30.61\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 29.46\% <br> -Students with Disabilities: 5.00\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 33.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 33.00\% <br> -Students with Disabilities: 15.00\% <br> Year 1 Outcome: <br> CAST assessments were waived during the 2019 -20 and 2020-21 school years. <br> Year 2 Outcome: <br> 2022-23: <br> -All Students: 5.6\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 5.26\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 5.22\% | The school site has utilized two administrators with a background in Science to bolster the Science program, along with recruiting three new Science teachers with suitable expertise to foster student growth on the CAST. |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 15.87\% <br> Desired Outcome for 2023-24: 2022-23: <br> 30.00\% <br> Year 1 Outcome: 2021-22: CAASPP- <br> Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 34.18\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 38.58\% <br> Year 2 Outcome: 2022-23 SBAC: <br> -Grade 11 Students: 24.66\% |
| :---: | :---: | :---: | :---: |

The school site devised an SBAC Action Plan to provide support for all of the school's subgroups in Mathematics, aiming to facilitate appropriate growth for all 11th-grade students on the CAASPP assessments.

| 28 |  | Percentage of cohort graduates earning a Seal <br> of Biliteracy (Source: CDE DataQuest | Baseline: 2020-21: (As of 5/16/21) <br> $36.5 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |


| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | $\begin{aligned} & \text { Baseline: 2020-21: (P-2 ADA) } \\ & 98.06 \% \end{aligned}$ <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 88.19\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.23\% | The school has prioritized collaborating with students and families facing attendance challenges. We have implemented early interventions, such as offering community resources and developing attendance plans, for students demonstrating attendance issues at the beginning of the year. |
| :---: | :---: | :---: | :---: | :---: |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) $3.8 \%$ <br> Desired Outcome for 2023-24: $5.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 24.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 23.5\% | Due to the pandemic, the school site is still struggling with chronic absenteeism, but the data is improving. |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2021-22: <br> 2.7\% | The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. |


| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | ```Baseline: 2019-20: (2020 Dashboard) 100.0\% Desired Outcome for 2023-24: (2023 Dashboard) 100.0\% Year 1 Outcome: 2020-21: (2021 Dashboard) 100\% Year 2 Outcome: 2021-22: (2022 Dashboard) 95.9\%``` | Our College Counselors remain committed to assisting students lacking credits through our credit recovery program, which includes zero periods and opportunities during fall, winter, spring, and summer breaks. |
| :---: | :---: | :---: | :---: | :---: |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) $0.0 \%$ <br> Desired Outcome for 2023-24: $0.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $1.6 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 3.5\% | The school site still encountered challenges with student behavior transitioning back to inperson learning. To address this, the continued implementation of a PBIS program along with MTSS training aims to decrease the frequency of suspensions. |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 72\% <br> Families: 95\% <br> Staff: 92\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 58.0\% <br> Families: 91.0\% <br> Staff: 73.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 56.0\% <br> Families: 91.0\% <br> Staff: 75.0\% | The school site fell short of achieving its desired outcomes. Moving forward, data from the survey will serve as a catalyst for enhancing approval rates. To achieve this, school-site committees comprising students, families, and staff have been established to solicit their feedback and integrate it into daily operations. |
| :---: | :---: | :---: | :---: | :---: |
| 51 | 6 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) 91\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) <br> 90\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) <br> 94.0\% <br> Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) <br> 87.0\% | The school site is utilizing the feedback to understand why students are not returning, aiming to implement changes that encourage them to reconsider transferring to another school. |

## Compliance and Technical Assistance

| Compliance And Technical Assistance Indicators | Yes/No | Narrative |
| :--- | :--- | :--- |
| 1. Differentiated Assistance (DA) | No |  |
| 2. Comprehensive Support and Improvement (CSI) | No |  |
| 3. Targeted Support and Improvement (TSI) | No |  |
| 4. Additional Targeted Support \& Improvement (ATSI) | $\begin{array}{l}\text { Magnolia Science Academy } 1 \text { met the criteria and qualified for ATSI } \\ \text { for the ELA and Math indicators and Chronic Absenteeism for the } \\ \text { Students with Disabilities (SWD) subgroup. The school has informed } \\ \text { educational partners about ATSI at numerous community meetings. } \\ \text { What ATSI is and which groups were eligible were shared and what } \\ \text { the next steps are for this process. Additionally, MSA1 will provide } \\ \text { more academic support/intervention to our identified groups in } \\ \text { ATSI. Also, Summer and Saturday School will target identified }\end{array}$ |  |
| students. Charter School will also provide more professional |  |  |
| development to teachers to be more equipped with supporting |  |  |
| students that are targeted in ATSI. Finally, The students with special |  |  |
| needs have equitable access to all of the resources at MSA1; as a |  |  |
| result, resource inequities for the students with special needs do not |  |  |
| occur. |  |  |$\}$

## III. Appendices

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { None } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

## Magnolia Science Academy

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 96 | 205.3 | 14.5 | 11 | 212.5 | 15.5 | 11 | 7 | 0.6 | 7.6 | -0.18 | 43 | 96 | 43 | 45 | 43 |
| 7 | 109 | 208.4 | 14.2 | 9 | 216.3 | 15.3 | 13 | 8 | 0.7 | 6.0 | 0.92 | 82 | 109 | 64 | 59 | 59 |
| 8 | 124 | 214.5 | 14.1 | 14 | 222.9 | 16.1 | 23 | 8 | 0.7 | 5.2 | 1.32 | 91 | 124 | 79 | 64 | 59 |
| 9 | 72 | 218.3 | 16.0 | 21 | 223.1 | 16.9 | 25 | 5 | 1.0 | 3.6 | 0.62 | 73 | 72 | 37 | 51 | 48 |
| 10 | 108 | 221.5 | 16.6 | 23 | 226.8 | 18.2 | 30 | 5 | 0.8 | 3.3 | 1.00 | 84 | 108 | 65 | 60 | 62 |
| 11 | 72 | 225.2 | 18.7 | 27 | 230.7 | 18.6 | 37 | 6 | 0.8 | 2.5 | 1.49 | 93 | 72 | 46 | 64 | 57 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Math: Math K-12


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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nwea

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

Math: Math K-12

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

## Magnolia Science Academy

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I Conditional Growth Percentile | Number of Students With Growth Projections | Number of <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 91 | 204.0 | 16.3 | 19 | 207.0 | 17.2 | 11 | 3 | 0.9 | 5.6 | -1.47 | 7 | 91 | 36 | 40 | 34 |
| 7 | 107 | 208.4 | 14.6 | 21 | 215.2 | 13.8 | 33 | 7 | 0.5 | 4.4 | 1.36 | 91 | 107 | 70 | 65 | 58 |
| 8 | 117 | 211.2 | 13.6 | 19 | 219.0 | 11.1 | 37 | 8 | 0.7 | 4.0 | 1.89 | 97 | 117 | 79 | 68 | 62 |
| 9 | 70 | 213.9 | 15.2 | 30 | 216.5 | 13.8 | 30 | 3 | 1.0 | 2.7 | -0.07 | 47 | 70 | 37 | 53 | 50 |
| 10 | 104 | 220.5 | 15.6 | 45 | 224.8 | 13.7 | 56 | 4 | 0.8 | 2.1 | 1.35 | 91 | 104 | 66 | 63 | 61 |
| 11 | 70 | 225.1 | 14.0 | 58 | 227.0 | 12.2 | 61 | 2 | 1.0 | 1.2 | 0.34 | 63 | 70 | 29 | 41 | 49 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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nwea

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

| Language Arts: Reading (Spanish) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School School <br> Conditional Conditional <br> Growth Growth <br> Index Percentile |  | Number of Number of Percentage Student <br> Students of Median  <br> With Who Met Students Conditional <br> Growth Their Who Met Growth <br> Grojections Growth Growth Percentile <br>   Projection Projection |  |  |  |
| 6 | 4 | 195.3 | 9.5 |  | 192.3 | 5.3 |  | -3 | 2.5 |  |  |  | 4 | 0 | 0 | 8 |
| 7 | 1 | 192.0 |  |  | 195.0 |  |  | 3 |  |  |  |  | 1 | 0 | 0 | 0 |
| 8 | 3 | 207.0 | 9.5 |  | 212.7 | 18.0 |  | 6 | 6.4 |  |  |  | 3 | 2 | 67 | 57 |
| 9 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |
| 10 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |
| 11 | 1 | 204.0 |  |  | 186.0 |  |  | -18 |  |  |  |  | 0 |  |  |  |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading (Spanish)



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |
|  |  |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | 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 <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 32 | 194.3 | 10.6 | 1 | 201.1 | 10.9 | 1 | 7 | 1.0 | 7.0 | -0.08 | 47 | 32 | 14 | 44 | 43 |
| Free and Reduced Lunch (FRL) | 82 | 203.4 | 13.7 | 7 | 210.6 | 14.6 | 8 | 7 | 0.6 | 7.5 | -0.13 | 45 | 82 | 39 | 48 | 43 |
| Special <br> Education (SPED) | 13 | 192.2 | 10.6 | 1 | 200.1 | 10.7 | 1 | 8 | 1.4 | 6.9 | 0.48 | 68 | 13 | 7 | 54 | 50 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 30 | 196.9 | 10.5 | 1 | 204.6 | 10.9 | 1 | 8 | 1.1 | 5.5 | 1.07 | 86 | 30 | 17 | 57 | 53 |
| Free and Reduced Lunch (FRL) | 99 | 208.1 | 14.4 | 8 | 215.6 | 15.1 | 11 | 8 | 0.6 | 6.0 | 0.73 | 77 | 99 | 57 | 58 | 59 |
| Special <br> Education (SPED) | 14 | 196.5 | 13.2 | 1 | 204.6 | 14.2 | 1 | 8 | 1.3 | 5.5 | 1.27 | 90 | 14 | 8 | 57 | 57 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 28 | 201.1 | 11.5 | 1 | 208.9 | 12.7 | 2 | 8 | 1.3 | 5.0 | 1.16 | 88 | 28 | 16 | 57 | 58 |
| Free and Reduced Lunch (FRL) | 113 | 213.8 | 14.2 | 13 | 222.2 | 16.0 | 21 | 8 | 0.7 | 5.2 | 1.32 | 91 | 113 | 72 | 64 | 59 |
| Special <br> Education (SPED) | 18 | 206.2 | 9.3 | 3 | 213.3 | 10.8 | 5 | 7 | 1.3 | 5.1 | 0.83 | 80 | 18 | 10 | 56 | 52 |
| 9 |  |  |  |  |  |  | Statistics canno | e aggregate | d above the | program le | vel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |
| English <br> Language <br> Learner (ELL) | 17 | 205.6 | 12.4 | 2 | 209.7 | 12.5 | 2 | 4 | 1.9 | 3.6 | 0.25 | 60 | 17 | 7 | 41 | 41 |
| Free and Reduced Lunch (FRL) | 68 | 217.7 | 15.4 | 19 | 222.2 | 16.8 | 22 | 5 | 0.9 | 3.6 | 0.46 | 68 | 68 | 35 | 51 | 48 |
| Special Education (SPED) | 10 | 199.4 | 10.0 | 1 | 209.4 | 17.1 | 2 | 10 | 3.3 | 3.6 | 3.30 | 99 | 10 | 7 | 70 | 62 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 20 | 205.4 | 10.3 | 1 | 209.4 | 11.6 | 1 | 4 | 1.9 | 3.1 | 0.44 | 67 | 20 | 11 | 55 | 64 |
| Free and Reduced Lunch (FRL) | 93 | 219.7 | 16.0 | 18 | 225.6 | 17.6 | 26 | 6 | 0.9 | 3.3 | 1.31 | 90 | 93 | 59 | 63 | 64 |
| Special <br> Education (SPED) | 22 | 207.7 | 10.1 | 2 | 210.4 | 12.6 | 2 | 3 | 1.6 | 3.1 | -0.21 | 41 | 22 | 13 | 59 | 58 |
| 11 |  |  |  |  |  |  | Statistics cann | e aggregat | d above the | program le |  |  |  |  |  |  |
| English Language Learner (ELL) | 9 | 198.0 | 10.1 | 1 | 203.3 | 13.8 | 1 | 5 | 3.0 | 2.4 | 1.46 | 93 | 9 | 4 | 44 | 42 |
| Free and Reduced Lunch (FRL) | 65 | 225.0 | 18.1 | 26 | 230.7 | 18.1 | 37 | 6 | 0.9 | 2.5 | 1.59 | 94 | 65 | 43 | 66 | 58 |
| Special <br> Education (SPED) | 12 | 212.2 | 14.7 | 3 | 220.3 | 18.6 | 10 | 8 | 2.4 | 2.4 | 2.81 | 99 | 12 | 8 | 67 | 77 |
| 12 |  |  |  |  |  |  | Statistics canno | aggregate | d above the | program le |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

## Magnolia Science Academy

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 28 | 187.6 | 13.1 | 1 | 191.8 | 10.7 | 1 | 4 | 1.9 | 6.5 | -1.33 | 9 | 28 | 10 | 36 | 30 |
| Free and Reduced Lunch (FRL) | 79 | 202.4 | 16.0 | 14 | 206.0 | 16.1 | 9 | 4 | 0.9 | 5.7 | -1.18 | 12 | 79 | 31 | 39 | 33 |
| Special <br> Education (SPED) | 13 | 183.8 | 16.1 | 1 | 190.9 | 10.7 | 1 | 7 | 3.2 | 6.7 | 0.20 | 58 | 13 | 6 | 46 | 44 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 29 | 193.4 | 12.2 | 1 | 201.1 | 12.7 | 1 | 8 | 1.3 | 5.1 | 1.50 | 93 | 29 | 17 | 59 | 50 |
| Free and Reduced Lunch (FRL) | 97 | 208.2 | 15.1 | 20 | 214.8 | 14.3 | 31 | 7 | 0.6 | 4.4 | 1.24 | 89 | 97 | 61 | 63 | 58 |
| Special <br> Education (SPED) | 14 | 197.1 | 17.6 | 1 | 203.3 | 17.2 | 2 | 6 | 2.4 | 4.9 | 0.74 | 77 | 14 | 8 | 57 | 51 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 22 | 201.4 | 7.5 | 2 | 209.8 | 9.8 | 6 | 8 | 1.7 | 4.5 | 1.94 | 97 | 22 | 13 | 59 | 58 |
| Free and Reduced Lunch (FRL) | 106 | 210.6 | 14.0 | 17 | 218.4 | 11.3 | 34 | 8 | 0.7 | 4.0 | 1.87 | 97 | 106 | 71 | 67 | 60 |
| Special Education (SPED) | 17 | 201.6 | 10.8 | 2 | 213.5 | 11.0 | 15 | 12 | 2.0 | 4.5 | 3.68 | 99 | 17 | 14 | 82 | 77 |
| 9 |  |  |  |  |  |  | Statistics cannot | aggregate | above the | program le |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

| Language Arts: Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | 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 <br> Students <br> Who Met Growth <br> Projection | Student <br> Median Conditiona Growth Percentile |
| English Language Learner (ELL) | 16 | 199.9 | 15.7 | 2 | 204.3 | 14.0 | 3 | 4 | 2.7 | 3.4 | 0.49 | 69 | 16 | 8 | 50 | 49 |
| Free and Reduced Lunch (FRL) | 66 | 213.3 | 15.3 | 28 | 215.9 | 13.8 | 28 | 3 | 1.0 | 2.8 | -0.09 | 46 | 66 | 34 | 52 | 49 |
| Special Education (SPED) | 9 | 200.0 | 18.0 | 2 | 202.8 | 15.6 | 2 | 3 | 2.7 | 3.4 | -0.31 | 38 | 9 | 4 | 44 | 40 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 18 | 202.7 | 12.2 | 1 | 206.7 | 11.8 | 2 | 4 | 2.2 | 2.8 | 0.73 | 77 | 18 | 12 | 67 | 59 |
| Free and Reduced Lunch (FRL) | 89 | 219.3 | 15.3 | 40 | 223.3 | 13.1 | 49 | 4 | 0.9 | 2.1 | 1.14 | 87 | 89 | 55 | 62 | 59 |
| Special <br> Education (SPED) | 22 | 206.9 | 16.0 | 4 | 212.3 | 15.5 | 9 | 5 | 2.1 | 2.6 | 1.68 | 95 | 22 | 15 | 68 | 69 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 6 | 206.2 | 12.0 | 2 | 207.7 | 12.9 | 2 | 2 | 0.8 | 1.5 | 0.00 | 50 | 6 | 3 | 50 | 46 |
| Free and Reduced Lunch (FRL) | 63 | 225.5 | 13.4 | 60 | 227.3 | 11.3 | 62 | 2 | 1.0 | 1.1 | 0.30 | 62 | 63 | 27 | 43 | 50 |
| Special Education (SPED) | 12 | 212.9 | 13.2 | 10 | 216.3 | 14.0 | 16 | 3 | 2.9 | 1.4 | 0.93 | 82 | 12 | 5 | 42 | 42 |
| 12 |  |  |  |  |  |  | Statistics canno | aggregate | above the | program le |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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

GROWTH

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy



## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Ethnicity
Yes

## Magnolia Science Academy

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of <br> Growth <br> Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 96 | 205.3 | 14.5 | 11 | 212.5 | 15.5 | 11 | 7 | 0.6 | 7.6 | -0.18 | 43 | 96 | 43 | 45 | 43 |
| American Indian | 1 | 204.0 |  | 8 | 204.0 |  | 1 | 0 |  | 7.5 | -3.43 | 1 | 1 | 0 | 0 | 0 |
| Asian | 8 | 216.4 | 10.8 | 58 | 225.1 | 13.3 | 60 | 9 | 1.5 | 8.2 | 0.22 | 59 | 8 | 6 | 75 | 53 |
| Black, not Hispanic | 4 | 211.3 | 8.8 | 33 | 217.5 | 7.0 | 26 | 6 | 2.1 | 7.9 | -0.79 | 21 | 4 | 2 | 50 | 44 |
| Caucasian | 3 | 200.3 | 15.6 | 3 | 201.0 | 20.0 | 1 | 1 | 4.1 | 7.3 | -3.01 | 1 | 3 | 1 | 33 | 11 |
| Hispanic | 80 | 204.1 | 14.8 | 9 | 211.5 | 15.4 | 9 | 7 | 0.6 | 7.5 | -0.06 | 48 | 80 | 34 | 43 | 41 |
| 7 | 109 | 208.4 | 14.2 | 9 | 216.3 | 15.3 | 13 | 8 | 0.7 | 6.0 | 0.92 | 82 | 109 | 64 | 59 | 59 |
| Asian | 7 | 220.0 | 13.7 | 49 | 232.1 | 11.5 | 72 | 12 | 4.7 | 6.5 | 2.73 | 99 | 7 | 5 | 71 | 65 |
| Black, not Hispanic | 2 | 205.0 | 4.2 | 4 | 216.5 | 2.1 | 13 | 12 | 1.5 | 5.9 | 2.75 | 99 | 2 | 2 | 100 | 78 |
| Caucasian | 3 | 215.3 | 22.4 | 28 | 219.7 | 20.4 | 22 | 4 | 1.2 | 6.3 | -0.93 | 18 | 3 | 1 | 33 | 41 |
| Hispanic | 97 | 207.5 | 13.9 | 7 | 215.1 | 15.0 | 10 | 8 | 0.7 | 6.0 | 0.79 | 79 | 97 | 56 | 58 | 59 |
| 8 | 124 | 214.5 | 14.1 | 14 | 222.9 | 16.1 | 23 | 8 | 0.7 | 5.2 | 1.32 | 91 | 124 | 79 | 64 | 59 |
| Asian | 4 | 218.5 | 22.5 | 25 | 229.5 | 29.1 | 47 | 11 | 3.6 | 5.3 | 2.37 | 99 | 4 | 3 | 75 | 69 |
| Black, not Hispanic | 3 | 227.3 | 10.1 | 60 | 238.0 | 14.8 | 78 | 11 | 3.5 | 5.4 | 2.19 | 99 | 3 | 3 | 100 | 74 |
| Caucasian | 3 | 215.0 | 11.4 | 15 | 224.3 | 13.7 | 28 | 9 | 4.1 | 5.2 | 1.69 | 95 | 3 | 2 | 67 | 73 |
| Hispanic | 114 | 214.0 | 13.9 | 13 | 222.2 | 15.7 | 21 | 8 | 0.7 | 5.2 | 1.24 | 89 | 114 | 71 | 62 | 59 |
| 9 | 72 | 218.3 | 16.0 | 21 | 223.1 | 16.9 | 25 | 5 | 1.0 | 3.6 | 0.62 | 73 | 72 | 37 | 51 | 48 |
| Asian | 4 | 233.5 | 17.7 | 76 | 237.0 | 13.1 | 75 | 4 | 4.3 | 3.6 | -0.05 | 48 | 4 | 2 | 50 | 41 |
| Caucasian | 1 | 249.0 |  | 99 | 259.0 |  | 99 | 10 |  | 3.6 | 3.32 | 99 | 1 | 1 | 100 | 0 |
| Hispanic | 67 | 216.9 | 15.2 | 17 | 221.7 | 16.3 | 21 | 5 | 1.0 | 3.6 | 0.62 | 73 | 67 | 34 | 51 | 48 |
| 10 | 108 | 221.5 | 16.6 | 23 | 226.8 | 18.2 | 30 | 5 | 0.8 | 3.3 | 1.00 | 84 | 108 | 65 | 60 | 62 |
| Asian | 6 | 237.0 | 14.8 | 78 | 239.7 | 13.1 | 75 | 3 | 2.4 | 3.4 | -0.36 | 36 | 6 | 3 | 50 | 45 |
| Caucasian | 3 | 235.0 | 24.3 | 72 | 243.0 | 27.7 | 84 | 8 | 2.6 | 3.4 | 2.27 | 99 | 3 | 3 | 100 | 70 |
| Hispanic | 98 | 220.1 | 16.0 | 19 | 225.4 | 17.9 | 25 | 5 | 0.9 | 3.3 | 1.01 | 84 | 98 | 58 | 59 | 62 |
| Multi-ethnic | 1 | 228.0 |  | 46 | 234.0 |  | 56 | 6 |  | 3.3 | 1.32 | 91 | 1 | 1 | 100 | 0 |

## Explanatory Note

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.
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { Ethnicity } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |
| 11 | 72 | 225.2 | 18.7 | 27 | 230.7 | 18.6 | 37 | 6 | 0.8 | 2.5 | 1.49 | 93 | 72 | 46 | 64 | 57 |
| Asian | 2 | 228.5 | 6.4 | 38 | 230.5 | 9.2 | 36 | 2 | 2.0 | 2.5 | -0.25 | 40 | 2 | 1 | 50 | 47 |
| Caucasian | 2 | 258.5 | 23.3 | 99 | 259.0 | 22.6 | 99 | 1 | 0.5 | 2.7 | -1.07 | 14 | 2 | 0 | 0 | 45 |
| Hispanic | 68 | 224.1 | 18.1 | 23 | 229.8 | 18.3 | 34 | 6 | 0.9 | 2.5 | 1.59 | 94 | 68 | 45 | 66 | 58 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Math: Math K-12



## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 91 | 204.0 | 16.3 | 19 | 207.0 | 17.2 | 11 | 3 | 0.9 | 5.6 | -1.47 | 7 | 91 | 36 | 40 | 34 |
| American Indian | 1 | 206.0 |  | 28 | 200.0 |  | 1 | -6 |  | 5.4 | -6.58 | 1 | 1 | 0 | 0 | 0 |
| Asian | 8 | 216.1 | 15.5 | 80 | 222.6 | 13.9 | 85 | 7 | 1.5 | 4.8 | 0.95 | 83 | 8 | 5 | 63 | 57 |
| Black, not Hispanic | 4 | 217.5 | 13.5 | 85 | 219.8 | 15.5 | 74 | 2 | 1.5 | 4.8 | -1.42 | 8 | 4 | 2 | 50 | 36 |
| Caucasian | 3 | 196.3 | 23.9 | 3 | 202.7 | 30.2 | 3 | 6 | 3.8 | 6.0 | 0.22 | 59 | 3 | 1 | 33 | 20 |
| Hispanic | 75 | 202.3 | 15.7 | 14 | 205.0 | 16.3 | 7 | 3 | 1.1 | 5.7 | -1.70 | 4 | 75 | 28 | 37 | 30 |
| 7 | 107 | 208.4 | 14.6 | 21 | 215.2 | 13.8 | 33 | 7 | 0.5 | 4.4 | 1.36 | 91 | 107 | 70 | 65 | 58 |
| Asian | 7 | 218.0 | 12.2 | 70 | 224.4 | 8.3 | 80 | 6 | 2.2 | 4.0 | 1.37 | 92 | 7 | 5 | 71 | 60 |
| Black, not Hispanic | 2 | 212.5 | 10.6 | 41 | 219.0 | 12.7 | 54 | 7 | 1.5 | 4.2 | 1.29 | 90 | 2 | 2 | 100 | 62 |
| Caucasian | 3 | 221.0 | 17.8 | 83 | 232.0 | 9.2 | 97 | 11 | 5.0 | 3.9 | 4.07 | 99 | 3 | 2 | 67 | 94 |
| Hispanic | 95 | 207.3 | 14.5 | 17 | 213.9 | 13.8 | 27 | 7 | 0.6 | 4.5 | 1.22 | 89 | 95 | 61 | 64 | 58 |
| 8 | 117 | 211.2 | 13.6 | 19 | 219.0 | 11.1 | 37 | 8 | 0.7 | 4.0 | 1.89 | 97 | 117 | 79 | 68 | 62 |
| Asian | 4 | 216.5 | 15.2 | 42 | 222.3 | 11.0 | 53 | 6 | 3.3 | 3.7 | 1.03 | 85 | 4 | 2 | 50 | 55 |
| Black, not Hispanic | 3 | 223.7 | 17.6 | 77 | 228.7 | 11.5 | 82 | 5 | 5.9 | 3.4 | 0.81 | 79 | 3 | 1 | 33 | 44 |
| Caucasian | 3 | 209.3 | 8.0 | 13 | 215.7 | 11.2 | 22 | 6 | 3.8 | 4.1 | 1.15 | 87 | 3 | 1 | 33 | 46 |
| Hispanic | 107 | 210.7 | 13.5 | 18 | 218.7 | 11.1 | 35 | 8 | 0.7 | 4.0 | 1.97 | 98 | 107 | 75 | 70 | 64 |
| 9 | 70 | 213.9 | 15.2 | 30 | 216.5 | 13.8 | 30 | 3 | 1.0 | 2.7 | -0.07 | 47 | 70 | 37 | 53 | 50 |
| Asian | 4 | 218.3 | 10.2 | 48 | 226.3 | 4.6 | 70 | 8 | 4.4 | 2.5 | 2.76 | 99 | 4 | 4 | 100 | 62 |
| Caucasian | 1 | 238.0 |  | 98 | 232.0 |  | 87 | -6 |  | 1.6 | -3.83 | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 65 | 213.3 | 15.2 | 28 | 215.7 | 13.9 | 27 | 2 | 1.0 | 2.8 | -0.19 | 42 | 65 | 33 | 51 | 48 |
| 10 | 104 | 220.5 | 15.6 | 45 | 224.8 | 13.7 | 56 | 4 | 0.8 | 2.1 | 1.35 | 91 | 104 | 66 | 63 | 61 |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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
GROWTH

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

## Magnolia Science Academy

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |
| Asian | 6 | 229.8 | 3.7 | 84 | 234.2 | 11.8 | 90 | 4 | 3.9 | 1.7 | 1.64 | 95 | 6 | 5 | 83 | 74 |
| Caucasian | 3 | 242.7 | 3.8 | 99 | 240.7 | 5.8 | 98 | -2 | 3.2 | 1.2 | -1.93 | 3 | 3 | 1 | 33 | 35 |
| Hispanic | 94 | 219.3 | 15.6 | 40 | 223.7 | 13.5 | 51 | 4 | 0.8 | 2.1 | 1.38 | 92 | 94 | 59 | 63 | 60 |
| Multi-ethnic | 1 | 204.0 |  | 2 | 225.0 |  | 57 | 21 |  | 2.7 | 11.07 | 99 | 1 | 1 | 100 | 0 |
| 11 | 70 | 225.1 | 14.0 | 58 | 227.0 | 12.2 | 61 | 2 | 1.0 | 1.2 | 0.34 | 63 | 70 | 29 | 41 | 49 |
| Asian | 2 | 236.5 | 3.5 | 94 | 235.5 | 4.9 | 90 | -1 | 1.0 | 0.9 | -0.89 | 19 | 2 | 0 | 0 | 45 |
| Caucasian | 2 | 239.0 | 14.1 | 97 | 239.0 | 1.4 | 96 | 0 | 9.0 | 0.9 | -0.41 | 34 | 2 | 1 | 50 | 50 |
| Hispanic | 66 | 224.4 | 14.0 | 54 | 226.3 | 12.3 | 58 | 2 | 1.0 | 1.2 | 0.34 | 63 | 66 | 28 | 42 | 49 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Page

2020 and User Norms ${ }^{1}$.

Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Ethnicity
Fall 2022 - Spring 2023
Start - $\quad 4$ (Fall 2022)
End - $\quad 32$ (Spring 2023)
Ethnicity
Yes

Yes
Small Group Display:

Norms Reference Data: Growth Comparison Period:

Weeks of Instruction:

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

| Language Arts: Reading (Spanish) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of <br> Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School <br> Conditional School <br> Conditional <br> School Growth Growth <br> Growth Index <br> Percentile  |  |  | Number of Number of Percentage Student <br> Students Students of Median <br> With Who Met Students Conditional <br> Growth Their Who Met Growth <br> Growth    <br> Prowections Grojection Projection Percentile |  |  |  |
| 6 | 4 | 195.3 | 9.5 |  | 192.3 | 5.3 |  | -3 | 2.5 |  |  |  | 4 | 0 | 0 | 8 |
| Hispanic | 4 | 195.3 | 9.5 |  | 192.3 | 5.3 |  | -3 | 2.5 |  |  |  | 4 | 0 | 0 | 8 |
| 7 | 1 | 192.0 |  |  | 195.0 |  |  | 3 |  |  |  |  | 1 | 0 | 0 | 0 |
| Hispanic | 1 | 192.0 |  |  | 195.0 |  |  | 3 |  |  |  |  | 1 | 0 | 0 | 0 |
| 8 | 3 | 207.0 | 9.5 |  | 212.7 | 18.0 |  | 6 | 6.4 |  |  |  | 3 | 2 | 67 | 57 |
| Hispanic | 3 | 207.0 | 9.5 |  | 212.7 | 18.0 |  | 6 | 6.4 |  |  |  | 3 | 2 | 67 | 57 |
| 9 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |
| 10 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |
| 11 | 1 | 204.0 |  |  | 186.0 |  |  | -18 |  |  |  |  | 0 |  |  |  |
| Hispanic | 1 | 204.0 |  |  | 186.0 |  |  | -18 |  |  |  |  | 0 |  |  |  |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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nwea

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
| District: | Magnolia Public Schools |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { Ethnicity } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy

## Language Arts: <br> Reading (Spanish)

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School I 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 |

## Language Arts: Reading (Spanish)



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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

2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 2

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III. Appendices
a. 2022-2023 Internal Data (i.e. Benchmarks, IAB, verified data - NWEA, iReady Star Renaissance, etc)
b. Other information as needed

## I. Status Update for 2022-2023

## SUCCESSES:

## NWEA MAP Math

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, $65.3 \%$ of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95\% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1\% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. $66.6 \%$ of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3\% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. $65.7 \%$ of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

## SBAC Math

$25.65 \%$ of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of $3.89 \%$ from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, $13.33 \%$ of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, $2.44 \%$ of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased
by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

## NWEA MAP Reading

To reiterate, $64.4 \%$ of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of $96 \%$ for reading and a Conditional Growth Index (CGI) of 1.71 in reading. $75.0 \%$ of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5\% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. $70.2 \%$ of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. $65.4 \%$ of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

## SBAC ELA

$42.73 \%$ of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of $6.85 \%$ from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, $21.66 \%$ of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0\% of MSA2's EL students received proficient or
advanced scores on the Spring 2023 SBAC assessment in ELA.
The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

## ELPI

During the 2022-23 school year, 22.89\% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60\% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in $5.1 \%$ from the prior year.

## CAST

During the 2022-23 school year, $24 \%$ of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of $7.24 \%$ from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

## College Readiness

During the 2022-23 school year, $97.9 \%$ of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, $100 \%$ of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6\%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was $88 \%$, and dual enrollment passing rate of $84 \%$.

Similar Schools

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

CA Distinguished Schools

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a $6.85 \%$ increase compared to the Los Angeles Unified School District (LAUSD) (-0.53\%), and L.A. County office of Education

## (LACOE) (-0.02\%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

PBIS

During the 2022-23 school year, MSA2 received the Gold PBIS Implementation Award from California PBIS system.

## CIF Sports

During the 2022-23 school year, MSA2 became eligible to participate as a full member in the California Interscholastic Federation (CIF) high school sports program for the first time. During this time, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

## Music Program

During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford

University summer jazz music program during the summer of 2023.

## Congressional Award Program

During the 2022-23 school year, the school continued to expand opportunities for the school's Congressional Award Program (CAP). Specifically, several of the students are on track to receive Silver and Bronze medals during their 12th grade school year in 2023-24, which would be the first time in 8 years that an MSA2 student has received a medal from this prestigious program affiliated with the United States Congress.

## CalHOPE Grant

During the 2022-23 school year, MSA2 was awarded the CalHOPE grant from LACOE in order to provide additional support for MSA2 SEL development for students.

Kaiser Hippocrates Circle
During the 2022-23 school year, MSA2 was selected by Kaiser Permanente to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. MSA2 students who enrolled in the Hippocrates Circle Program had opportunities to interact with practicing physicians that may reflect their own personal experience and diverse background. Through collaboration with medical schools, physicians from Permanente Medical Group, and Kaiser Permanente Community Health sponsorship, the Hippocrates Circle Program helped MSA2 students strengthen the selfesteem of young people and empower them to pursue their goal to become a physician.

Community Schools Implementation Grant

During the 2022-23 school year, MSA2 was awarded a Community Schools Implementation Grant. During the 2022-23 school year, MSA2 took numerous steps to support MSA2 in becoming a community school, including hiring a Community Schools Coordinator, and holding community resource fairs to provide free resources to members of the school and surrounding communities. MSA2 subsequently applied for a Community Schools Implementation Grant which MSA2 was awarded for a term of 5 years commencing in the 2023-24 school year.

## CHALLENGES:

## All Students Proficient / Advanced Rates - NWEA MAP ELA and Math

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 all students in math at MSA2 is $21.18 \%$. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is $42.52 \%$. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

## All Students Proficient / Advanced Rates - SBAC Math

Despite the growth of $3.89 \%$ from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the $25.65 \%$ rate for all students receiving proficient or advanced scores on the SBAC
math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

## All Students Proficient / Advanced Rates - SBAC ELA

Despite the growth of $6.85 \%$ from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the $42.73 \%$ rate for all students receiving proficient or advanced scores on the SBAC ELA.

## EL Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the $0.0 \%$ of EL students who are proficient or advanced in math as measured by the 2022 -23 NWEA MAP assessment. Further, $5.26 \%$ of EL students who are proficient or advanced in reading as measured by the 2022-23 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 support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

## SPED Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the $15.25 \%$ of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64\% of SPED students who are proficient or advanced in reading as measured by the 2022-23 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 support to improve the math and reading
proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Hispanic Student Proficient / Advanced Rates - ELA and Math
Another area of need relates to the $19.87 \%$ of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25\% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 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 support to improve the math and reading proficiency rate of Hispanic students.

Proficient / Advanced Rates - CAST

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by $7.24 \%$ from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that $24 \%$ of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

## II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)
For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 2 | No |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |
| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 5 | 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: 95\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |


| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 82\% <br> Year 2 Outcome: 2022-23: (Second semester): 66\% | No |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 41.81\% <br> -English Learners: 7.69\% <br> -Socioeconomically Disadvantaged: 38.19\% <br> -Students with Disabilities: 15.56\% <br> -Hispanic: 38.49\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 46.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 43.00\% <br> -Students with Disabilities: 20.00\% <br> -Hispanic: 43.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 | No |



|  |  |  | Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 10.0 points below standard <br> -English Learners: 55.0 points below standard <br> -Socioeconomically Disadvantaged: 16.0 points below standard <br> -Students with Disabilities: 72.0 points below standard <br> -Hispanic: 18.0 points below standard <br> -White: 28.0 points above standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 19.3 points below standard <br> -English Learners: 83.5 points below standard <br> -Socioeconomically Disadvantaged: 26.4 points below standard <br> -Students with Disabilities: 65.5 points below standard <br> -Asian: * <br> -Hispanic: 21.9 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 65.0\% | No |


|  |  | (Source: NWEA MAP) | -English Learners: 66.0\% <br> -Socioeconomically Disadvantaged: 66.3\% <br> -Students with Disabilities: 66.0\% <br> -Hispanic: 65.5\% <br> -White: 66.7\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 70.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% <br> Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 64.4\% <br> -English Learners: 75.00\% <br> -Socioeconomically Disadvantaged: 64.5\% <br> -Students with Disabilities: 70.2\% <br> -Asian: 62.5\% <br> -Hispanic: 65.4\% <br> -White: 42.1\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding | Baseline: 2020-21: | No |

standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)

2018-19:
-All Students: 27.87\%
-English Learners: 5.13\%
-Socioeconomically Disadvantaged: 24.80\%
-Students with Disabilities: 15.55\%
-Hispanic: 23.41\%

Desired Outcome for 2023-24:
2022-23:
-All Students: 34.00\%
-English Learners: 15.00\%
-Socioeconomically Disadvantaged: 34.00\%
-Students with Disabilities: 25.00\%
-Hispanic: 34.00\%

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 CAASPPELA/Literacy assessments.

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\%

IAB Math Level 3 and 4 Projection (5/13/22):
-All Students: 54.57\%

Year 2 Outcome: 2022-23:

|  |  |  | -All Students: 25.66\% <br> -English Learners: 2.44\% <br> -Socioeconomically Disadvantaged: 22.73\% <br> -Students with Disabilities: 13.33\% <br> -Asian: * <br> -Hispanic: 25.0\% <br> -White: 25.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 60.8 points below standard <br> -English Learners: 96.8 points below standard <br> -Socioeconomically Disadvantaged: 65.6 points below standard <br> -Students with Disabilities: 119.6 points below standard <br> -Hispanic: 71.9 points below standard <br> -White: 21.8 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 54.0 points below standard <br> -English Learners: 86.0 points below standard <br> -Socioeconomically Disadvantaged: 58.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Hispanic: 64.0 points below standard <br> -White: 23.0 points above standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: | No |


|  |  |  | -All Students: 68.4\% <br> -English Learners: 66.0\% <br> -Students with Disabilities: 68.1\% <br> -Hispanic: 67.4\% <br> -White: 64.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 62.9 points below standard <br> -English Learners: 115.3 points below standard <br> -Socioeconomically Disadvantaged: 70.9 points below standard <br> -Students with Disabilities: 114.7 points below standard <br> -Asian: * <br> -Hispanic: 66.9 points below standard <br> -White: 51.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 67.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 68.3\% <br> -Students with Disabilities: 57.9\% <br> -Asian: 70.8\% <br> -Hispanic: 66.7\% <br> -White: 87.5\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 80.0\% | No |

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\%
-White: 64.7\%

Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: -All Students: 65.3\%
-English Learners: 69.1\%
-Socioeconomically Disadvantaged: 66.6\%
-Students with Disabilities: 83.3\%
-Asian: 62.5\%
-Hispanic: 65.7\%
-White: 57.9\%

| 18 | 4 | 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) | Baseline: 2020-21: <br> (2019 Dashboard) <br> 71.4\% <br> Desired Outcome for 2023-24: <br> (2023 Dashboard) <br> 73.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative <br> ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 15.76\% <br> -Level 3: 40.78\% <br> -Level 2: 27.63\% <br> -Level 1: 15.76\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 60.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 4 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | Baseline: 2020-21: 14.0\% <br> Desired Outcome for 2023-24: 15.0\% <br> Year 1 Outcome: 2021-22: <br> 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br> 2021 ELPAC Percentage of Students Level 4: $20.0 \%$ <br> Year 2 Outcome: <br> 2022 ELPAC Percentage of Students Level4: <br> 15.79\% | Yes |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 21.05\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.79\% <br> -Students with Disabilities: 5.56\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 24.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 24.00\% <br> -Students with Disabilities: 10.00\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome:2022-23: <br> -All Students: 24.00\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.77\% <br> -Students with Disabilities: 7.41\% <br> -Hispanic: 20.61\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 75.68\% <br> Desired Outcome for 2023-24: 2021-22: <br> 78.00\% <br> Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 54.17\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 56.74\% <br> Year 2 Outcome: 2022-23: <br> 74.47\% |
| :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 24.32\% <br> Desired Outcome for 2023-24: 2021-22: <br> 35.00\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 25.00\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 72.34\% <br> Year 2 Outcome: 2022-23: <br> 51.06\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: <br> 61.2\% <br> Desired Outcome for 2023-24: 2022-23: 65.0\% <br> Year 1 Outcome: 2020-21: $45.8 \%$ <br> Year 2 Outcome: 2021-22: $68.0 \%$ | Yes |


| 25 | 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: $36.1 \%$ <br> Desired Outcome for 2023-24: 2022-23: $50.0 \%$ <br> Year 1 Outcome: 2020-21: $55.3 \%$ <br> Year 2 Outcome: 2021-22: $39.0 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | ```Baseline:2019-20: 92.1% Desired Outcomes for 2023-24: 2022-23: 95.0% Year 1 Outcome: 2020-21: 92.3% 2021-22: (As of 5/13/22) 97.6%``` <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 95.7\% | Yes |


| 34 | 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) 20\% <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 23\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 22\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 35 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |


| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 4 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | No |
| :---: | :---: | :---: | :---: | :---: |
| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 32 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 22 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 4 | Yes |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 31 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 27 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 35 | Yes |


| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) 22.1\% <br> Desired Outcome for 2023-24: $25.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $16.6 \%$ <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 26.1\% | Yes |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 98.08\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 91.4\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.33\% | No |


| 43 | Chronic Absenteeism Rate (Source: CA School <br> Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> $3.9 \%$ |
| :--- | :--- | :--- | :--- | :--- |


| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) $95.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $95.9 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) 0.0\% <br> Desired Outcome for 2023-24: 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 0.00\% | Yes |
| 48 | 6 | Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2020-21: (As of 4/9/21) 0.00\% <br> Desired Outcome for 2023-24: 0.00\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0.19\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 0.00\% | Yes |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 95.1\% <br> Families: 91.8\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 98\% <br> Families: 86.3\% <br> Staff: 100\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.6\% <br> Families: 99.3\% <br> Staff: 100.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 76\% <br> Families: 98\% <br> Staff: 94\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 73\% <br> Families: 97\% <br> Staff: 85\% <br> Year 2 Outcome: 2022-23: <br> Students: 70.0\% <br> Families: 98.0\% <br> Staff: 87.0\% | No |
| :---: | :---: | :---: | :---: | :---: |

## Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 2 | No |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |


| 3 | 1 | Number of identified instances where facilities do <br> not meet the "good repair" standard (including <br> deficiencies and extreme deficiencies) (Source: <br> Local Indicator Priority 1) | Baseline: 2020-21: 0 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 |
| :--- | :--- | :--- | :--- | :--- |
| Year 2 Outcome: 2022-23: 0 |  |  |  |, | Yes |
| :--- |
| 6 |
| 4 |


| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 9 | 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: 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\% Year 2 Outcome: 2022-23: (As of 5/12/23): 64\% | No |
| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 82\% <br> Year 2 Outcome: 2022-23: (Second semester): 66\% | No |
| 11 | 8 | Average Lexile Growth (L) from fall to spring (Source: myON) | This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24. | Yes |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 41.81\% <br> -English Learners: 7.69\% <br> -Socioeconomically Disadvantaged: 38.19\% <br> -Students with Disabilities: 15.56\% <br> -Hispanic: 38.49\% | No |

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\%

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 assessments.

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\%

IAB ELA Level 3 and 4 Projection (5/13/22):
-All Students: 41.71\%
Year 2 Outcome: 2022-23:
-All Students: 42.73\%
-English Learners: 0.00\%
-Socioeconomically Disadvantaged: 39.81\%
-Students with Disabilities: 21.66\%
-Asian: *
-Hispanic: 40.98\%

|  |  |  | -White: 50.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 16.6 points below standard <br> -English Learners: 62.1 points below standard <br> -Socioeconomically Disadvantaged: 22.0 points below standard <br> -Students with Disabilities: 79.9 points below standard <br> -Hispanic: 24.9 points below standard <br> -White: 26.2 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 10.0 points below standard <br> -English Learners: 55.0 points below standard <br> -Socioeconomically Disadvantaged: 16.0 points below standard <br> -Students with Disabilities: 72.0 points below standard <br> -Hispanic: 18.0 points below standard <br> -White: 28.0 points above standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% | No |


|  |  |  | Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 19.3 points below standard <br> -English Learners: 83.5 points below standard <br> -Socioeconomically Disadvantaged: 26.4 points below standard <br> -Students with Disabilities: 65.5 points below standard <br> -Asian: * <br> -Hispanic: 21.9 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 65.0\% <br> -English Learners: 66.0\% <br> -Socioeconomically Disadvantaged: 66.3\% <br> -Students with Disabilities: 66.0\% <br> -Hispanic: 65.5\% <br> -White: 66.7\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 70.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% | No |


|  |  |  | Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 64.4\% <br> -English Learners: 75.00\% <br> -Socioeconomically Disadvantaged: 64.5\% <br> -Students with Disabilities: 70.2\% <br> -Asian: 62.5\% <br> -Hispanic: 65.4\% <br> -White: 42.1\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2020-21: <br> 2018-19: <br> -All Students: 27.87\% <br> -English Learners: 5.13\% <br> -Socioeconomically Disadvantaged: $24.80 \%$ <br> -Students with Disabilities: 15.55\% <br> -Hispanic: 23.41\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 34.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 34.00\% <br> -Students with Disabilities: 25.00\% <br> -Hispanic: 34.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. | No |


|  |  |  | Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 16.62\% <br> -English Learners: 2.13\% <br> -Students with Disabilities: 7.27\% <br> -Hispanic: 14.52\% <br> -White: 45.54\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 54.57\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 25.66\% <br> -English Learners: 2.44\% <br> -Socioeconomically Disadvantaged: 22.73\% <br> -Students with Disabilities: 13.33\% <br> -Asian: * <br> -Hispanic: 25.0\% <br> -White: 25.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 60.8 points below standard <br> -English Learners: 96.8 points below standard <br> -Socioeconomically Disadvantaged: 65.6 points below standard <br> -Students with Disabilities: 119.6 points below standard <br> -Hispanic: 71.9 points below standard <br> -White: 21.8 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 54.0 points below standard <br> -English Learners: 86.0 points below standard <br> -Socioeconomically Disadvantaged: 58.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Hispanic: 64.0 points below standard | No |


|  |  |  | -White: 23.0 points above standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 68.4\% <br> -English Learners: 66.0\% <br> -Students with Disabilities: 68.1\% <br> -Hispanic: 67.4\% <br> -White: 64.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 62.9 points below standard <br> -English Learners: 115.3 points below standard <br> -Socioeconomically Disadvantaged: 70.9 points below standard <br> -Students with Disabilities: 114.7 points below standard <br> -Asian: * <br> -Hispanic: 66.9 points below standard <br> -White: 51.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 67.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 68.3\% <br> -Students with Disabilities: 57.9\% <br> -Asian: 70.8\% <br> -Hispanic: 66.7\% <br> -White: 87.5\% | No |

```
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%
Year }1\mathrm{ Outcome: 2021-22:
Fall }2021\mathrm{ to Spring }2022\mathrm{ MAP Mathematics - Percent Met Growth Projection:
-All Students: 68.4%
-English Learners: 66.0%
-Students with Disabilities: 68.1%
-Hispanic: 67.4%
-White: 64.7%
Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:
-All Students: 65.3%
-English Learners: 69.1%
-Socioeconomically Disadvantaged: 66.6%
-Students with Disabilities: 83.3%
-Asian: 62.5%
-Hispanic: 65.7%
-White: 57.9%
```

| 18 | 4 | 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) | Baseline: 2020-21: <br> (2019 Dashboard) <br> 71.4\% <br> Desired Outcome for 2023-24: <br> (2023 Dashboard) <br> 73.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 15.76\% <br> -Level 3: 40.78\% <br> -Level 2: 27.63\% <br> -Level 1: 15.76\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 60.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 4 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | Baseline: 2020-21: 14.0\% <br> Desired Outcome for 2023-24: 15.0\% <br> Year 1 Outcome: 2021-22: <br> 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br> 2021 ELPAC Percentage of Students Level 4: <br> 20.0\% <br> Year 2 Outcome: <br> 2022 ELPAC Percentage of Students Level 4: <br> 15.79\% | Yes |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 21.05\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.79\% <br> -Students with Disabilities: 5.56\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 24.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: $24.00 \%$ <br> -Students with Disabilities: 10.00\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome:2022-23: <br> -All Students: 24.00\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.77\% <br> -Students with Disabilities: 7.41\% <br> -Hispanic: 20.61\% | No |
| :---: | :---: | :---: | :---: | :---: |



| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 75.68\% <br> Desired Outcome for 2023-24: 2021-22: <br> 78.00\% <br> Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 54.17\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 56.74\% <br> Year 2 Outcome: 2022-23: <br> 74.47\% |
| :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 24.32\% <br> Desired Outcome for 2023-24: 2021-22: <br> 35.00\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 25.00\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 72.34\% <br> Year 2 Outcome: 2022-23: <br> 51.06\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $61.2 \%$ <br> Desired Outcome for 2023-24: 2022-23: $65.0 \%$ <br> Year 1 Outcome: 2020-21: $45.8 \%$ <br> Year 2 Outcome: 2021-22: $68.0 \%$ | Yes |


| 25 |  | Percentage of seniors who have passed an AP <br> exam with a score of 3 or higher during their high <br> school years (Source: College Board) | Baseline: 2019-20: <br> $36.1 \%$ |
| :--- | :--- | :--- | :--- | :--- |
| 26 | 4 | Percentage of seniors who completed at least one <br> semester of college coursework with a grade of C <br> minus or better in academic/CTE subjects where <br> college credit is awarded (Source: SIS) | Besired Outcome for 2023-24: 2022-23: <br> $50.0 \%$ |
|  |  | Year 1 Outcome: 2020-21: <br> $55.5 \%$ |  |


| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | ```Baseline:2019-20: 92.1% Desired Outcomes for 2023-24: 2022-23: 95.0% Year }1\mathrm{ Outcome: 2020-21: 92.3% 2021-22: (As of 5/13/22) 97.6%``` <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 95.7\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) 29.3\% <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1\% | No |


| 29 | 4 | Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) $31.7 \%$ <br> Desired Outcome for2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $46.3 \%$ <br> Year 2 Outcome: 2022-23 (CDE DataQuest): $55.3 \%$ | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 30 | 4 | Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | Baseline: 2020-21: (As of 5/16/21) $58.5 \%$ <br> Desired Outcome for 2023-24: $50.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $51.2 \%$ <br> Year 2 Outcome: 2022-23: (As of 5/12/23) $42.6 \%$ | No |
| 31 | 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) 95.0\% <br> Desired Outcome for 2023-24: $100.0 \%$ <br> Year 1 Outcome:2021-22: (As of 5/13/22) 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) $98.0 \%$ | No |


| 32 | 8 | Percentage of high school completers accepted to a 4-year college (Source: Naviance) | Baseline: 2020-21: (As of 5/16/21) 71.0\% <br> Desired Outcome for 2023-24: 70.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 66\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 91.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 33 | 8 | College-Going Rate (Source: CDE DataQuest) | Baseline: Class of 2018: $55.6 \%$ <br> Desired Outcome for 2023-24: Class of 2021: 70.0\% <br> Year 1 Outcome: Class of 2019 $47.6 \%$ <br> Year 2 Outcome: Class of 2020 $47.4 \%$ | No |
| 34 | 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) 20\% <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 23\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 22\% | Yes |


| 35 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 36 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 4 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | No |


| 38 | 3 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 22 Year 2 Outcome: 2022-23: (As of 5/12/23) 4``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 31 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 27 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 35 | Yes |
| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |


| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) $22.1 \%$ <br> Desired Outcome for 2023-24: $25.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $16.6 \%$ <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 26.1\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 98.08\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 91.4\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.33\% | No |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 3.9\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 6.0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 20.9\% | No |


| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | Baseline: 2020-21: (As of 4/16/21) 0.0\% <br> Desired Outcome for 2023-24: 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 5.0\% <br> Desired Outcome for 2023-24: 2022-23: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) $0.00 \%$ | Yes |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 95.0\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 95.9\% | No |


| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) <br> 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 0.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 0.00\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 48 | 6 | Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2020-21: (As of 4/9/21) 0.00\% <br> Desired Outcome for 2023-24: $0.00 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0.19\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 0.00\% | Yes |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 95.1\% <br> Families: 91.8\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 98\% <br> Families: 86.3\% <br> Staff: 100\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.6\% <br> Families: 99.3\% <br> Staff: 100.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 76\% <br> Families: 98\% <br> Staff: 94\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 73\% <br> Families: 97\% <br> Staff: 85\% <br> Year 2 Outcome: 2022-23: <br> Students: 70.0\% <br> Families: 98.0\% <br> Staff: 87.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 51 | 6 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) 85\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90\% <br> Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 83.0\% | No |

## Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

## 2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

| \# | State Priority | Unmet MPO | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 2 | During the 2022-23 school year, MSA2 had two teacher vacancies which opened up due to reasons beyond the school's control, but which the school worked vigilantly to fill. MSA2 will continue to take proactive steps to recruit teachers and retain them during the 2023-24 school year in order to meet this goal during the upcoming school year. This will be done in collaboration with our HR department, as well as with our credential consultant as some of the new teachers may require support in various aspects of their teacher credentialing pathways. |


| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 82\% <br> Year 2 Outcome: 2022-23: (Second semester): 66\% | During the 2022-23 school year, MSA2 fell short of the desired outcome of $80 \%$ of students receiving grades of " C " or better or performing "proficient" on related state standardized tests in core subjects and electives. Subsequently, during the 2023-24 school year, MSA2 will increase student interventions including the offering of Saturday school academic support services, targeted intervention programs during learning lab courses which incorporate increased reflection on student academic achievement levels in order to provide targeted support. Further, MSA2 will provide professional development opportunities to teachers related to classroom management, higher ordered thinking skills, and rigorous academic monitoring in order to improve this outcome for students during the 2023-24 school year. |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 41.81\% <br> -English Learners: 7.69\% <br> -Socioeconomically Disadvantaged: 38.19\% <br> -Students with Disabilities: 15.56\% <br> -Hispanic: 38.49\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 46.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 43.00\% <br> -Students with Disabilities: 20.00\% <br> -Hispanic: 43.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived | MSA2 met this outcome for SPED students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times. |


|  |  |  | during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -All Students: 40.48\% <br> -English Learners: 4.26\% <br> -Students with Disabilities: 21.82\% <br> -Hispanic: 38.83\% <br> -White: 63.64\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 41.71\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 42.73\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 39.81\% <br> -Students with Disabilities: 21.66\% <br> -Asian: * <br> -Hispanic: 40.98\% <br> -White: 50.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 16.6 points below standard <br> -English Learners: 62.1 points below standard <br> -Socioeconomically Disadvantaged: 22.0 points below standard | MSA2 met this outcome for SPED students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home |

-Students with Disabilities: 79.9 points below standard
-Hispanic: 24.9 points below standard
-White: 26.2 points above standard
Desired Outcome for 2023-24:
2022-23: (2023 Dashboard)
-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
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.

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.

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\%
office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

|  |  |  | Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 19.3 points below standard <br> -English Learners: 83.5 points below standard <br> -Socioeconomically Disadvantaged: 26.4 points below standard <br> -Students with Disabilities: 65.5 points below standard <br> -Asian: * <br> -Hispanic: 21.9 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 65.0\% <br> -English Learners: 66.0\% <br> -Socioeconomically Disadvantaged: 66.3\% <br> -Students with Disabilities: 66.0\% <br> -Hispanic: 65.5\% <br> -White: 66.7\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 70.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent <br> Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% | MSA2 met this outcome for SPED and EL students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times. |


|  |  |  | -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% <br> Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent <br> Met Growth Projection: <br> -All Students: 64.4\% <br> -English Learners: 75.00\% <br> -Socioeconomically Disadvantaged: 64.5\% <br> -Students with Disabilities: 70.2\% <br> -Asian: 62.5\% <br> -Hispanic: 65.4\% <br> -White: 42.1\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2020-21: <br> 2018-19: <br> -All Students: 27.87\% <br> -English Learners: 5.13\% <br> -Socioeconomically Disadvantaged: 24.80\% <br> -Students with Disabilities: 15.55\% <br> -Hispanic: 23.41\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 34.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 34.00\% <br> -Students with Disabilities: 25.00\% <br> -Hispanic: 34.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. | MSA2 did not met this outcome for any student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times. |


|  |  |  | 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 16.62\% <br> -English Learners: 2.13\% <br> -Students with Disabilities: 7.27\% <br> -Hispanic: 14.52\% <br> -White: 45.54\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 54.57\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 25.66\% <br> -English Learners: 2.44\% <br> -Socioeconomically Disadvantaged: 22.73\% <br> -Students with Disabilities: 13.33\% <br> -Asian: * <br> -Hispanic: 25.0\% <br> -White: 25.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 60.8 points below standard <br> -English Learners: 96.8 points below standard <br> -Socioeconomically Disadvantaged: 65.6 points below standard <br> -Students with Disabilities: 119.6 points below standard | MSA2 did not met this outcome for all student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. |

-Hispanic: 71.9 points below standard -White: 21.8 points above standard

Desired Outcome for 2023-24:
2022-23: (2023 Dashboard)
-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

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.

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: 68.4\%
-English Learners: 66.0\%
-Students with Disabilities: 68.1\%
-Hispanic: 67.4\%
-White: 64.7\%

Year 2 Outcome: 2022-23: (2023 Dashboard)

Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.

|  |  |  | -All Students: 62.9 points below standard <br> -English Learners: 115.3 points below standard <br> -Socioeconomically Disadvantaged: 70.9 points below standard <br> -Students with Disabilities: 114.7 points below standard <br> -Asian: * <br> -Hispanic: 66.9 points below standard <br> -White: 51.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 67.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 68.3\% <br> -Students with Disabilities: 57.9\% <br> -Asian: 70.8\% <br> -Hispanic: 66.7\% <br> -White: 87.5\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 60.0\% <br> -Asian: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 80.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Mathematics - <br> Percent Met Growth Projection: <br> -All Students: 68.4\% <br> -English Learners: 66.0\% | This was met for the SPED and EL student populations related to the MAP math outcomes during the 2022-23 school year. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times. |

-Students with Disabilities: 68.1\%
-Hispanic: 67.4\%
-White: 64.7\%

Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics -
Percent Met Growth Projection:
All Students: 65.3\%
-English Learners: 69.1\%
Socioeconomically Disadvantaged: 66.6\%
-Students with Disabilities: 83.3\%
-Asian: 62.5\%
-Hispanic: 65.7\%
White: 57.9\%

| 18 | 4 | 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) | Baseline: 2020-21: <br> (2019 Dashboard) <br> 71.4\% <br> Desired Outcome for 2023-24: <br> (2023 Dashboard) <br> 73.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 15.76\% <br> -Level 3: 40.78\% <br> -Level 2: 27.63\% <br> -Level 1: 15.76\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 60.0\% | MSA2 did not meet this goal for ELPI during the 2022-23 school year. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting EL skills. Moreover, MSA2 will continue to collaborate with the home office director of EL programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to EL pedagogical practices. Further, MSA2 will continue to offer EL interventions during learning lab, Saturday school, and other instructional times. <br> During the 2022-23 school year, $22.89 \%$ of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60\% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in $5.1 \%$ from the prior year. |
| :---: | :---: | :---: | :---: | :---: |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 21.05\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.79\% <br> -Students with Disabilities: 5.56\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 24.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 24.00\% <br> -Students with Disabilities: 10.00\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019 <br> -20 and 2020-21 school years. <br> Year 2 Outcome:2022-23: <br> -All Students: 24.00\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.77\% <br> -Students with Disabilities: 7.41\% <br> -Hispanic: 20.61\% | MSA2 met this outcome for all students in 2022 -23. However, this was not the case for the specific student demographics or groups aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting science skills. Moreover, MSA2 will continue to collaborate with the home office academic department and the organizational science teacher on special assignment (TOSA) to share best practices related to science pedagogical practices. Further, MSA2 will continue to offer science interventions during learning lab, Saturday school, and other instructional times. |
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| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> ELA/Literacy assessments (Source: CDE <br> DataQuest) | Baseline: 2018-19: <br> 75.68\% <br> Desired Outcome for 2023-24: 2021-22: <br> 78.00\% <br> Year 1 Outcome: CAASPP-ELA/Literacy <br> assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -Grade 11 Students: 54.17\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 56.74\% <br> Year 2 Outcome: 2022-23: <br> 74.47\% |
| :---: | :---: |

Although MSA2 did not met this outcome for 11th grade students in 2022-23, $74.4 \%$ of the 11th grade students met or exceeded the standards, which is a considerable achievement. However, to meet the desired outcome for the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

| 25 | 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: $36.1 \%$ <br> Desired Outcome for 2023-24: 2022-23: $50.0 \%$ <br> Year 1 Outcome: 2020-21: $55.3 \%$ <br> Year 2 Outcome: 2021-22: $39.0 \%$ | To support this goal, MSA2 will continue to provide professional development to teachers of AP courses during the 2023-24 school year in order to better prepare them to support students in passing such courses with a score of a 3 or higher. <br> MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses. |
| :---: | :---: | :---: | :---: | :---: |
| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 4 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | MSA2 will improve this metric by holding one additional ELAC meeting during the 2023-24 school year than the school did during the 2022 -23 school year by means of collaborating with the home office. Further, the planning of the ELAC meetings will take place in collaboration with the Community Schools Coordinator and PACE coordinators. |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 98.08\% <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 91.4\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.33\% | MSA2 will help improve the ADA of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students. |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) 3.9\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 6.0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 20.9\% | MSA2 will help decrease the chronic absenteeism of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students. |
| :---: | :---: | :---: | :---: | :---: |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 95.0\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) <br> 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 95.9\% | MSA2 will work to meet the goal of having $100 \%$ graduation rate for the 12th graders in the 2023-24 school year by holding additional interventions and support to support students who are in risk of being retained and/or dropping out of school. These supports include proving credit recovery courses via APEX to students, providing them with access to meetings each semester with the college counselor to evaluate the updated status for graduation status. |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 76\% <br> Families: 98\% <br> Staff: 94\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: $90 \%$ <br> Year 1 Outcome: 2021-22: <br> Students: 73\% <br> Families: 97\% <br> Staff: $85 \%$ <br> Year 2 Outcome: 2022-23: <br> Students: 70.0\% <br> Families: 98.0\% <br> Staff: 87.0\% | MSA2 met this goal for the families during the 2022-23 school year, but did not do so for students and staff. In order to improve this area during the 2023-24 school year, MSA2 will take proactive steps to provide staff and students with more opportunities to participate in school culture and climate building activities, including more leadership, sports, and academic enrichment opportunities for students as well as more professional development training to staff to increase approval ratings. |
| :---: | :---: | :---: | :---: | :---: |
| \# | State Priority | Unmet LCAP | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 2 | During the 2022-23 school year, MSA2 had two teacher vacancies which opened up due to reasons beyond the school's control, but which the school worked vigilantly to fill. MSA2 will continue to take proactive steps to recruit teachers and retain them during the 2023-24 school year in order to meet this goal during the upcoming school year. This will be done in collaboration with our HR department, as well as with our credential consultant as some of the new teachers may require support in various aspects of their teacher credentialing pathways. |


| 6 | 6 | Teacher retention rate (Source: HRIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020): 96\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88\% <br> Year 2 Outcome: 2022-23: 78\% | During the 2022-23 school year, numerous MSA2 teacher left the school for several factors beyond the school's control, and other teachers left the school for various additional reasons. Nonetheless, during the 2023-24 school year, MSA2 will help increase the rate of teacher retention by providing additional professional development opportunities to MSA2 teachers in partnership with the MPS home office. These areas include classroom management, higher ordered thinking skills, rigorous academic monitoring, and other programs. The goal with such provisions is to continue to support MSA2 teachers to become more confident in their ability to provide students with a high quality education with the support of the school administration and home office and the outcome being increased teacher retention. |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 6 | Teacher attendance rate (Source: HRIS) | Baseline: 2020-21: (As of 3/25/21): 98.0\% <br> Desired Outcome for 2023-24: 96\% <br> Year 1 Outcome: 2021-22: (As of 5/12/22): <br> 94.2\% <br> Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3\% | During the 2022-23 school year, numerous teachers ended up being on various forms of leave which were beyond the school's control and which impacted the overall attendance rate of teachers. Additionally, various personal factors impacted teacher attendance, including health issues during the 2022-23 school year. That being said, MSA2 will continue to provide all teachers with support and access to resources during the 2023-24 school year to increase teacher attendance, including connecting them with the HR department to provide them with access to support from the organization. MSA2 administration will also continue to meet with teachers on an ongoing basis to check in on the teachers to seek to find additional areas of support which can be provided to help teachers attend school at a higher rate to support student learning. |


| 9 |  | Percentage of completion of the formal and <br> informal classroom observations by the school <br> administration based on one formal and four <br> informal observations per teacher per year <br> (Source: TeachBoost) | Baseline: 2020-21: (As of 5/7/21): 91\% |
| :--- | :--- | :--- | :--- | :--- | :--- |

standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)

2018-19:
-All Students: 41.81\%
-English Learners: 7.69\%
-Socioeconomically Disadvantaged: 38.19\%
-Students with Disabilities: 15.56\%
Hispanic: 38.49\%

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\%

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 CAASPPELA/Literacy assessments.

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\%

IAB ELA Level 3 and 4 Projection (5/13/22)
remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

|  |  |  | -All Students: 41.71\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 42.73\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 39.81\% <br> -Students with Disabilities: 21.66\% <br> -Asian: * <br> -Hispanic: 40.98\% <br> -White: 50.0\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 16.6 points below standard <br> -English Learners: 62.1 points below standard <br> -Socioeconomically Disadvantaged: 22.0 points below standard <br> -Students with Disabilities: 79.9 points below standard <br> -Hispanic: 24.9 points below standard <br> -White: 26.2 points above standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 10.0 points below standard <br> -English Learners: 55.0 points below standard <br> -Socioeconomically Disadvantaged: 16.0 points below standard <br> -Students with Disabilities: 72.0 points below standard <br> -Hispanic: 18.0 points below standard <br> -White: 28.0 points above standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived | MSA2 met this outcome for SPED students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times. |


|  |  |  | during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 19.3 points below standard <br> -English Learners: 83.5 points below standard <br> -Socioeconomically Disadvantaged: 26.4 points below standard <br> -Students with Disabilities: 65.5 points below standard <br> -Asian: * <br> -Hispanic: 21.9 points below standard |
| :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 65.0\% <br> -English Learners: 66.0\% <br> -Socioeconomically Disadvantaged: 66.3\% <br> -Students with Disabilities: 66.0\% <br> -Hispanic: 65.5\% |

MSA2 met this outcome for SPED and EL students in 2022-23. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs

|  |  |  | -White: 66.7\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0\% <br> -Hispanic: 70.0\% <br> -White: 70.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent <br> Met Growth Projection: <br> -All Students: 67.3\% <br> -English Learners: 69.6\% <br> -Students with Disabilities: 67.6\% <br> -Hispanic: 66.1\% <br> -White: 88.2\% <br> Year 2 Outcome: <br> Fall 2022 to Spring 2023 MAP Reading - Percent <br> Met Growth Projection: <br> -All Students: 64.4\% <br> -English Learners: 75.00\% <br> -Socioeconomically Disadvantaged: 64.5\% <br> -Students with Disabilities: 70.2\% <br> -Asian: 62.5\% <br> -Hispanic: 65.4\% <br> -White: 42.1\% |
| :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2020-21: <br> 2018-19: <br> -All Students: 27.87\% |

and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times

MSA2 did not met this outcome for any student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to
-English Learners: 5.13\%
-Socioeconomically Disadvantaged: 24.80\%
-Students with Disabilities: 15.55\%
-Hispanic: 23.41\%
Desired Outcome for 2023-24:
2022-23:
All Students: 34.00\%
-English Learners: 15.00\%
-Socioeconomically Disadvantaged: 34.00\%
Students with Disabilities: 25.00\%
Hispanic: 34.00\%
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 CAASPPELA/Literacy assessments.

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\%

IAB Math Level 3 and 4 Projection (5/13/22):
-All Students: 54.57\%

MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices.
Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.

|  |  |  |
| :--- | :--- | :--- |
| 16 | 4 | Distance from Standard (DFS) on the CAASPP- <br> Mathematics assessments as measured by the <br> CA School Dashboard (Source: CA School <br> Dashboard) |

Year 2 Outcome: 2022-23
-All Students: 25.66\%
-English Learners: 2.44\%
-Socioeconomically Disadvantaged: 22.73\%
Students with Disabilities: 13.33\%
Asian: *
-Hispanic: 25.0\%
White: 25.0\%
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

Desired Outcome for 2023-24:
2022-23: (2023 Dashboard)
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

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

MSA2 did not met this outcome for all student demographics in 2022-23. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices Further, MSA2 will continue to offer math interventions during learning lab, Saturday school, and other instructional times.

|  |  |  | available. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics Percent Met Growth Projection: <br> -All Students: 68.4\% <br> -English Learners: 66.0\% <br> -Students with Disabilities: 68.1\% <br> -Hispanic: 67.4\% <br> -White: 64.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 62.9 points below standard <br> -English Learners: 115.3 points below standard <br> -Socioeconomically Disadvantaged: 70.9 points below standard <br> -Students with Disabilities: 114.7 points below standard <br> -Asian: * <br> -Hispanic: 66.9 points below standard <br> -White: 51.2 points below standard |  |
| :---: | :---: | :---: | :---: | :---: |
| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 67.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 68.3\% <br> -Students with Disabilities: 57.9\% <br> -Asian: 70.8\% <br> -Hispanic: 66.7\% | This was met for the SPED and EL student populations related to the MAP math outcomes during the 2022-23 school year. However, this was not the case for the remaining student populations aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting math skills. Moreover, MSA2 will continue to collaborate with the home office director of math |


| -White: 87.5\% |
| :--- |
| 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\% |
| 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\% |
| -White: 64.7\% |
| Year 2 Outcome: |
| Fall 2022 to Spring 2023 MAP Mathematics - |
| Percent Met Growth Projection: |
| -All Students: 65.3\% |
| -English Learners: 69.1\% |
| -Socioeconomically Disadvantaged: $66.6 \%$ |
| -Students with Disabilities: 83.3\% |
| -Asian: 62.5\% |
| -Hispanic: 65.7\% |
| -White: 57.9\% |

-White: 87.5\%

Desired Outcome for 2023-24:
2023-24:
All Students: 70.0\%

Socioeconomically Disadvantaged: 70.0\%
-Students with Disabilities: 60.0\%
Asian: 70.0\%
-Hispanic: 70.0\%
White: 80.0\%

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\%
-White: 64.7\%

Year 2 Outcome:
Fall 2022 to Spring 2023 MAP Mathematics -
Percent Met Growth Projection:
Students: 65.3\%
-Socioeconomically Disadvantaged: 66.6\%
Students with Disabilities: 83.3\%
Asian: 62.5\%

White: 57.9\%
programs and the organizational math teacher on special assignment (TOSA) to share best practices related to math pedagogical practices.
Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

| 18 | 4 | 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) | Baseline: 2020-21: <br> (2019 Dashboard) <br> 71.4\% <br> Desired Outcome for 2023-24: <br> (2023 Dashboard) <br> 73.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each <br> Performance Level: <br> -Level 4: 15.76\% <br> -Level 3: 40.78\% <br> -Level 2: 27.63\% <br> -Level 1: 15.76\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 60.0\% | MSA2 did not meet this goal for ELPI during the 2022-23 school year. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting EL skills. Moreover, MSA2 will continue to collaborate with the home office director of EL programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to EL pedagogical practices. Further, MSA2 will continue to offer EL interventions during learning lab, Saturday school, and other instructional times. <br> During the 2022-23 school year, $22.89 \%$ of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60\% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in $5.1 \%$ from the prior year. |
| :---: | :---: | :---: | :---: | :---: |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 21.05\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.79\% <br> -Students with Disabilities: 5.56\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 24.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 24.00\% <br> -Students with Disabilities: 10.00\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019 <br> -20 and 2020-21 school years. <br> Year 2 Outcome:2022-23: <br> -All Students: 24.00\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 20.77\% <br> -Students with Disabilities: 7.41\% <br> -Hispanic: 20.61\% | MSA2 met this outcome for all students in 2022 -23. However, this was not the case for the specific student demographics or groups aligned with this goal. That being said, during the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting science skills. Moreover, MSA2 will continue to collaborate with the home office academic department and the organizational science teacher on special assignment (TOSA) to share best practices related to science pedagogical practices. Further, MSA2 will continue to offer science interventions during learning lab, Saturday school, and other instructional times. |
| :---: | :---: | :---: | :---: | :---: |


| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 75.68\% <br> Desired Outcome for 2023-24: 2021-22: <br> 78.00\% <br> Year 1 Outcome: CAASPP-ELA/Literacy <br> assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -Grade 11 Students: 54.17\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 56.74\% <br> Year 2 Outcome: 2022-23: <br> 74.47\% |
| :---: | :---: |

Although MSA2 did not met this outcome for 11th grade students in 2022-23, $74.4 \%$ of the 11th grade students met or exceeded the standards, which is a considerable achievement. However, to meet the desired outcome for the 2023-24 academic year, MSA2 will provide additional professional development to MSA2's teachers related to supporting literacy skills. Moreover, MSA2 will continue to collaborate with the home office director of ELA programs and the organizational ELA teacher on special assignment (TOSA) to share best practices related to ELA pedagogical practices. Further, MSA2 will continue to offer ELA interventions during learning lab, Saturday school, and other instructional times.

| 25 | 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: $36.1 \%$ <br> Desired Outcome for 2023-24: 2022-23: $50.0 \%$ <br> Year 1 Outcome: 2020-21: $55.3 \%$ <br> Year 2 Outcome: 2021-22: $39.0 \%$ | To support this goal, MSA2 will continue to provide professional development to teachers of AP courses during the 2023-24 school year in order to better prepare them to support students in passing such courses with a score of a 3 or higher. <br> MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses. |
| :---: | :---: | :---: | :---: | :---: |
| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) 29.3\% <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1\% | MSA2 will help improve this goal during the 2023-24 school year by providing additional professional development to the AP Spanish teacher in order to support more students in passing their AP Spanish test, as well as to provide additional native speakers of other languages not including Spanish access to assessments to demonstrate level of fluency sufficient to meet this goal. |
| 30 | 4 | Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | Baseline: 2020-21: (As of 5/16/21) $58.5 \%$ <br> Desired Outcome for 2023-24: $50.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $51.2 \%$ <br> Year 2 Outcome: 2022-23: (As of 5/12/23) $42.6 \%$ | MSA2 will help increase the rate of students in 2023-24 who receive an honors or advanced MPS Diploma by holding additional meetings with each student who is potentially eligible during the fall and spring semesters with our college counselor to ensure the students have additional support related to the required steps to accomplish this goal. |


| 31 | 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) 95.0% Desired Outcome for 2023-24: 100.0% Year }1\mathrm{ Outcome:2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%``` | While MSA2 did not meet this goal during the 2022-23 school year, the school was only 2\% away from the level of $100 \%$. In order to improve this measure, MSA2 will hold individual meetings with the 12th grade students during the 2023-24 school year and the college counselor to support their college application process. |
| :---: | :---: | :---: | :---: | :---: |
| 33 | 8 | College-Going Rate (Source: CDE DataQuest) | Baseline: Class of 2018: $55.6 \%$ <br> Desired Outcome for 2023-24: Class of 2021: $70.0 \%$ <br> Year 1 Outcome: Class of 2019 $47.6 \%$ <br> Year 2 Outcome: Class of 2020 47.4\% | MSA2 will work to increase the college going rate of students during the 2023-24 school year by holding follow up meetings and workshops with MSA2 alumni with the college counselor to help MSA2 alumni receive additional needed resources required to attend college, as well as to help remove barriers to such an outcome. |
| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 4 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | MSA2 will improve this metric by holding one additional ELAC meeting during the 2023-24 school year than the school did during the 2022 -23 school year by means of collaborating with the home office. Further, the planning of the ELAC meetings will take place in collaboration with the Community Schools Coordinator and PACE coordinators. |


| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | $\begin{aligned} & \text { Baseline: 2020-21: (P-2 ADA) } \\ & 98.08 \% \end{aligned}$ <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 91.4\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 93.33\% | MSA2 will help improve the ADA of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students. |
| :---: | :---: | :---: | :---: | :---: |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | ```Baseline: 2020-21: (As of 4/7/21) 3.9% Desired Outcome for 2023-24: 5.0% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 6.0% Year 2 Outcome: 2022-23: (As of 5/12/23) 20.9%``` | MSA2 will help decrease the chronic absenteeism of the students during the 2023-24 school year by holding additional truancy and chronic absentee meetings with MSA2 students and families during the time of the 2nd attendance letter being sent out to the school. Further, MSA2 will publicize the provision of awards to students who are in grade levels with the highest ADA per month to incentivize more attendance with students. |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 95.0\% <br> Desired Outcome for 2023-24: 2022-23: (2023 <br> Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 93.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 95.9\% | MSA2 will work to meet the goal of having $100 \%$ graduation rate for the 12th graders in the 2023-24 school year by holding additional interventions and support to support students who are in risk of being retained and/or dropping out of school. These supports include proving credit recovery courses via APEX to students, providing them with access to meetings each semester with the college counselor to evaluate the updated status for graduation status. |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 76\% <br> Families: 98\% <br> Staff: 94\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: 90\% <br> Year 1 Outcome: 2021-22: <br> Students: 73\% <br> Families: 97\% <br> Staff: 85\% <br> Year 2 Outcome: 2022-23: <br> Students: 70.0\% <br> Families: 98.0\% <br> Staff: 87.0\% | MSA2 met this goal for the families during the 2022-23 school year, but did not do so for students and staff. In order to improve this area during the 2023-24 school year, MSA2 will take proactive steps to provide staff and students with more opportunities to participate in school culture and climate building activities, including more leadership, sports, and academic enrichment opportunities for students as well as more professional development training to staff to increase approval ratings. |
| :---: | :---: | :---: | :---: | :---: |
| 51 | 6 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) 85\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) $85 \%$ <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) <br> 90\% <br> Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) <br> 83.0\% | In order to increase student retention rates during the 2023-24 school year, MSA2 will provide students with increased access to MTSS supports at various levels based upon needs. In particular, students in the higher tiers will receive access to Saturday School academic support, counseling services for academic and mental health support, SEL learning activities, and behavior support plans. |

## Compliance and Technical Assistance

| Compliance And Technical Assistance Indicators | Yes/No | Narrative |
| :--- | :--- | :--- |
| 1. Differentiated Assistance (DA) | No |  |
| 2. Comprehensive Support and Improvement (CSI) | No |  |
| 3. Targeted Support and Improvement (TSI) | No |  |
| 4. Additional Targeted Support \& Improvement (ATSI) | $\begin{array}{l}\text { Magnolia Science Academy } 2 \text { met the criteria and qualified for ATSI } \\ \text { for the ELA and Math indicators and Chronic Absenteeism for the } \\ \text { Students with Disabilities (SWD) subgroup. MSA2 engaged its } \\ \text { educational partners related to the ATSI on the following } \\ \text { dates/meetings: 4/21/23 (Parent Advisory Committee) and 5/19/23 } \\ \text { (Parent Advisory Committee). MSA2 used the following evidence- } \\ \text { based intervention strategies as } \\ \text { part of the action plan related to the ATSI for students with } \\ \text { disabilites as it pertains to math and ELA performance on state tests } \\ \text { and chronic } \\ \text { absenteeism: Inclusion of targeted student populations in additional } \\ \text { interventions, including Saturday School interventions, before school } \\ \text { small group academic interventions, intersession academic support } \\ \text { during Spring Break, Thanksgiving Break, Winter Break and Summer }\end{array}$ |  |
| Break. Further, since MSA2 in in ATSI for our SPED population with |  |  |
| regard to English and math performance, as well as chronic |  |  |$\}$


| 6. Williams Complaint (Williams) | No |  |
| :--- | :--- | :--- |
| 7. Federal Program Monitoring (FPM) | No |  |
| 8. Performance Indicator Review (PIR) | No |  |

## III. Appendices

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { None } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

## Magnolia Science Academy 2

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 | 99 | 204.2 | 14.3 | 9 | 213.0 | 12.4 | 12 | 9 | 0.7 | 7.5 | 0.58 | 72 | 99 | 51 | 52 | 49 |
| 7 | 86 | 209.5 | 13.5 | 11 | 218.2 | 13.7 | 18 | 9 | 0.9 | 6.1 | 1.29 | 90 | 86 | 55 | 64 | 65 |
| 8 | 94 | 216.2 | 16.5 | 18 | 222.7 | 17.1 | 23 | 7 | 0.7 | 5.2 | 0.52 | 70 | 94 | 57 | 61 | 58 |
| 9 | 46 | 216.0 | 18.2 | 15 | 226.9 | 18.2 | 38 | 11 | 1.5 | 3.6 | 3.77 | 99 | 46 | 35 | 76 | 73 |
| 10 | 58 | 220.9 | 19.6 | 21 | 228.0 | 18.8 | 34 | 7 | 0.9 | 3.3 | 1.90 | 97 | 58 | 44 | 76 | 67 |
| 11 | 47 | 229.0 | 21.7 | 40 | 241.2 | 23.8 | 74 | 12 | 1.5 | 2.5 | 4.81 | 99 | 47 | 39 | 83 | 89 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Math: Math K-12


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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2020 and User Norms ${ }^{1}$. Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

Math: Math K-12

Grade

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

## Magnolia Science Academy 2

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 97 | 203.9 | 14.1 | 19 | 210.6 | 11.9 | 25 | 7 | 0.6 | 5.6 | 0.65 | 74 | 97 | 57 | 59 | 52 |
| 7 | 86 | 206.7 | 16.1 | 15 | 214.6 | 12.3 | 30 | 8 | 0.9 | 4.5 | 1.95 | 97 | 86 | 59 | 69 | 57 |
| 8 | 97 | 210.6 | 15.6 | 17 | 217.3 | 13.0 | 29 | 7 | 0.8 | 4.0 | 1.33 | 91 | 97 | 60 | 62 | 57 |
| 9 | 47 | 211.9 | 17.6 | 23 | 219.7 | 15.1 | 43 | 8 | 1.5 | 2.8 | 2.50 | 99 | 47 | 32 | 68 | 66 |
| 10 | 58 | 216.9 | 15.3 | 30 | 223.0 | 12.6 | 48 | 6 | 1.2 | 2.2 | 2.35 | 99 | 58 | 40 | 69 | 63 |
| 11 | 47 | 222.9 | 18.5 | 47 | 229.9 | 13.3 | 73 | 7 | 1.7 | 1.2 | 2.66 | 99 | 47 | 30 | 64 | 65 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
Generated by: Ismail

Student Growth Summary Report

| Aggregate by School | Term: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 2

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 19 | 194.1 | 12.8 | 1 | 204.2 | 8.9 | 1 | 10 | 1.5 | 7.0 | 1.43 | 92 | 19 | 10 | 53 | 56 |
| Free and Reduced Lunch (FRL) | 89 | 202.4 | 13.8 | 6 | 211.9 | 12.4 | 10 | 10 | 0.7 | 7.4 | 0.94 | 83 | 89 | 50 | 56 | 50 |
| Special Education (SPED) | 11 | 186.5 | 13.2 | 1 | 199.2 | 10.6 | 1 | 13 | 1.5 | 6.5 | 2.81 | 99 | 11 | 10 | 91 | 82 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 17 | 196.4 | 13.1 | 1 | 206.5 | 9.2 | 1 | 10 | 2.1 | 5.5 | 2.25 | 99 | 17 | 11 | 65 | 71 |
| Free and Reduced Lunch (FRL) | 78 | 208.7 | 13.6 | 9 | 217.5 | 13.7 | 16 | 9 | 1.0 | 6.0 | 1.35 | 91 | 78 | 51 | 65 | 65 |
| Special <br> Education (SPED) | 20 | 202.2 | 12.6 | 2 | 213.5 | 12.4 | 8 | 11 | 2.2 | 5.7 | 2.71 | 99 | 20 | 17 | 85 | 76 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 13 | 201.4 | 11.9 | 1 | 213.6 | 11.5 | 5 | 12 | 1.6 | 5.0 | 2.98 | 99 | 13 | 11 | 85 | 86 |
| Free and Reduced Lunch (FRL) | 81 | 215.5 | 15.7 | 17 | 222.2 | 16.6 | 21 | 7 | 0.7 | 5.2 | 0.61 | 73 | 81 | 49 | 60 | 58 |
| Special Education (SPED) | 18 | 205.2 | 16.2 | 2 | 213.6 | 16.6 | 5 | 8 | 1.8 | 5.1 | 1.38 | 92 | 18 | 14 | 78 | 77 |
| 9 |  |  |  |  |  |  | Statistics cann | aggregate | above the | program le | evel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 2

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |
| English Language Learner (ELL) | 7 | 196.9 | 8.2 | 1 | 210.4 | 16.2 | 3 | 14 | 5.3 | 3.6 | 5.11 | 99 | 7 | 5 | 71 | 72 |
| Free and Reduced Lunch (FRL) | 42 | 216.2 | 18.8 | 15 | 227.2 | 18.9 | 39 | 11 | 1.5 | 3.6 | 3.83 | 99 | 42 | 32 | 76 | 73 |
| Special Education (SPED) | 13 | 208.3 | 12.3 | 3 | 221.1 | 10.9 | 19 | 13 | 1.9 | 3.6 | 4.75 | 99 | 13 | 13 | 100 | 84 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 8 | 198.9 | 12.5 | 1 | 209.5 | 12.6 | 1 | 11 | 3.3 | 3.0 | 3.74 | 99 | 8 | 7 | 88 | 75 |
| Free and Reduced Lunch (FRL) | 54 | 219.7 | 19.4 | 18 | 227.2 | 19.0 | 31 | 8 | 0.9 | 3.3 | 2.10 | 98 | 54 | 42 | 78 | 69 |
| Special Education (SPED) | 14 | 209.9 | 12.7 | 3 | 218.6 | 12.9 | 9 | 9 | 2.4 | 3.2 | 2.74 | 99 | 14 | 9 | 64 | 71 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 4 | 200.5 | 4.7 | 1 | 212.0 | 15.4 | 2 | 12 | 5.7 | 2.4 | 4.53 | 99 | 4 | 3 | 75 | 69 |
| Free and Reduced Lunch (FRL) | 40 | 224.7 | 19.3 | 25 | 236.9 | 22.5 | 60 | 12 | 1.7 | 2.5 | 4.82 | 99 | 40 | 32 | 80 | 88 |
| Special Education (SPED) | 8 | 219.5 | 15.1 | 12 | 231.4 | 23.8 | 39 | 12 | 4.8 | 2.5 | 4.68 | 99 | 8 | 7 | 88 | 74 |
| 12 |  |  |  |  |  |  | Statistics canno | aggregate | d above the | program le | evel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

Yes

## Magnolia Science Academy 2

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | 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 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 18 | 192.1 | 12.1 | 1 | 200.4 | 9.6 | 2 | 8 | 1.4 | 6.3 | 1.18 | 88 | 18 | 11 | 61 | 53 |
| Free and Reduced Lunch (FRL) | 87 | 202.4 | 13.7 | 14 | 209.2 | 11.5 | 19 | 7 | 0.7 | 5.7 | 0.66 | 75 | 87 | 50 | 57 | 51 |
| Special Education (SPED) | 11 | 190.0 | 17.4 | 1 | 201.4 | 12.2 | 2 | 11 | 2.5 | 6.4 | 2.89 | 99 | 11 | 8 | 73 | 74 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 17 | 190.9 | 13.4 | 1 | 202.6 | 11.9 | 1 | 12 | 2.4 | 5.2 | 3.72 | 99 | 17 | 15 | 88 | 58 |
| Free and Reduced Lunch (FRL) | 78 | 205.6 | 16.3 | 12 | 213.9 | 12.5 | 27 |  | 1.0 | 4.5 | 2.15 | 98 | 78 | 56 | 72 | 57 |
| Special <br> Education (SPED) | 20 | 196.0 | 14.8 | 1 | 208.9 | 10.4 | 9 | 13 | 2.9 | 5.0 | 4.53 | 99 | 20 | 15 | 75 | 64 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 14 | 193.3 | 15.2 | 1 | 203.9 | 12.9 | 1 | 11 | 2.1 | 4.9 | 2.83 | 99 | 14 | 9 | 64 | 64 |
| Free and Reduced Lunch (FRL) | 84 | 211.0 | 14.8 | 19 | 217.2 | 12.8 | 28 | 6 | 0.8 | 4.0 | 1.09 | 86 | 84 | 49 | 58 | 55 |
| Special Education (SPED) | 18 | 199.5 | 16.7 | 1 | 209.9 | 12.7 | 6 | 10 | 1.9 | 4.6 | 2.89 | 99 | 18 | 13 | 72 | 64 |
| 9 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
| District: | Magnolia Public Schools |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 2

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |
| English <br> Language <br> Learner (ELL) | 7 | 186.7 | 13.1 | 1 | 199.1 | 16.9 | 1 | 12 | 6.2 | 4.1 | 4.21 | 99 | 7 | 5 | 71 | 66 |
| Free and Reduced Lunch (FRL) | 43 | 211.7 | 18.0 | 23 | 220.0 | 14.9 | 44 | 8 | 1.5 | 2.9 | 2.75 | 99 | 43 | 30 | 70 | 67 |
| Special <br> Education (SPED) | 13 | 209.2 | 15.2 | 15 | 216.8 | 15.3 | 31 | 8 | 3.4 | 3.0 | 2.34 | 99 | 13 | 8 | 62 | 53 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 8 | 193.6 | 12.0 | 1 | 207.8 | 17.7 | 3 | 14 | 5.3 | 3.2 | 6.70 | 99 | 8 | 7 | 88 | 67 |
| Free and Reduced Lunch (FRL) | 54 | 215.7 | 15.0 | 25 | 222.1 | 12.6 | 43 | 6 | 1.3 | 2.3 | 2.50 | 99 | 54 | 37 | 69 | 63 |
| Special <br> Education (SPED) | 14 | 204.2 | 12.1 | 2 | 216.9 | 11.5 | 21 | 13 | 3.3 | 2.7 | 6.04 | 99 | 14 | 12 | 86 | 75 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 4 | 191.0 | 16.1 | 1 | 221.5 | 12.0 | 35 | 31 | 11.3 | 1.8 | 13.14 | 99 | 4 | 4 | 100 | 98 |
| Free and Reduced Lunch (FRL) | 40 | 220.2 | 18.2 | 34 | 227.7 | 12.4 | 64 | 8 | 1.9 | 1.2 | 2.86 | 99 | 40 | 26 | 65 | 71 |
| Special <br> Education (SPED) | 8 | 220.3 | 15.6 | 35 | 224.0 | 12.7 | 47 | 4 | 2.6 | 1.2 | 1.12 | 87 | 8 | 3 | 38 | 49 |
| 12 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Small Group Display

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Ethnicity
Yes

## Magnolia Science Academy 2

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 | 99 | 204.2 | 14.3 | 9 | 213.0 | 12.4 | 12 | 9 | 0.7 | 7.5 | 0.58 | 72 | 99 | 51 | 52 | 49 |
| Asian | 2 | 227.5 | 7.8 | 95 | 232.0 | 4.2 | 86 | 5 | 2.5 | 8.9 | -1.98 | 2 | 2 | 0 | 0 | 31 |
| Black, not Hispanic | 7 | 211.1 | 16.2 | 32 | 222.0 | 17.8 | 46 | 11 | 2.1 | 7.9 | 1.36 | 91 | 7 | 4 | 57 | 55 |
| Caucasian | 7 | 201.0 | 13.6 | 4 | 209.7 | 8.2 | 6 | 9 | 2.4 | 7.4 | 0.61 | 73 | 7 | 5 | 71 | 62 |
| Hispanic | 83 | 203.3 | 13.9 | 7 | 212.0 | 11.7 | 10 | 9 | 0.8 | 7.5 | 0.55 | 71 | 83 | 42 | 51 | 49 |
| 7 | 86 | 209.5 | 13.5 | 11 | 218.2 | 13.7 | 18 | 9 | 0.9 | 6.1 | 1.29 | 90 | 86 | 55 | 64 | 65 |
| Asian | 1 | 218.0 |  | 40 | 227.0 |  | 51 | 9 |  | 6.4 | 1.26 | 90 | 1 | 1 | 100 | 0 |
| Black, not Hispanic | 1 | 229.0 |  | 85 | 230.0 |  | 64 | 1 |  | 6.9 | -2.88 | 1 | 1 | 0 | 0 | 0 |
| Caucasian | 2 | 208.0 | 8.5 | 8 | 211.0 | 14.1 | 4 | 3 | 4.0 | 6.0 | -1.46 | 7 | 2 | 1 | 50 | 33 |
| Hispanic | 82 | 209.1 | 13.6 | 10 | 218.1 | 13.8 | 17 | 9 | 1.0 | 6.0 | 1.44 | 93 | 82 | 53 | 65 | 66 |
| 8 | 94 | 216.2 | 16.5 | 18 | 222.7 | 17.1 | 23 | 7 | 0.7 | 5.2 | 0.52 | 70 | 94 | 57 | 61 | 58 |
| Asian | 3 | 241.3 | 25.3 | 95 | 251.7 | 16.6 | 98 | 10 | 5.8 | 5.6 | 1.97 | 98 | 3 | 2 | 67 | 51 |
| Black, not Hispanic | 4 | 210.5 | 18.3 | 7 | 221.0 | 13.9 | 18 | 11 | 2.2 | 5.2 | 2.21 | 99 | 4 | 4 | 100 | 73 |
| Caucasian | 3 | 222.3 | 11.1 | 39 | 218.3 | 5.9 | 12 | -4 | 3.2 | 5.3 | -3.87 | 1 | 3 | 0 | 0 | 7 |
| Hispanic | 84 | 215.3 | 15.7 | 16 | 221.9 | 16.8 | 20 | 7 | 0.7 | 5.2 | 0.57 | 71 | 84 | 51 | 61 | 58 |
| 9 | 46 | 216.0 | 18.2 | 15 | 226.9 | 18.2 | 38 | 11 | 1.5 | 3.6 | 3.77 | 99 | 46 | 35 | 76 | 73 |
| Asian | 2 | 238.5 | 17.7 | 89 | 242.5 | 24.7 | 89 | 4 | 5.0 | 3.6 | 0.21 | 58 | 2 | 1 | 50 | 53 |
| Hispanic | 44 | 215.0 | 17.8 | 13 | 226.2 | 17.9 | 35 | 11 | 1.5 | 3.6 | 3.93 | 99 | 44 | 34 | 77 | 73 |
| 10 | 58 | 220.9 | 19.6 | 21 | 228.0 | 18.8 | 34 | 7 | 0.9 | 3.3 | 1.90 | 97 | 58 | 44 | 76 | 67 |
| Asian | 5 | 243.4 | 17.8 | 92 | 247.8 | 18.1 | 93 | 4 | 2.1 | 3.5 | 0.45 | 67 | 5 | 4 | 80 | 66 |
| Black, not Hispanic | 1 | 212.0 |  | 5 | 212.0 |  | 3 | 0 |  | 3.2 | -1.57 | 6 | 1 | 0 | 0 | 0 |
| Caucasian | 4 | 246.8 | 5.3 | 96 | 245.8 | 9.4 | 90 | -1 | 2.3 | 3.5 | -2.24 | 1 | 4 | 2 | 50 | 33 |
| Hispanic | 48 | 216.5 | 17.4 | 11 | 224.8 | 17.6 | 23 | 8 | 0.9 | 3.2 | 2.51 | 99 | 48 | 38 | 79 | 71 |
| 11 | 47 | 229.0 | 21.7 | 40 | 241.2 | 23.8 | 74 | 12 | 1.5 | 2.5 | 4.81 | 99 | 47 | 39 | 83 | 89 |

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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

## Norms Reference Data:

 Growth Comparison Period: Weeks of Instruction:Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 2

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |
| Asian | 3 | 238.3 | 22.9 | 74 | 254.0 | 33.0 | 97 | 16 | 14.9 | 2.6 | 6.53 | 99 | 3 | 2 | 67 | 70 |
| Black, not Hispanic | 2 | 212.0 | 11.3 | 3 | 225.5 | 21.9 | 21 | 14 | 7.5 | 2.4 | 5.50 | 99 | 2 | 2 | 100 | 80 |
| Caucasian | 3 | 252.0 | 13.9 | 97 | 265.0 | 12.5 | 99 | 13 | 3.0 | 2.6 | 5.15 | 99 | 3 | 3 | 100 | 94 |
| Hispanic | 39 | 227.4 | 21.5 | 34 | 239.2 | 23.1 | 68 | 12 | 1.4 | 2.5 | 4.62 | 99 | 39 | 32 | 82 | 89 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Math: Math K-12


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 2

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 97 | 203.9 | 14.1 | 19 | 210.6 | 11.9 | 25 | 7 | 0.6 | 5.6 | 0.65 | 74 | 97 | 57 | 59 | 52 |
| Asian | 2 | 221.5 | 0.7 | 94 | 224.5 | 2.1 | 91 | 3 | 2.0 | 4.5 | -0.88 | 19 | 2 | 1 | 50 | 46 |
| Black, not Hispanic | 7 | 206.3 | 12.3 | 29 | 214.7 | 13.4 | 46 | 8 | 3.2 | 5.4 | 1.71 | 96 | 7 | 4 | 57 | 63 |
| Caucasian | 7 | 203.3 | 15.2 | 17 | 207.3 | 11.9 | 12 | 4 | 3.0 | 5.6 | -0.92 | 18 | 7 | 2 | 29 | 26 |
| Hispanic | 81 | 203.3 | 14.2 | 17 | 210.2 | 11.8 | 23 | 7 | 0.7 | 5.6 | 0.75 | 77 | 81 | 50 | 62 | 52 |
| 7 | 86 | 206.7 | 16.1 | 15 | 214.6 | 12.3 | 30 | 8 | 0.9 | 4.5 | 1.95 | 97 | 86 | 59 | 69 | 57 |
| Asian | 1 | 217.0 |  | 65 | 225.0 |  | 82 | 8 |  | 4.0 | 2.26 | 99 | 1 | 1 | 100 | 0 |
| Black, not Hispanic | 1 | 217.0 |  | 65 | 223.0 |  | 74 | 6 |  | 4.0 | 1.12 | 87 | 1 | 1 | 100 | 0 |
| Caucasian | 2 | 213.5 | 14.8 | 46 | 212.0 | 14.1 | 19 | -1 | 0.5 | 4.2 | -3.25 | 1 | 2 | 0 | 0 | 21 |
| Hispanic | 82 | 206.3 | 16.3 | 14 | 214.5 | 12.4 | 29 | 8 | 1.0 | 4.5 | 2.11 | 98 | 82 | 57 | 70 | 57 |
| 8 | 97 | 210.6 | 15.6 | 17 | 217.3 | 13.0 | 29 | 7 | 0.8 | 4.0 | 1.33 | 91 | 97 | 60 | 62 | 57 |
| Asian | 3 | 225.3 | 10.4 | 82 | 230.3 | 10.0 | 87 | 5 | 2.0 | 3.3 | 0.85 | 80 | 3 | 2 | 67 | 57 |
| Black, not Hispanic | 4 | 197.8 | 21.1 | 1 | 206.8 | 9.0 | 3 | 9 | 6.1 | 4.7 | 2.15 | 98 | 4 | 3 | 75 | 68 |
| Caucasian | 3 | 218.0 | 8.5 | 50 | 225.0 | 1.0 | 67 | 7 | 5.2 | 3.6 | 1.66 | 95 | 3 | 2 | 67 | 68 |
| Hispanic | 87 | 210.4 | 15.3 | 17 | 217.1 | 13.0 | 28 | 7 | 0.8 | 4.0 | 1.32 | 91 | 87 | 53 | 61 | 56 |
| 9 | 47 | 211.9 | 17.6 | 23 | 219.7 | 15.1 | 43 | 8 | 1.5 | 2.8 | 2.50 | 99 | 47 | 32 | 68 | 66 |
| Asian | 2 | 224.5 | 7.8 | 72 | 228.5 | 10.6 | 78 | 4 | 2.0 | 2.2 | 0.89 | 81 | 2 | 2 | 100 | 60 |
| Hispanic | 45 | 211.3 | 17.8 | 21 | 219.3 | 15.3 | 41 | 8 | 1.5 | 2.9 | 2.59 | 99 | 45 | 30 | 67 | 66 |
| 10 | 58 | 216.9 | 15.3 | 30 | 223.0 | 12.6 | 48 | 6 | 1.2 | 2.2 | 2.35 | 99 | 58 | 40 | 69 | 63 |
| Asian | 5 | 228.6 | 9.3 | 80 | 232.6 | 11.9 | 86 | 4 | 2.3 | 1.8 | 1.36 | 91 | 5 | 3 | 60 | 56 |
| Black, not Hispanic | 1 | 214.0 |  | 19 | 219.0 |  | 29 | 5 |  | 2.3 | 1.61 | 95 | 1 | 1 | 100 | 0 |
| Caucasian | 4 | 232.0 | 8.4 | 89 | 237.0 | 4.2 | 95 | 5 | 4.8 | 1.6 | 2.05 | 98 | 4 | 3 | 75 | 75 |
| Hispanic | 48 | 214.5 | 15.2 | 21 | 220.9 | 12.2 | 38 | 6 | 1.4 | 2.3 | 2.48 | 99 | 48 | 33 | 69 | 62 |

## Explanatory Notes

User 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
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 2

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |
| 11 | 47 | 222.9 | 18.5 | 47 | 229.9 | 13.3 | 73 | 7 | 1.7 | 1.2 | 2.66 | 99 | 47 | 30 | 64 | 65 |
| Asian | 3 | 230.0 | 19.3 | 79 | 230.3 | 20.0 | 75 | 0 | 1.8 | 1.1 | -0.35 | 36 | 3 | 1 | 33 | 44 |
| Black, not Hispanic | 2 | 216.0 | 32.5 | 18 | 224.5 | 20.5 | 49 | 9 | 8.5 | 1.3 | 3.28 | 99 | 2 | 1 | 50 | 72 |
| Caucasian | 3 | 232.3 | 14.7 | 86 | 231.3 | 8.5 | 79 | -1 | 3.6 | 1.0 | -0.93 | 18 | 3 | 1 | 33 | 50 |
| Hispanic | 39 | 222.0 | 18.5 | 43 | 230.0 | 13.3 | 74 | 8 | 1.9 | 1.2 | 3.11 | 99 | 39 | 27 | 69 | 73 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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

2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 3

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```
I. Status Update for 2022-2023
RECEIVED PBIS SILVER RECOGNITION FROM STATE OF CALIFORNIA
POSITIVE EDUCATIONAL PARTNER SURVEY RESULTS
86% STAFF SATISFACTION RATE
96% FAMILY SATISFACTION RATE
73% STUDENT SATISFACTION RATE
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COLLEGE GOING RATE OF 77.3% (CLASS OF 2021)
INCREASE IN DUAL ENROLLMENT COURSES-4 college courses offered.
NEW PARTNERSHIP WITH HARBOR COLLEGE
STEAM FOCUSED DUAL ENROLLMENT CLASSES (ENV. SCIENCE, ART, STATISTICS)
NWEA POSITIVE CGI FOR ELA READING AND MATHEMATICS 2.48 in Math and 1.09 in ELA.
STEAM EXPO (MPS STUDENTS SHOWCASE THEIR STEAM PROJECTS.
SCIENCE OLYMPIAD TEAM, MATHCOUNTS, AMC
KIDS IN THE SPOTLIGHT MOVIE PRODUCTION CLUB STEAM RELATED FIELD TRIPS
```


## II. Charter Specific Accountability

Progress Towards Meeting Measurable Pupil Outcomes (MPOs)
For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |
| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 6 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 90\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 80\% | No |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 100\% | Yes |


| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 100\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 85\% <br> Year 2 Outcome: 2022-23: (Second semester): 84\% | Yes |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 35.67\% <br> -English Learners: 5.88\% <br> -Socioeconomically Disadvantaged: 39.75\% <br> -Students with Disabilities: ?\% <br> -African American: 31.65\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 39.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 42.00\% <br> -Students with Disabilities: 12.00\% <br> -African American: 37.0\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 |


|  |  |  | Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 38.55\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 13.33\% <br> -Hispanic: 44.00\% <br> -White: 66.67\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 39.50\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 32.66\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 33.08\% <br> -Students with Disabilities: 17.39\% <br> -African American: 29.49\% <br> -Asian: * <br> -Hispanic: 32.74\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 40.6 points below standard <br> -English Learners: 87.6 points below standard <br> -Socioeconomically Disadvantaged: 37.4 points below standard <br> -Students with Disabilities: 139.3 points below standard <br> -Homeless: 31.9 points below standard <br> -African American: 47.6 points below standard <br> -Hispanic: 34.1 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 34.0 points below standard <br> -English Learners: 76.0 points below standard <br> -Socioeconomically Disadvantaged: 30.0 points below standard | No |

-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
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.

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.

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
Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 40.2 points below standard
-English Learners: 117.8 points below standard
-Socioeconomically Disadvantaged: 41.8 points below standard
-Students with Disabilities: 119.4 points below standard
-African American: 37.9 points below standard
-Hispanic: 47.6 points below standard
-White: *

| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 50.2\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 49.1\% <br> -Students with Disabilities: 59.4\% <br> -African American: 50.0\% <br> -Hispanic: 50.9\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 60.1\% <br> -English Learners: 76.9\% <br> -Students with Disabilities: 50.0\% <br> -Hispanic: 65.0\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 58.5\% <br> -English Learners: 60.00\% <br> -Socioeconomically Disadvantaged: 56.2\% <br> -Students with Disabilities: 60.00\% <br> -African American: 62.3\% <br> -Hispanic: 56.1\% | No |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |

Baseline:
2018-19:
-All Students: 17.37\%
-English Learners: 0.00\%
-Socioeconomically Disadvantaged: 18.89\%
-Students with Disabilities: 0.00\%
-African American: 12.03\%

Desired Outcome for 2023-24:
2022-23:
-All Students: 25.00\%
-English Learners: 15.00\%
-Socioeconomically Disadvantaged: 25.00\%
-Students with Disabilities: 15.00\%
-African American: 18.00\%

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 CAASPPELA/Literacy assessments.

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\%

IAB Math Level 3 and 4 Projection (5/13/22):
-All Students: 44.13\%

|  |  |  | Year 2 Outcome: 2022-23: <br> -All Students: 8.50\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 10.45\% <br> -Students with Disabilities: 0.00\% <br> -African American: 6.41\% <br> -Hispanic: 9.64\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 89.6 points below standard <br> -English Learners: 129.5 points below standard <br> -Socioeconomically Disadvantaged: 87.1 points below standard <br> -Students with Disabilities: 184.4 points below standard <br> -Homeless: 86.0 points below standard <br> -African American: 99.8 points below standard <br> -Hispanic: 81.0 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 81.0 points below standard <br> -English Learners: 110.0 points below standard <br> -Socioeconomically Disadvantaged: 79.0 points below standard <br> -Students with Disabilities: 125.0 points below standard <br> -Homeless: 79.0 points below standard <br> -African American: 90.0 points below standard <br> -Hispanic: 73.0 points below standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth | No |

projections from Fall 2021 to Spring 2022.
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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 109.5 points below standard
-English Learners: 156.8 points below standard
-Socioeconomically Disadvantaged: 106.8 points below standard
-Students with Disabilities: 175.1 points below standard
-African American: 120.7 points below standard
-Hispanic: 104.2 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 49.5\% <br> -English Learners: 50.0\% <br> -Socioeconomically Disadvantaged: 48.0\% <br> -Students with Disabilities: 33.3\% <br> -African American: 43.8\% <br> -Hispanic: 53.3\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 60.7\% <br> -English Learners: 50.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 64.4\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met <br> Growth Projection: <br> -All Students: 63.1\% <br> -English Learners: 58.8\% <br> -Socioeconomically Disadvantaged: 63.4\% <br> -Students with Disabilities: 65.6\% <br> -African American: 62.5\% <br> -Hispanic: 63.1\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 18 | 4 | 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) | Baseline: 2018-19: (2019 Dashboard): 60.9\% <br> Desired Outcome for 2023-24: (2023 Dashboard): 62.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative <br> ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 16.6\% <br> -Level 3: 50\% <br> -Level 3: 8\% <br> -Level 1: 25\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 68.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 4 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | Baseline: 2020-21: 0\% <br> Desired Outcome for 2023-24: 10.0\% <br> Year 1 Outcome: 2021-22: <br> 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br> 2021 ELPAC Percentage of Students Level 4: $16.6 \%$ <br> Year 2 Outcome: 2022 ELPAC Percentage of Students Level4: 16.00\% | Yes |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 10.05\% <br> -Socioeconomically Disadvantaged: 12.69\% <br> -Students with Disabilities: 0.00\% <br> -African American: 10.53\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 16.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> -Students with Disabilities: 10.00\% <br> -African American: 16.0\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.08\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 8.82\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 13.79\% <br> -African American: 0.00 | No |
| :---: | :---: | :---: | :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 50.98\% <br> Desired Outcome for 2023-24: 2021-22: <br> 55.0\% <br> Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 52.50\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students:60.83\% <br> Year 2 Outcome: 2022-23: <br> 48.0\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 25.49\% <br> Desired Outcome for 2023-24: 2021-22: <br> 35.0\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 26.67\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 72.54\% <br> Year 2 Outcome: 2022-23: <br> 12.00\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $35.7 \%$ <br> Desired Outcome for 2023-24: 2022-23: $50.0 \%$ <br> Year 1 Outcome:2020-21: $37.5 \%$ <br> Year 2 Outcome: 2022-23: $11.4 \%$ | No |


| 25 | 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: $10.9 \%$ <br> Desired Outcome for 2023-24: 2022-23: 40.0\% <br> Year 1 Outcome: 2020-21: <br> data not available <br> Year 2 Outcome: 2022-23: $4.1 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: 96.2\% <br> Desired Outcome for 2023-24: 2022-23: $95.0 \%$ <br> Year 1 Outcome: 2020-21: 93.2\% <br> 2021-22: (As of 5/13/22) <br> 98\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 95.7\% | Yes |


| 34 | 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\% <br> Desired Outcome for 2023-24: 10\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 4\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 10\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 35 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 96\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 98\% | No |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 70\% <br> Desired Outcome for 2023-24: $100 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 72\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 90\% | No |


| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 2 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 3 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 7 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 6 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 8 | Yes |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 5 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 6 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 15 | Yes |


| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) 10.9\% <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 12.9\% | No |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 97.32\% <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 87.74\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.48\% | No |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) $6.4 \%$ <br> Desired Outcome for 2023-24: $5.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $38.9 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $33.9 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | ```Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 0% Year 2 Outcome: 2022-23: (As of 5/12/23) 0.00%``` | Yes |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $3.6 \%$ <br> Desired Outcome for 2023-24: 2022-23: $0.0 \%$ <br> Year 1 Outcome: 2020-21: 2.2\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 2.0\% | No |


| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 96.4\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $94.0 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) $0.0 \%$ <br> Desired Outcome for 2023-24: $0.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 1.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 6.8\% | No |
| 48 | 6 | Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2020-21: (As of 4/9/21) 0.00\% <br> Desired Outcome for 2023-24: $0.00 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $0.23 \%$ <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 0.00\% | Yes |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 83.1\% <br> Families: 87.1\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 84.9\% <br> Families: 37.3\% <br> Staff: 97.5\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.1\% <br> Families: 78.7\% <br> Staff: 100.0\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 67\% <br> Families: 95\% <br> Staff: 85\% <br> Desired Outcome for 2023-24: <br> Students: 70\% <br> Families: 95\% <br> Staff: $87 \%$ <br> Year 1 Outcome: 2021-22: <br> Students: 64\% <br> Families: 96\% <br> Staff: 80\% <br> Year 2 Outcome: 2022-23: <br> Students: 61.0\% <br> Families: 97.0\% <br> Staff: 77.0\% | No |
| :---: | :---: | :---: | :---: | :---: |

## Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |


| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: (Spring 2020 to Fall 2020): 83.0\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 85.0\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): <br> 82\% <br> Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): <br> 74\% | No |
| 6 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 90\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 80\% | No |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 100\% | Yes |
| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 100\% | Yes |
| 9 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: (As of 5/13/22): 41\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 83\% | No |


| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 85\% <br> Year 2 Outcome: 2022-23: (Second semester): 84\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 11 | 8 | Average Lexile Growth (L) from fall to spring (Source: myON) | This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Yes |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 35.67\% <br> -English Learners: 5.88\% <br> -Socioeconomically Disadvantaged: 39.75\% <br> -Students with Disabilities: ?\% <br> -African American: 31.65\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 39.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 42.00\% <br> -Students with Disabilities: 12.00\% <br> -African American: 37.0\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 38.55\% | No |


|  |  |  | -English Learners: 0.00\% <br> -Students with Disabilities: 13.33\% <br> -Hispanic: 44.00\% <br> -White: 66.67\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 39.50\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 32.66\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 33.08\% <br> -Students with Disabilities: 17.39\% <br> -African American: 29.49\% <br> -Asian: * <br> -Hispanic: 32.74\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 40.6 points below standard <br> -English Learners: 87.6 points below standard <br> -Socioeconomically Disadvantaged: 37.4 points below standard <br> -Students with Disabilities: 139.3 points below standard <br> -Homeless: 31.9 points below standard <br> -African American: 47.6 points below standard <br> -Hispanic: 34.1 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 34.0 points below standard <br> -English Learners: 76.0 points below standard <br> -Socioeconomically Disadvantaged: 30.0 points below standard <br> -Students with Disabilities: 100.0 points below standard <br> -Homeless: 24.0 points below standard | No |

-African American: 40.0 points below standard -Hispanic: 27.0 points below standard

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.

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.

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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 40.2 points below standard
-English Learners: 117.8 points below standard
-Socioeconomically Disadvantaged: 41.8 points below standard
-Students with Disabilities: 119.4 points below standard
-African American: 37.9 points below standard
-Hispanic: 47.6 points below standard
-White: *

| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 50.2\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 49.1\% <br> -Students with Disabilities: 59.4\% <br> -African American: 50.0\% <br> -Hispanic: 50.9\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 60.1\% <br> -English Learners: 76.9\% <br> -Students with Disabilities: 50.0\% <br> -Hispanic: 65.0\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 58.5\% <br> -English Learners: 60.00\% <br> -Socioeconomically Disadvantaged: 56.2\% <br> -Students with Disabilities: 60.00\% <br> -African American: 62.3\% <br> -Hispanic: 56.1\% | No |
| :---: | :---: | :---: | :---: | :---: |

Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)
Baseline:
2018-19:
-All Students: 17.37\%
-English Learners: 0.00\%
-Socioeconomically Disadvantaged: 18.89\%
-Students with Disabilities: 0.00\%
-African American: 12.03\%
Desired Outcome for 2023-24
2022-23:
-All Students: 25.00\%
-English Learners: 15.00\%
-Socioeconomically Disadvantaged: 25.00\%
-Students with Disabilities: 15.00\%
-African American: 18.00\%
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 CAASPPELA/Literacy assessments.
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\%
IAB Math Level 3 and 4 Projection (5/13/22):
-All Students: 44.13\%

|  |  |  | Year 2 Outcome: 2022-23: <br> -All Students: 8.50\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 10.45\% <br> -Students with Disabilities: 0.00\% <br> -African American: 6.41\% <br> -Hispanic: 9.64\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPP- <br> Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 89.6 points below standard <br> -English Learners: 129.5 points below standard <br> -Socioeconomically Disadvantaged: 87.1 points below standard <br> -Students with Disabilities: 184.4 points below standard <br> -Homeless: 86.0 points below standard <br> -African American: 99.8 points below standard <br> -Hispanic: 81.0 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 81.0 points below standard <br> -English Learners: 110.0 points below standard <br> -Socioeconomically Disadvantaged: 79.0 points below standard <br> -Students with Disabilities: 125.0 points below standard <br> -Homeless: 79.0 points below standard <br> -African American: 90.0 points below standard <br> -Hispanic: 73.0 points below standard <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br> We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth | No |

projections from Fall 2021 to Spring 2022.
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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 109.5 points below standard
-English Learners: 156.8 points below standard
-Socioeconomically Disadvantaged: 106.8 points below standard
-Students with Disabilities: 175.1 points below standard
-African American: 120.7 points below standard
-Hispanic: 104.2 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 49.5\% <br> -English Learners: 50.0\% <br> -Socioeconomically Disadvantaged: 48.0\% <br> -Students with Disabilities: 33.3\% <br> -African American: 43.8\% <br> -Hispanic: 53.3\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 60.7\% <br> -English Learners: 50.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 64.4\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met <br> Growth Projection: <br> -All Students: 63.1\% <br> -English Learners: 58.8\% <br> -Socioeconomically Disadvantaged: 63.4\% <br> -Students with Disabilities: 65.6\% <br> -African American: 62.5\% <br> -Hispanic: 63.1\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 18 | 4 | 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) | Baseline: 2018-19: (2019 Dashboard): 60.9\% <br> Desired Outcome for 2023-24: (2023 Dashboard): 62.0\% <br> Year 1 Outcome: 2021-22: <br> 2021 Dashboard ELPI data is not available. The following are the 2022 summative <br> ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 16.6\% <br> -Level 3: 50\% <br> -Level 3: 8\% <br> -Level 1: 25\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 68.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 4 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | Baseline: 2020-21: 0\% <br> Desired Outcome for 2023-24: 10.0\% <br> Year 1 Outcome: 2021-22: <br> 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br> 2021 ELPAC Percentage of Students Level 4: $16.6 \%$ <br> Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: $16.00 \%$ | Yes |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 10.05\% <br> -Socioeconomically Disadvantaged: 12.69\% <br> -Students with Disabilities: 0.00\% <br> -African American: 10.53\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 16.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> -Students with Disabilities: 10.00\% <br> -African American: 16.0\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.08\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 8.82\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 13.79\% <br> -African American: 0.00 | No |
| :---: | :---: | :---: | :---: | :---: |


| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | Baseline: 2018-19: <br> 38.2\% <br> Desired Outcome for 2023-24: 2021-22: <br> 60.0\% <br> 2021 Dashboard CCI data is not available. <br> 2021-22: (Projected as of 5/13/22) <br> 58\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 44.0\% |
| :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 50.98\% <br> Desired Outcome for 2023-24: 2021-22: <br> 55.0\% <br> Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 52.50\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students:60.83\% <br> Year 2 Outcome: 2022-23: <br> 48.0\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 25.49\% <br> Desired Outcome for 2023-24: 2021-22: <br> 35.0\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 26.67\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 72.54\% <br> Year 2 Outcome: 2022-23: <br> 12.00\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $35.7 \%$ <br> Desired Outcome for 2023-24: 2022-23: $50.0 \%$ <br> Year 1 Outcome:2020-21: $37.5 \%$ <br> Year 2 Outcome: 2022-23: 11.4\% | No |


| 25 |  | Percentage of seniors who have passed an AP <br> exam with a score of 3 or higher during their high <br> school years (Source: College Board) | Baseline: 2019-20: <br> $10.9 \%$ |
| :--- | :--- | :--- | :--- | :--- |
| 26 | 4 | Percentage of seniors who completed at least one <br> semester of college coursework with a grade of C <br> minus or better in academic/CTE subjects where <br> college credit is awarded (Source: SIS) | Besired Outcome for 2023-24: 2022-23: <br> $40.0 \%$ |
|  | Year 1 Outcome: 2020-21: <br> data not available |  |  |


| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 96.2\% <br> Desired Outcome for 2023-24: 2022-23: 95.0\% <br> Year 1 Outcome: 2020-21: <br> 93.2\% <br> 2021-22: (As of 5/13/22) <br> 98\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 95.7\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) $13.6 \%$ <br> Desired Outcome for 2023-24: $20.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 4\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): $4.3 \%$ | No |


| 29 |  | Percentage of cohort graduates earning a Golden <br> State Seal Merit Diploma (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) <br> $27.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 30 |  |  | Desired Outcome for 2023-24: <br> $30.0 \%$ |


| 32 | 8 | Percentage of high school completers accepted to a 4-year college (Source: Naviance) | Baseline: 2020-21: (As of 5/16/21) $68.0 \%$ <br> Desired Outcome for 2023-24: $70.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 78\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 33 | 8 | College-Going Rate (Source: CDE DataQuest) | Baseline: Class of 2018: 62.8\% <br> Desired Outcome for 2023-24: Class of 2021: $75.0 \%$ <br> Year 1 Outcome: Class of 2019 $76.1 \%$ <br> Year 2 Outcome: Class of 2020 $54.7 \%$ | Yes |


| 34 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 4% Year 2 Outcome: 2022-23: (As of 5/12/23) 10%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 35 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: <br> 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 96\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 98\% | No |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 70\% <br> Desired Outcome for 2023-24: <br> 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 72\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 90\% | No |


| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 2 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 3 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 3 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 7 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 6 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 8 | Yes |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 5 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 6 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 15 | Yes |


| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) $10.9 \%$ <br> Desired Outcome for 2023-24: $20 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) $12.9 \%$ | No |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) <br> 97.32\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 87.74\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.48\% | No |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 6.4\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 38.9\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> 33.9\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | Baseline: 2020-21: (As of 4/16/21) 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 0\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 0.00\% | Yes |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 3.6\% <br> Desired Outcome for 2023-24: 2022-23: 0.0\% <br> Year 1 Outcome: 2020-21: <br> 2.2\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 2.0\% | No |


| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 96.4\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 94.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 1.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 6.8\% | No |
| 48 | 6 | Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | $\begin{aligned} & \text { Baseline: 2020-21: (As of 4/9/21) } \\ & 0.00 \% \\ & \text { Desired Outcome for 2023-24: } \\ & 0.00 \% \\ & \text { Year } 1 \text { Outcome: 2021-22: (As of 5/13/22) } \\ & 0.23 \% \\ & \\ & \text { Year } 2 \text { Outcome: 2022-23: (CDE DataQuest) } \\ & 0.00 \% \end{aligned}$ | Yes |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 83.1\% <br> Families: 87.1\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 84.9\% <br> Families: 37.3\% <br> Staff: 97.5\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.1\% <br> Families: 78.7\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 67\% <br> Families: 95\% <br> Staff: 85\% <br> Desired Outcome for 2023-24: <br> Students: 70\% <br> Families: 95\% <br> Staff: 87\% <br> Year 1 Outcome: 2021-22: <br> Students: 64\% <br> Families: 96\% <br> Staff: 80\% <br> Year 2 Outcome: 2022-23: <br> Students: 61.0\% <br> Families: 97.0\% <br> Staff: 77.0\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 51 | 6 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) 78\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81\% <br> Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0\% | No |

## Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

| \# | State Priority | Unmet MPO | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 90\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 80\% | We have started offering more college courses instead of AP classes. <br> This college courses are great way to supplement our broad course offerings. |
| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 35.67\% <br> -English Learners: 5.88\% <br> -Socioeconomically Disadvantaged: 39.75\% <br> -Students with Disabilities: ?\% <br> -African American: 31.65\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 39.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 42.00\% <br> -Students with Disabilities: 12.00\% <br> -African American: 37.0\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. | Even if our dashboard color went from orange to yellow, we could not meet the desired outcome of $38.55 \%$ of proficiency in ELA. <br> We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students to increase the motivation. <br> We have made the goals visible to our students by creating goal posters. <br> We have made some structural changes in English department to function effectively. |


|  |  |  | 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -All Students: 38.55\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 13.33\% <br> -Hispanic: 44.00\% <br> -White: 66.67\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 39.50\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 32.66\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 33.08\% <br> -Students with Disabilities: 17.39\% <br> -African American: 29.49\% <br> -Asian: * <br> -Hispanic: 32.74\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 40.6 points below standard <br> -English Learners: 87.6 points below standard -Socioeconomically Disadvantaged: 37.4 points below standard | Even if our dashboard color went from orange to yellow, we could not meet the desired outcome of $38.55 \%$ of proficiency in ELA. <br> We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students |

-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

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

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.

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.

Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:
-All Students: 60.1\%
-English Learners: 76.9\%
-Students with Disabilities: 50.0\%
to increase the motivation.
We have made the goals visible to our students by creating goal posters.

We have made some structural changes in English department to function effectively.

We have met the goal in the subgroup of African American students in ELA.

|  |  |  | -Hispanic: 65.0\% <br> -White: N/A <br> Year 2 Outcome: 2022-23: (2023 Dashboard) <br> -All Students: 40.2 points below standard <br> -English Learners: 117.8 points below standard <br> -Socioeconomically Disadvantaged: 41.8 points below standard <br> -Students with Disabilities: 119.4 points below standard <br> -African American: 37.9 points below standard -Hispanic: 47.6 points below standard <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 50.2\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 49.1\% <br> -Students with Disabilities: 59.4\% <br> -African American: 50.0\% <br> -Hispanic: 50.9\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: | We are very close to meeting this goal by $1.5 \%$ away from the target. <br> To ensure we are meeting this goal ,we have incorporated our Special ed, EL departments to administer small group testing. <br> We were intentional in providing small groups for students who have some challenge in the regular classrooms. <br> We have Power English classes that focus on reading and writing strategies. Admin team checks on the Power classes to align practices this year. |


|  |  |  | -All Students: 60.1\% <br> -English Learners: 76.9\% <br> -Students with Disabilities: 50.0\% <br> -Hispanic: 65.0\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Reading - Percent Met Growth Projection: <br> -All Students: 58.5\% <br> -English Learners: 60.00\% <br> -Socioeconomically Disadvantaged: 56.2\% <br> -Students with Disabilities: 60.00\% <br> -African American: 62.3\% <br> -Hispanic: 56.1\% |  |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 17.37\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 18.89\% <br> -Students with Disabilities: 0.00\% <br> -African American: 12.03\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 25.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 25.00\% <br> -Students with Disabilities: 15.00\% <br> -African American: 18.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. Currently, we are using HMH materials. <br> MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills. |


|  |  |  | 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 15.00\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 17.70\% <br> -White: 33.33\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 44.13\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.50\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 10.45\% <br> -Students with Disabilities: 0.00\% <br> -African American: 6.41\% <br> -Hispanic: 9.64\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 89.6 points below standard <br> -English Learners: 129.5 points below standard <br> -Socioeconomically Disadvantaged: 87.1 points below standard <br> -Students with Disabilities: 184.4 points below standard | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. |

-Homeless: 86.0 points below standard -African American: 99.8 points below standard -Hispanic: 81.0 points below standard

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

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.

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: 60.7\%
-English Learners: 50.0\%
-Students with Disabilities: 65.0\%
-Hispanic: 64.4\%
-White: N/A

Currently, we are using HMH materials.
MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills

We are having Math IABs done in an intentional way and admin team/teachers check the data to make adjustments on their teaching.

Year 2 Outcome: 2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard
-Students with Disabilities: 175.1 points below standard
-African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *

| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 10.05\% <br> -Socioeconomically Disadvantaged: 12.69\% <br> -Students with Disabilities: 0.00\% <br> -African American: 10.53\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 16.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> -Students with Disabilities: 10.00\% <br> -African American: 16.0\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019 -20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.08\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 8.82\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 13.79\% <br> -African American: 0.00 | Admin team is working with the Science teachers closely to equip students with the testing strategies. <br> We will administer CAST IABS for students to be familiar with question types and styles. <br> Science department meet monthly with the TOSA chair to align their practices and learn from one another. <br> To avoid testing fatigue we will administer CAST with 10th graders as 11th graders have SBAC Math and ELA. |
| :---: | :---: | :---: | :---: | :---: |


| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 50.98\% <br> Desired Outcome for 2023-24: 2021-22: 55.0\% <br> Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -Grade 11 Students: 52.50\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students:60.83\% <br> Year 2 Outcome: 2022-23: <br> 48.0\% | We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students to increase the motivation. <br> We have made the goals visible to our students by creating goal posters. <br> We have made some structural changes in English department to function effectively. <br> We have met the goal in the subgroup of African American students in ELA. |
| :---: | :---: | :---: | :---: | :---: |


| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> Mathematics assessments (Source: CDE <br> DataQuest) | Baseline: 2018-19: <br> 25.49\% <br> Desired Outcome for 2023-24: 2021-22: <br> 35.0\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 26.67\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 72.54\% <br> Year 2 Outcome: 2022-23: <br> 12.00\% | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. Currently, we are using HMH materials. <br> MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills. |
| :---: | :---: | :---: | :---: | :---: |


| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: <br> 35.7\% <br> Desired Outcome for 2023-24: 2022-23: <br> 50.0\% <br> Year 1 Outcome:2020-21: <br> 37.5\% <br> Year 2 Outcome: 2022-23: <br> 11.4\% | We have realized that AP tests are adding additional stress on our students when they don't pass exams. <br> We have partnered with LA Harbor college to offer dual enrollment to provide rigorous coursework with avoiding students getting the stress of AP tests. <br> Post covid mental health challenges added more stress to high stake tests. <br> The current results with dual enrollment is promising. <br> However, we are looking into options of offering AP Spanish and AP Computer Science Principles for 24-25 school year. |
| :---: | :---: | :---: | :---: | :---: |
| 25 | 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: 10.9% Desired Outcome for 2023-24: 2022-23: 40.0% Year 1 Outcome: 2020-21: data not available Year 2 Outcome: 2022-23: 4.1%``` | We have realized that AP tests are adding additional stress on our students when they don't pass exams. <br> We have partnered with LA Harbor college to offer dual enrollment to provide rigorous coursework with avoiding students getting the stress of AP tests. <br> Post covid mental health challenges added more stress to high stake tests. <br> The current results with dual enrollment is promising. <br> However, we are looking into options of offering AP Spanish and AP Computer Science Principles for 24-25 school year. |


| 35 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 96\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 98\% | New student who enrolled in 12th grade. We offer computers in 11th grade. <br> We have some foster youth who are eligible for foster youth graduation requirements. That's why they don't take computer science class. <br> All other students are required to take Computer Science Class as part of their graduation requirements. |
| :---: | :---: | :---: | :---: | :---: |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 70\% <br> Desired Outcome for 2023-24: $100 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 72\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 90\% | We had some students who had difficulty purchasing the poster boards. <br> This year, we purchased the poster board for the students to bring this $90 \%$ to $100 \%$. |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) $10.9 \%$ <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 12.9\% | Post Covid challenges makes it hard for parents to accept homevists. We conducted virtually and out of school at community centers. <br> This year, we are implementing Home visit incentives and campaign for the staff to increase connection with the famiiles. |


| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) <br> 97.32\% <br> Desired Outcome for 2023-24: <br> 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 87.74\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.48\% | We increased our efforts around ADA by deploying our Discipline coordinator closely monitor the absences. <br> Our mid-year ADA was around $93 \%$, which is $3 \%$ jump from the prior year. |
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| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 6.4\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 38.9\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 33.9\% | We have increased our efforts around attendance. Our mid year ADA was 3\% improved compared to last year. <br> We are recognizing students who show up to school with monthly rewards and incentives. <br> We are monitoring the students with chronic absenteeism and taking the next steps like providing Academic check-in, SEL support. |


| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $3.6 \%$ <br> Desired Outcome for 2023-24: 2022-23: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 2.2\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) <br> 2.0\% | We have had some students with credit deficiency who enrolled in 11th grade. Even if we made a plan for them to graduate, the academic level of the students were not enough to catch up with the rigor we have here at MSA-3. <br> We have had in cases parents provided the transcript late while these students were enrolled at age appropriate grade levels. <br> To remedy this situation, We are closely working with the main office to ask for transcripts for any HS incoming students. <br> In addition, we are closely monitoring of senior class students for academic success. <br> Working early on in 10th grade for students with credit deficiency issues and place them into grade levels according to our student handbook |
| :---: | :---: | :---: | :---: | :---: |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 96.4\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 94.0\% | Admin team is working closely with the students who have credit deficiency issues. <br> We invite them to after school tutoring, Saturday school and additional support during the day when their schedules allow. |


| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) $0.0 \%$ <br> Desired Outcome for 2023-24: $0.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $1.2 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $6.8 \%$ | Post covid removal of restrictions caused a lot of SEL issues among students. <br> We have had several meetings to adjust the student behavior. <br> Our current data shows that our suspension data is around $1 \%$ currently. |
| :---: | :---: | :---: | :---: | :---: |
| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 83.1\% <br> Families: 87.1\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 84.9\% <br> Families: 37.3\% <br> Staff: 97.5\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.1\% <br> Families: 78.7\% <br> Staff: 100.0\% | We have met the goal with staff and students. <br> We did a very big campaign for families to take the survey. This 22-23 percentage is double what it has been the prior year. <br> Similarly, we will do a campaign to give rewards to families who take the survey. |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 67\% <br> Families: 95\% <br> Staff: 85\% <br> Desired Outcome for 2023-24: <br> Students: 70\% <br> Families: 95\% <br> Staff: 87\% <br> Year 1 Outcome: 2021-22: <br> Students: 64\% <br> Families: 96\% <br> Staff: 80\% <br> Year 2 Outcome: 2022-23: <br> Students: 61.0\% <br> Families: 97.0\% <br> Staff: 77.0\% | We have more CIF sports, more dual enrollment classes, more clubs to engage students positively with academics and sports. We have field trips that cater to STEAM and engage students like PALI institute, Disney Imagination trip, Travel Abroad program to Japan and Europe. <br> In addition, we have have monthly incentives and rewards for PBIS. These will increase the students approval rates. <br> We have met the approval rates with the families. <br> For staff, we are increasing our check-ins for SEL support. <br> Staff is engaged with pay scale raise talks to retain the talent. MPS provided significant raise two years ago. This year, MPS home office is discussing raise to keep the talent. <br> In addition, we are increasing our collaboration with staff. <br> Our teachers are leading some of the schoolwide events which provides ownership of their work. <br> MPS benefits like floating holidays, health benefits add more value for staff to stay and be happy with their work. |
| :---: | :---: | :---: | :---: | :---: |
| \# | State Priority | Unmet LCAP | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |


| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: (Spring 2020 to Fall 2020): 83.0\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 85.0\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): <br> 82\% <br> Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): <br> 74\% | We are facing teacher shortage in areas of Math, Science, Special Education. <br> To remedy the situation, we are working with staff with PIP, STPS, and waiver to get their preliminary or clear credential. <br> We are providing more teacher support through Instructional Rounds, coaching, informal observation, PDs, providing SEL training and workshops. <br> Through CARESolace, staff is able to receive mental health support. <br> Admin is having 1 -on-1 check ins to provide coaching and listening to get a feedback and understand the post covid classrooms. <br> We are providing anonymous surveys and educational partner survey to get feedback from the staff and adapt the practices to retain our teachers. <br> We have Tuition reimbursement programs to help our teachers to offset their credentialing costs as wells advanced degree costs. <br> We have newly designed staff lounge with snacks and coffee available for staff to get energized during the day. |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 90\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) <br> 80\% | We have started offering more college courses instead of AP classes. <br> This college courses are great way to supplement our broad course offerings. |


| 9 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: (As of 5/13/22): 41\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 83\% | We are strategically checking one by one who has not been observed this year. <br> We are at $49 \%$ for the first semester. <br> We will be able to make $100 \%$ this year with this intentional check on this. |
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| 12 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 35.67\% <br> -English Learners: 5.88\% <br> -Socioeconomically Disadvantaged: 39.75\% <br> -Students with Disabilities: ?\% <br> -African American: 31.65\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 39.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 42.00\% <br> -Students with Disabilities: 12.00\% <br> -African American: 37.0\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency | Even if our dashboard color went from orange to yellow, we could not meet the desired outcome of $38.55 \%$ of proficiency in ELA. <br> We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students to increase the motivation. <br> We have made the goals visible to our students by creating goal posters. <br> We have made some structural changes in English department to function effectively. |


|  |  |  | Projection for 2021-22 SBAC: <br> -All Students: 38.55\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 13.33\% <br> -Hispanic: 44.00\% <br> -White: 66.67\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 39.50\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 32.66\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 33.08\% <br> -Students with Disabilities: 17.39\% <br> -African American: 29.49\% <br> -Asian: * <br> -Hispanic: 32.74\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 40.6 points below standard <br> -English Learners: 87.6 points below standard <br> -Socioeconomically Disadvantaged: 37.4 points below standard <br> -Students with Disabilities: 139.3 points below standard <br> -Homeless: 31.9 points below standard <br> -African American: 47.6 points below standard <br> -Hispanic: 34.1 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 34.0 points below standard | Even if our dashboard color went from orange to yellow, we could not meet the desired outcome of $38.55 \%$ of proficiency in ELA. <br> We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students to increase the motivation. <br> We have made the goals visible to our students by creating goal posters. <br> We have made some structural changes in English department to function effectively. <br> We have met the goal in the subgroup of African American students in ELA. |

-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

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.

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.

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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 40.2 points below standard
-English Learners: 117.8 points below standard
-Socioeconomically Disadvantaged: 41.8 points below standard
-Students with Disabilities: 119.4 points below

|  |  |  | standard <br> -African American: 37.9 points below standard <br> -Hispanic: 47.6 points below standard <br> -White: * |  |
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| 14 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: <br> 2020-21: <br> -All Students: 50.2\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 49.1\% <br> -Students with Disabilities: 59.4\% <br> -African American: 50.0\% <br> -Hispanic: 50.9\% <br> Desired Outcome for 2023-24: <br> 2023-24: <br> -All Students: 60.0\% <br> -English Learners: 60.0\% <br> -Socioeconomically Disadvantaged: 60.0\% <br> -Students with Disabilities: 60.0\% <br> -African American: 60.0\% <br> -Hispanic: 60.0\% <br> Year 1 Outcome: 2021-22: <br> Fall 2021 to Spring 2022 MAP Reading - Percent <br> Met Growth Projection: <br> -All Students: 60.1\% <br> -English Learners: 76.9\% <br> -Students with Disabilities: 50.0\% <br> -Hispanic: 65.0\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Reading - Percent Met Growth Projection: <br> -All Students: 58.5\% | We are very close to meeting this goal by $1.5 \%$ away from the target. <br> To ensure we are meeting this goal ,we have incorporated our Special ed, EL departments to administer small group testing. <br> We were intentional in providing small groups for students who have some challenge in the regular classrooms. <br> We have Power English classes that focus on reading and writing strategies. Admin team checks on the Power classes to align practices this year. |


|  |  |  | -English Learners: 60.00\% <br> -Socioeconomically Disadvantaged: 56.2\% <br> -Students with Disabilities: 60.00\% <br> -African American: 62.3\% <br> -Hispanic: 56.1\% |  |
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| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: <br> 2018-19: <br> -All Students: 17.37\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 18.89\% <br> -Students with Disabilities: 0.00\% <br> -African American: 12.03\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 25.00\% <br> -English Learners: 15.00\% <br> -Socioeconomically Disadvantaged: 25.00\% <br> -Students with Disabilities: 15.00\% <br> -African American: 18.00\% <br> Year 1 Outcome: 2021-22: <br> CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. Currently, we are using HMH materials. <br> MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills. |


|  | 4 | Distance from Standard (DFS) on the CAASPP- <br> Mathematics assessments as measured by the <br> CA School Dashboard (Source: CA School <br> Dashboard) |
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| -All Students: 15.00\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 17.70\% <br> -White: $33.33 \%$ <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -All Students: 44.13\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.50\% <br> -English Learners: 0.00\% <br> -Socioeconomically Disadvantaged: 10.45\% <br> -Students with Disabilities: 0.00\% <br> -African American: 6.41\% <br> -Hispanic: 9.64\% <br> -White: * |  |
| :---: | :---: |
| Baseline: <br> 2018-19: (2019 Dashboard) <br> -All Students: 89.6 points below standard <br> -English Learners: 129.5 points below standard <br> -Socioeconomically Disadvantaged: 87.1 points below standard <br> -Students with Disabilities: 184.4 points below standard <br> -Homeless: 86.0 points below standard <br> -African American: 99.8 points below standard -Hispanic: 81.0 points below standard <br> Desired Outcome for 2023-24: <br> 2022-23: (2023 Dashboard) <br> -All Students: 81.0 points below standard <br> -English Learners: 110.0 points below standard <br> -Socioeconomically Disadvantaged: 79.0 points | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. Currently, we are using HMH materials. <br> MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills. <br> We are having Math IABs done in an intentional way and admin team/teachers check the data to make adjustments on their teaching. |

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

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.

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: 60.7\%
English Learners: 50.0\%
-Students with Disabilities: 65.0\%
-Hispanic: 64.4\%
-White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard) -All Students: 109.5 points below standard English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard
-Students with Disabilities: 175.1 points below standard
-African American: 120.7 points below standard

|  |  |  | -Hispanic: 104.2 points below standard -White: * |  |
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| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 10.05\% <br> -Socioeconomically Disadvantaged: 12.69\% <br> -Students with Disabilities: 0.00\% <br> -African American: 10.53\% <br> Desired Outcome for 2023-24: <br> 2022-23: <br> -All Students: 16.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> -Students with Disabilities: 10.00\% <br> -African American: 16.0\% <br> Year 1 Outcome: 2021-22: <br> CAST assessments were waived during the 2019 -20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 8.08\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 8.82\% <br> -Students with Disabilities: 0.00\% <br> -Hispanic: 13.79\% <br> -African American: 0.00 | Admin team is working with the Science teachers closely to equip students with the testing strategies. <br> We will administer CAST IABS for students to be familiar with question types and styles. <br> Science department meet monthly with the TOSA chair to align their practices and learn from one another. <br> To avoid testing fatigue we will administer CAST with 10th graders as 11th graders have SBAC Math and ELA. |


| 21 | 4 | Percentage of students in the current year College Career Indicator (CCl) who earned Prepared on the CCI (Source: CA School Dashboard) | Baseline: 2018-19: <br> 38.2\% <br> Desired Outcome for 2023-24: 2021-22: <br> 60.0\% <br> 2021 Dashboard CCI data is not available. <br> 2021-22: (Projected as of $5 / 13 / 22$ ) <br> 58\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0\% | MSA-3 is offering more college courses (15) this year with partnership of LA Harbor College. This will impact positively for students to meet one of the criteria. <br> Admin team monitoring student progress closely by creating trackers to track A-G, College course progress, MPOs to increase the CCl met status. |
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| 22 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 50.98\% <br> Desired Outcome for 2023-24: 2021-22: <br> 55.0\% <br> Year 1 Outcome: CAASPP-ELA/Literacy <br> assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency <br> Projection for 2021-22 SBAC: <br> -Grade 11 Students: 52.50\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students:60.83\% <br> Year 2 Outcome: 2022-23: $48.0 \%$ | We realized there was not much student buy in to the tests. This year, to increase the motivation, we have set goals with the teachers and provide incentives/rewards to the students to increase the motivation. <br> We have made the goals visible to our students by creating goal posters. <br> We have made some structural changes in English department to function effectively. <br> We have met the goal in the subgroup of African American students in ELA. |
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| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP- <br> Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 25.49\% <br> Desired Outcome for 2023-24: 2021-22: 35.0\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 26.67\% <br> IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54\% <br> Year 2 Outcome: 2022-23: <br> 12.00\% | We have worked with teachers who were on Waivers. <br> We have made intentional hiring in Math department to increase student achievement. <br> This year, we have made some grade level assignments of teachers, <br> MPS made New Math curriculum adoption. Currently, we are using HMH materials. <br> MPS is back on traditional Math pathway of Algebra and Geometry instead of Integrated Math. Now, teachers have more focus on one aspect of Math skills. |
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| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | ```Baseline: 2019-20: 35.7% Desired Outcome for 2023-24: 2022-23: 50.0% Year 1 Outcome:2020-21: 37.5% Year 2 Outcome: 2022-23: 11.4%``` | We have realized that AP tests are adding additional stress on our students when they don't pass exams. <br> We have partnered with LA Harbor college to offer dual enrollment to provide rigorous coursework with avoiding students getting the stress of AP tests. <br> Post covid mental health challenges added more stress to high stake tests. <br> The current results with dual enrollment is promising. <br> However, we are looking into options of offering AP Spanish and AP Computer Science Principles for 24-25 school year. |
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| 25 | 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: 10.9% Desired Outcome for 2023-24: 2022-23: 40.0% Year 1 Outcome: 2020-21: data not available Year 2 Outcome: 2022-23: 4.1%``` | We have realized that AP tests are adding additional stress on our students when they don't pass exams. <br> We have partnered with LA Harbor college to offer dual enrollment to provide rigorous coursework with avoiding students getting the stress of AP tests. <br> Post covid mental health challenges added more stress to high stake tests. <br> The current results with dual enrollment is promising. <br> However, we are looking into options of offering AP Spanish and AP Computer Science Principles for 24-25 school year. |


| 26 | 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) 15.6\% <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome:2021-22: (As of 5/13/22) 28\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 14.3\% | We have partnered with LA Harbor college to offer more dual enrollment classes. <br> We have 15 college courses this year. We are confident that more students will qualify in this area since they will have taken college courses this year and upcoming year. |
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| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) $13.6 \%$ <br> Desired Outcome for 2023-24: 20.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 4\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3\% | AP was a challenge because we had a small number of Spanish classes that we can't group them with their Spanish levels. <br> To overcome this challenge, We are offering College level Spanish for more students to be eligible for SSB. <br> $80 \%$ of students who took the college level Spanish class passed the class. |
| 30 | 4 | Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | Baseline: 2020-21: (As of 5/16/21) 59.1\% <br> Desired Outcome for 2023-24: $50.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 52\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4\% | Our senior class is the one that got hit during their 8t grade years with the pandemic. <br> We are providing a lot of academic, SEL support to this group. Our data may not look good this year as well. <br> However, we are confident, with providing those support, we will have better results in the 24-25 school year. |


| 31 | 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) 95.0\% <br> Desired Outcome for 2023-24: 100.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 96\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0\% | We are working closely with our seniors to bring resources to our students. <br> Examples are below. <br> Parent information nights. <br> Guest speakers to speak on colleges. <br> Career speakers. <br> Some students are choosing career options like military, barbering schools. <br> They are choosing non-technical career pathways. <br> MSA-3 is looking for a CTE pathway to channel the urgency to earn money to proper pathways. We are working on Digital Arts or Computer Science pathways. |
| :---: | :---: | :---: | :---: | :---: |
| 32 | 8 | Percentage of high school completers accepted to a 4-year college (Source: Naviance) | Baseline: 2020-21: (As of 5/16/21) 68.0\% <br> Desired Outcome for 2023-24: <br> 70.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 78\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0\% | We are working closely with our seniors to bring resources to our students. <br> Examples are below. <br> Parent information nights. <br> Guest speakers to speak on colleges. <br> Career speakers. <br> Some students are choosing career options like military, barbering schools. <br> They are choosing non-technical career pathways. <br> MSA-3 is looking for a CTE pathway to channel the urgency to earn money to proper pathways. We are working on Digital Arts or Computer Science pathways. |


| 35 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 96\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 98\% | New student who enrolled in 12th grade. We offer computers in 11th grade. <br> We have some foster youth who are eligible for foster youth graduation requirements. That's why they don't take computer science class. <br> All other students are required to take Computer Science Class as part of their graduation requirements. |
| :---: | :---: | :---: | :---: | :---: |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 70\% <br> Desired Outcome for 2023-24: <br> 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 72\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 90\% | We had some students who had difficulty purchasing the poster boards. <br> This year, we purchased the poster board for the students to bring this $90 \%$ to $100 \%$. |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) 10.9\% <br> Desired Outcome for 2023-24: 20\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 14.7\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 12.9\% | Post Covid challenges makes it hard for parents to accept homevists. We conducted virtually and out of school at community centers. <br> This year, we are implementing Home visit incentives and campaign for the staff to increase connection with the famiiles. |


| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) <br> 97.32\% <br> Desired Outcome for 2023-24: <br> 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 87.74\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.48\% | We increased our efforts around ADA by deploying our Discipline coordinator closely monitor the absences. <br> Our mid-year ADA was around 93\%, which is $3 \%$ jump from the prior year. |
| :---: | :---: | :---: | :---: | :---: |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 6.4\% <br> Desired Outcome for 2023-24: <br> 5.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $38.9 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $33.9 \%$ | We have increased our efforts around attendance. Our mid year ADA was 3\% improved compared to last year. <br> We are recognizing students who show up to school with monthly rewards and incentives. <br> We are monitoring the students with chronic absenteeism and taking the next steps like providing Academic check-in, SEL support. |


| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $3.6 \%$ <br> Desired Outcome for 2023-24: 2022-23: $0.0 \%$ <br> Year 1 Outcome: 2020-21: <br> 2.2\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 2.0\% | We have had some students with credit deficiency who enrolled in 11th grade. Even if we made a plan for them to graduate, the academic level of the students were not enough to catch up with the rigor we have here at MSA-3. <br> We have had in cases parents provided the transcript late while these students were enrolled at age appropriate grade levels. <br> To remedy this situation, We are closely working with the main office to ask for transcripts for any HS incoming students. <br> In addition, we are closely monitoring of senior class students for academic success. <br> Working early on in 10th grade for students with credit deficiency issues and place them into grade levels according to our student handbook |
| :---: | :---: | :---: | :---: | :---: |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 96.4\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) 100.0\% <br> Year 1 Outcome: 2020-21: (2021 Dashboard) 95.7\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $94.0 \%$ | Admin team is working closely with the students who have credit deficiency issues. <br> We invite them to after school tutoring, Saturday school and additional support during the day when their schedules allow. |


| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) 0.0\% <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 1.2\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 6.8\% | Post covid removal of restrictions caused a lot of SEL issues among students. <br> We have had several meetings to adjust the student behavior. <br> Our current data shows that our suspension data is around $1 \%$ currently. |
| :---: | :---: | :---: | :---: | :---: |
| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 83.1\% <br> Families: 87.1\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students: 84.9\% <br> Families: 37.3\% <br> Staff: 97.5\% <br> Year 2 Outcome: 2022-23: <br> Students: 98.1\% <br> Families: 78.7\% <br> Staff: 100.0\% | We have met the goal with staff and students. <br> We did a very big campaign for families to take the survey. This 22-23 percentage is double what it has been the prior year. <br> Similarly, we will do a campaign to give rewards to families who take the survey. |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 67\% <br> Families: 95\% <br> Staff: 85\% <br> Desired Outcome for 2023-24: <br> Students: 70\% <br> Families: 95\% <br> Staff: 87\% <br> Year 1 Outcome: 2021-22: <br> Students: 64\% <br> Families: 96\% <br> Staff: 80\% <br> Year 2 Outcome: 2022-23: <br> Students: 61.0\% <br> Families: 97.0\% <br> Staff: 77.0\% | We have more CIF sports, more dual enrollment classes, more clubs to engage students positively with academics and sports. We have field trips that cater to STEAM and engage students like PALI institute, Disney Imagination trip, Travel Abroad program to Japan and Europe. <br> In addition, we have have monthly incentives and rewards for PBIS. These will increase the students approval rates. <br> We have met the approval rates with the families. <br> For staff, we are increasing our check-ins for SEL support. <br> Staff is engaged with pay scale raise talks to retain the talent. MPS provided significant raise two years ago. This year, MPS home office is discussing raise to keep the talent. <br> In addition, we are increasing our collaboration with staff. <br> Our teachers are leading some of the schoolwide events which provides ownership of their work. <br> MPS benefits like floating holidays, health benefits add more value for staff to stay and be happy with their work. |
| :---: | :---: | :---: | :---: | :---: |


| 51 | Student retention rate (Source: SIS) | Baseline: 2020-21: (Spring 2020 to Fall 2020) <br> $78 \%$ | We have enriched the MSA-3 experience by <br> incorporating CIF sports and dual enrollment <br> classes, providing students with added value <br> that encourages their continued participation in <br> our community. |
| :--- | :--- | :--- | :--- | :--- |
|  |  | Desired Outcome for 2023-24: (Spring 2023 to <br> Fall 2023) |  |
| 85\% |  |  |  |

## Compliance and Technical Assistance

| Compliance And Technical Assistance Indicators | Yes/No | Narrative |
| :--- | :--- | :--- |
| 1. Differentiated Assistance (DA) | No |  |
| 2. Comprehensive Support and Improvement (CSI) | No |  |
| 3. Targeted Support and Improvement (TSI) | No |  |
| 4. Additional Targeted Support \& Improvement (ATSI) | Magnolia Science Academy 3 met the criteria and qualified for ATSI <br> for the Suspension criteria for the Students with Disabilities (SWD) <br> subgroup. Goal 4 Action 3: We will get more PBIS and SEL support <br> from organizations to properly support our students with special <br> needs. Through this services, we are planning to bring down our <br> suspension rates. The students with special needs have equitable <br> access to all of the resources at MSA 3; as a result, resource <br> inequities for the students with special needs do not occur. |  |
| 5. Targeted Assistance School (TAS) | No |  |
| 6. Williams Complaint (Williams) | No |  |


| 7. Federal Program Monitoring (FPM) | No |  |
| :--- | :--- | :--- |
| 8. Performance Indicator Review (PIR) | No |  |

III. Appendices

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Weeks of Instruction:

## Magnolia Science Academy 3

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard <br> 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 | 28 | 203.2 | 14.6 | 7 | 209.1 | 11.7 | 5 | 6 | 1.8 | 7.5 | -0.72 | 24 | 28 | 10 | 36 | 43 |
| 7 | 66 | 208.9 | 14.3 | 10 | 214.9 | 14.1 | 10 | 6 | 1.0 | 6.0 | -0.02 | 49 | 66 | 33 | 50 | 47 |
| 8 | 46 | 213.8 | 13.8 | 13 | 220.3 | 14.6 | 16 | 7 | 1.4 | 5.2 | 0.54 | 70 | 46 | 26 | 57 | 54 |
| 9 | 53 | 218.7 | 14.8 | 22 | 225.8 | 17.3 | 34 | 7 | 1.2 | 3.6 | 1.81 | 96 | 53 | 36 | 68 | 68 |
| 10 | 54 | 215.2 | 16.0 | 9 | 228.1 | 20.5 | 34 | 13 | 2.2 | 3.2 | 4.80 | 99 | 54 | 40 | 74 | 80 |
| 11 | 43 | 217.0 | 16.2 | 8 | 236.3 | 22.7 | 58 | 19 | 3.0 | 2.5 | 8.37 | 99 | 43 | 38 | 88 | 91 |
| 12 | 1 | 219.0 |  | 10 | 273.0 |  | 99 | 54 |  | 0.9 | 24.84 | 99 | 1 | 1 | 100 | 0 |

Math: Math K-12


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Page

2020 and User Norms ${ }^{1}$. Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

Math: Math K-12

Grade

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

## Magnolia Science Academy 3

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 28 | 201.4 | 13.9 | 11 | 207.5 | 12.9 | 13 | 6 | 2.0 | 5.7 | 0.22 | 59 | 28 | 15 | 54 | 57 |
| 7 | 67 | 207.6 | 15.5 | 18 | 212.7 | 15.4 | 21 | 5 | 1.3 | 4.4 | 0.37 | 64 | 67 | 37 | 55 | 54 |
| 8 | 45 | 212.8 | 13.1 | 25 | 216.5 | 12.0 | 25 | 4 | 1.2 | 3.9 | -0.10 | 46 | 45 | 27 | 60 | 51 |
| 9 | 55 | 215.0 | 15.6 | 34 | 222.1 | 13.2 | 53 | 7 | 1.0 | 2.7 | 2.22 | 99 | 55 | 39 | 71 | 73 |
| 10 | 53 | 211.3 | 15.6 | 12 | 217.0 | 14.9 | 22 | 6 | 1.3 | 2.4 | 1.97 | 98 | 53 | 33 | 62 | 60 |
| 11 | 48 | 216.9 | 15.0 | 21 | 222.4 | 12.7 | 39 | 6 | 1.3 | 1.3 | 1.92 | 97 | 48 | 27 | 56 | 65 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Language Arts: Reading


Observed Growth

- Grade-Level Norms Projected Growth


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 3

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | 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 Conditiona Growth Percentile |
| 6 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 3 | 193.3 | 11.8 | 1 | 200.0 | 10.4 | 1 | 7 | 0.9 | 6.9 | -0.10 | 46 | 3 | 1 | 33 | 43 |
| Free and Reduced Lunch (FRL) | 23 | 202.1 | 11.8 | 5 | 207.9 | 10.8 | 4 | 6 | 1.7 | 7.4 | -0.74 | 23 | 23 | 6 | 26 | 38 |
| Special Education (SPED) | 4 | 198.8 | 12.7 | 2 | 199.5 | 5.4 | 1 | 1 | 3.9 | 7.2 | -2.97 | 1 | 4 | 1 | 25 | 23 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 5 | 195.4 | 18.0 | 1 | 208.0 | 14.7 | 2 | 13 | 3.7 | 5.5 | 3.49 | 99 | 5 | 3 | 60 | 81 |
| Free and Reduced Lunch (FRL) | 46 | 209.2 | 14.1 | 10 | 214.5 | 14.6 | 9 | 5 | 1.2 | 6.0 | -0.36 | 36 | 46 | 23 | 50 | 47 |
| Special Education (SPED) | 6 | 193.8 | 23.3 | 1 | 202.5 | 14.1 | 1 | 9 | 5.7 | 5.4 | 1.62 | 95 | 6 | 3 | 50 | 59 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 1 | 195.0 |  | 1 | 185.0 |  | 1 | -10 |  | 4.9 | -6.18 | 1 | 1 | 0 | 0 | 0 |
| Free and Reduced Lunch (FRL) | 36 | 214.7 | 12.7 | 15 | 220.8 | 14.7 | 17 | 6 | 1.7 | 5.2 | 0.36 | 64 | 36 | 21 | 58 | 54 |
| Special <br> Education (SPED) | ) 4 | 195.5 | 9.7 | 1 | 205.0 | 10.6 | 1 | 10 | 3.9 | 4.9 | 1.90 | 97 | 4 | 3 | 75 | 82 |
| 9 |  |  |  |  |  |  | Statistics cannot | aggregated | above the | program le |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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

GROWTH

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 3

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of <br> Students <br> Who Met Growth Projection | Student Median Conditional Growth Percentile |
| English Language Learner (ELL) | 5 | 208.4 | 10.3 | 4 | 214.0 | 12.6 | 6 | 6 | 5.4 | 3.6 | 1.03 | 85 | 5 | 3 | 60 | 60 |
| Free and Reduced Lunch (FRL) | 40 | 219.6 | 15.2 | 25 | 227.7 | 17.5 | 41 | 8 | 1.4 | 3.6 | 2.33 | 99 | 40 | 29 | 73 | 69 |
| Special Education (SPED) | 7 | 212.3 | 13.5 | 8 | 219.4 | 16.0 | 15 | 7 | 1.9 | 3.6 | 1.81 | 96 | 7 | 6 | 86 | 73 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 2 | 200.5 | 14.8 | 1 | 212.5 | 6.4 | 3 | 12 | 6.0 | 3.1 | 4.42 | 99 | 2 | 2 | 100 | 80 |
| Free and Reduced Lunch (FRL) | 38 | 214.2 | 13.1 | 7 | 227.2 | 20.0 | 31 | 13 | 2.5 | 3.2 | 4.85 | 99 | 38 | 29 | 76 | 82 |
| Special <br> Education (SPED) | 4 | 207.8 | 14.5 | 2 | 211.3 | 17.5 | 2 | 4 | 4.2 | 3.1 | 0.18 | 57 | 4 | 1 | 25 | 30 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 1 | 182.0 |  | 1 | 190.0 |  | 1 | 8 |  | 2.3 | 2.84 | 99 | 1 | 1 | 100 | 0 |
| Free and Reduced Lunch (FRL) | 30 | 218.2 | 17.9 | 10 | 238.9 | 24.5 | 67 | 21 | 4.1 | 2.5 | 9.06 | 99 | 30 | 27 | 90 | 92 |
| Special Education (SPED) | 7 | 207.9 | 12.2 | 1 | 221.1 | 17.0 | 11 | 13 | 3.2 | 2.4 | 5.36 | 99 | 7 | 7 | 100 | 93 |
| 12 |  |  |  |  |  |  | Statistics canno | aggregate | d above the | program le |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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
$\begin{array}{lll}\text { Aggregate by School } & \text { Term: } & \text { Spring 2022-2023 } \\ \text { District: } & \text { Magnolia Public Schools }\end{array}$

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yegram

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 3

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |
| English Language Learner (ELL) | 1 | 219.0 |  | 10 | 273.0 |  | 99 | 54 |  | 0.9 | 24.84 | 99 | 1 | 1 | 100 | 0 |
| Free and Reduced Lunch (FRL) | 1 | 219.0 |  | 10 | 273.0 |  | 99 | 54 |  | 0.9 | 24.84 | 99 | 1 | 1 | 100 | 0 |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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

GROWTH

Term: District: Magnolia Public Schools

Norms Reference Data Growth Comparison Period: Weeks of Instruction

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 3

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 3 | 189.7 | 20.6 | 1 | 202.3 | 6.1 | 3 | 13 | 14.7 | 6.4 | 3.57 | 99 | 3 | 1 | 33 | 36 |
| Free and Reduced Lunch (FRL) | 23 | 199.8 | 13.3 | 7 | 205.7 | 11.5 | 8 | 6 | 2.3 | 5.8 | 0.06 | 52 | 23 | 11 | 48 | 36 |
| Special <br> Education (SPED) | 4 | 191.5 | 16.2 | 1 | 198.5 | 10.5 | 1 | 7 | 11.6 | 6.3 | 0.41 | 66 | 4 | 1 | 25 | 16 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 6 | 191.5 | 18.0 | 1 | 196.8 | 19.2 | 1 | 5 | 9.6 | 5.2 | 0.08 | 53 | 6 | 2 | 33 | 34 |
| Free and Reduced Lunch (FRL) | 47 | 207.9 | 15.1 | 19 | 213.0 | 16.4 | 23 | 5 | 1.3 | 4.4 | 0.38 | 65 | 47 | 24 | 51 | 56 |
| Special <br> Education (SPED) | 6 | 200.3 | 14.9 | 3 | 203.7 | 19.7 | 2 | 3 | 7.6 | 4.8 | -0.78 | 22 | 6 | 4 | 67 | 78 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 1 | 188.0 |  | 1 | 203.0 |  | 1 | 15 |  | 5.1 | 4.88 | 99 | 1 | 1 | 100 | 0 |
| Free and Reduced Lunch (FRL) | 35 | 212.7 | 11.6 | 25 | 216.9 | 11.2 | 27 | 4 | 1.2 | 3.9 | 0.14 | 56 | 35 | 21 | 60 | 51 |
| Special <br> Education (SPED) | 4 | 200.8 | 11.4 | 1 | 208.8 | 8.1 | 5 | 8 | 3.2 | 4.5 | 1.73 | 96 | 4 | 3 | 75 | 55 |
| 9 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 3

## Language Arts:

Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |
| English <br> Language <br> Learner (ELL) | 5 | 194.4 | 8.8 | 1 | 210.2 | 7.1 | 11 | 16 | 2.2 | 3.7 | 6.11 | 99 | 5 | 5 | 100 | 86 |
| Free and Reduced Lunch (FRL) | 42 | 214.9 | 15.7 | 34 | 222.5 | 13.0 | 55 | 8 | 1.2 | 2.7 | 2.47 | 99 | 42 | 30 | 71 | 76 |
| Special Education (SPED) | 7 | 212.7 | 14.4 | 26 | 220.3 | 14.2 | 45 | 8 | 3.8 | 2.8 | 2.42 | 99 | 7 | 4 | 57 | 83 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 3 | 199.3 | 7.2 | 1 | 215.7 | 13.7 | 17 | 16 | 9.7 | 2.9 | 8.17 | 99 | 3 | 2 | 67 | 99 |
| Free and Reduced Lunch (FRL) | 37 | 210.7 | 16.3 | 10 | 216.5 | 15.9 | 20 | 6 | 1.7 | 2.5 | 2.02 | 98 | 37 | 23 | 62 | 60 |
| Special <br> Education (SPED) | 6 | 205.2 | 18.8 | 3 | 213.3 | 14.0 | 11 | 8 | 4.9 | 2.7 | 3.28 | 99 | 6 | 4 | 67 | 74 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 3 | 200.7 | 3.5 | 1 | 205.7 | 14.6 | 1 | 5 | 6.4 | 1.6 | 1.56 | 94 | 3 | 2 | 67 | 68 |
| Free and Reduced Lunch (FRL) | 35 | 216.0 | 15.1 | 18 | 220.5 | 13.1 | 31 | 5 | 1.7 | 1.3 | 1.45 | 93 | 35 | 17 | 49 | 50 |
| Special <br> Education (SPED) | 8 | 208.0 | 10.1 | 3 | 211.5 | 15.8 | 6 | 4 | 3.3 | 1.5 | 0.93 | 82 | 8 | 5 | 63 | 71 |
| 12 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Norms Reference Data: Growth Comparison Period: Weeks of Instruction

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Ethnicity
Yes

## Magnolia Science Academy 3

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 28 | 203.2 | 14.6 | 7 | 209.1 | 11.7 | 5 | 6 | 1.8 | 7.5 | -0.72 | 24 | 28 | 10 | 36 | 43 |
| Black, not Hispanic | 11 | 207.7 | 17.2 | 18 | 212.7 | 14.8 | 12 | 5 | 3.4 | 7.7 | -1.25 | 11 | 11 | 4 | 36 | 44 |
| Caucasian | 1 | 204.0 |  | 8 | 199.0 |  | 1 | -5 |  | 7.5 | -5.71 | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 15 | 199.5 | 13.1 | 3 | 206.2 | 8.4 | 3 | 7 | 2.1 | 7.3 | -0.26 | 40 | 15 | 5 | 33 | 43 |
| Multi-ethnic | 1 | 208.0 |  | 19 | 222.0 |  | 46 | 14 |  | 7.7 | 2.85 | 99 | 1 | 1 | 100 | 0 |
| 7 | 66 | 208.9 | 14.3 | 10 | 214.9 | 14.1 | 10 | 6 | 1.0 | 6.0 | -0.02 | 49 | 66 | 33 | 50 | 47 |
| Black, not Hispanic | 26 | 208.0 | 9.7 | 8 | 213.4 | 11.0 | 7 | 5 | 1.4 | 6.0 | -0.29 | 39 | 26 | 14 | 54 | 47 |
| Hispanic | 38 | 208.7 | 16.8 | 9 | 214.7 | 15.2 | 10 | 6 | 1.4 | 6.0 | -0.01 | 49 | 38 | 17 | 45 | 41 |
| Multi-ethnic | 2 | 224.0 | 1.4 | 67 | 239.5 | 3.5 | 92 | 16 | 3.5 | 6.7 | 4.30 | 99 | 2 | 2 | 100 | 89 |
| 8 | 46 | 213.8 | 13.8 | 13 | 220.3 | 14.6 | 16 | 7 | 1.4 | 5.2 | 0.54 | 70 | 46 | 26 | 57 | 54 |
| Black, not Hispanic | 20 | 208.6 | 14.5 | 5 | 215.7 | 14.3 | 8 | 7 | 2.1 | 5.1 | 0.82 | 79 | 20 | 12 | 60 | 53 |
| Caucasian | 1 | 219.0 |  | 27 | 229.0 |  | 45 | 10 |  | 5.3 | 1.95 | 97 | 1 | 1 | 100 | 0 |
| Hispanic | 25 | 217.9 | 12.3 | 23 | 223.7 | 14.3 | 26 | 6 | 1.8 | 5.3 | 0.22 | 59 | 25 | 13 | 52 | 54 |
| 9 | 53 | 218.7 | 14.8 | 22 | 225.8 | 17.3 | 34 | 7 | 1.2 | 3.6 | 1.81 | 96 | 53 | 36 | 68 | 68 |
| Black, not Hispanic | 17 | 217.6 | 11.8 | 19 | 222.5 | 13.5 | 23 | 5 | 1.9 | 3.6 | 0.67 | 75 | 17 | 12 | 71 | 52 |
| Hispanic | 36 | 219.2 | 16.2 | 23 | 227.3 | 18.9 | 39 | 8 | 1.5 | 3.6 | 2.33 | 99 | 36 | 24 | 67 | 70 |
| 10 | 54 | 215.2 | 16.0 | 9 | 228.1 | 20.5 | 34 | 13 | 2.2 | 3.2 | 4.80 | 99 | 54 | 40 | 74 | 80 |
| Black, not Hispanic | 16 | 208.8 | 14.4 | 2 | 219.1 | 19.0 | 10 | 10 | 3.9 | 3.1 | 3.54 | 99 | 16 | 11 | 69 | 66 |
| Hispanic | 36 | 218.4 | 16.4 | 15 | 232.4 | 20.6 | 50 | 14 | 2.9 | 3.2 | 5.32 | 99 | 36 | 27 | 75 | 84 |
| Multi-ethnic | 2 | 209.5 | 3.5 | 3 | 223.5 | 6.4 | 20 | 14 | 2.0 | 3.2 | 5.37 | 99 | 2 | 2 | 100 | 91 |
| 11 | 43 | 217.0 | 16.2 | 8 | 236.3 | 22.7 | 58 | 19 | 3.0 | 2.5 | 8.37 | 99 | 43 | 38 | 88 | 91 |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 3

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I Conditional Growth Percentile | Number of Students With Growth Projections | Number of <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| Black, not Hispanic | 14 | 212.9 | 16.9 | 4 | 231.2 | 17.5 | 39 | 18 | 6.0 | 2.4 | 7.88 | 99 | 14 | 12 | 86 | 90 |
| Hispanic | 26 | 218.8 | 15.2 | 11 | 240.7 | 24.1 | 73 | 22 | 3.6 | 2.5 | 9.65 | 99 | 26 | 25 | 96 | 92 |
| Multi-ethnic | 3 | 220.0 | 24.5 | 13 | 222.3 | 28.0 | 13 | 2 | 12.1 | 2.5 | -0.08 | 47 | 3 | 1 | 33 | 15 |
| 12 | 1 | 219.0 |  | 10 | 273.0 |  | 99 | 54 |  | 0.9 | 24.84 | 99 | 1 | 1 | 100 | 0 |
| Hispanic | 1 | 219.0 |  | 10 | 273.0 |  | 99 | 54 |  | 0.9 | 24.84 | 99 | 1 | 1 | 100 | 0 |

Math: Math K-12


Observed Growth

- Grade-Level Norms Projected Growth


## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 3

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of <br> Growth <br> Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 28 | 201.4 | 13.9 | 11 | 207.5 | 12.9 | 13 | 6 | 2.0 | 5.7 | 0.22 | 59 | 28 | 15 | 54 | 57 |
| Black, not Hispanic | 11 | 206.7 | 15.3 | 31 | 216.2 | 13.2 | 55 | 10 | 1.6 | 5.4 | 2.36 | 99 | 11 | 9 | 82 | 70 |
| Caucasian | 1 | 194.0 |  | 1 | 188.0 |  | 1 | -6 |  | 6.1 | -6.98 | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 15 | 197.5 | 12.6 | 4 | 201.9 | 8.4 | 3 | 4 | 3.4 | 5.9 | -0.88 | 19 | 15 | 5 | 33 | 29 |
| Multi-ethnic | 1 | 210.0 |  | 49 | 217.0 |  | 59 | 7 |  | 5.2 | 1.03 | 85 | 1 | 1 | 100 | 0 |
| 7 | 67 | 207.6 | 15.5 | 18 | 212.7 | 15.4 | 21 | 5 | 1.3 | 4.4 | 0.37 | 64 | 67 | 37 | 55 | 54 |
| Black, not Hispanic | 26 | 206.9 | 13.0 | 16 | 214.4 | 11.9 | 29 | 8 | 1.8 | 4.5 | 1.72 | 96 | 26 | 18 | 69 | 64 |
| Hispanic | 39 | 207.2 | 16.9 | 17 | 210.8 | 17.2 | 15 | 4 | 1.8 | 4.5 | -0.49 | 31 | 39 | 18 | 46 | 41 |
| Multi-ethnic | 2 | 225.0 | 12.7 | 93 | 228.5 | 9.2 | 92 | 4 | 2.5 | 3.7 | -0.10 | 46 | 2 | 1 | 50 | 53 |
| 8 | 45 | 212.8 | 13.1 | 25 | 216.5 | 12.0 | 25 | 4 | 1.2 | 3.9 | -0.10 | 46 | 45 | 27 | 60 | 51 |
| Black, not Hispanic | 21 | 208.3 | 12.4 | 11 | 211.9 | 10.4 | 10 | 4 | 1.8 | 4.1 | -0.26 | 40 | 21 | 11 | 52 | 49 |
| Hispanic | 24 | 216.8 | 12.5 | 44 | 220.5 | 12.0 | 44 | 4 | 1.5 | 3.7 | 0.00 | 50 | 24 | 16 | 67 | 62 |
| 9 | 55 | 215.0 | 15.6 | 34 | 222.1 | 13.2 | 53 | 7 | 1.0 | 2.7 | 2.22 | 99 | 55 | 39 | 71 | 73 |
| Black, not Hispanic | 18 | 214.8 | 13.4 | 33 | 220.6 | 12.1 | 47 | 6 | 1.5 | 2.7 | 1.56 | 94 | 18 | 12 | 67 | 66 |
| Hispanic | 37 | 215.1 | 16.8 | 35 | 222.9 | 13.8 | 56 | 8 | 1.3 | 2.7 | 2.58 | 99 | 37 | 27 | 73 | 76 |
| 10 | 53 | 211.3 | 15.6 | 12 | 217.0 | 14.9 | 22 | 6 | 1.3 | 2.4 | 1.97 | 98 | 53 | 33 | 62 | 60 |
| Black, not Hispanic | 15 | 204.3 | 15.9 | 2 | 207.1 | 12.6 | 2 | 3 | 1.9 | 2.7 | 0.04 | 52 | 15 | 7 | 47 | 47 |
| Hispanic | 37 | 213.9 | 14.9 | 19 | 220.6 | 14.1 | 36 | 7 | 1.7 | 2.3 | 2.64 | 99 | 37 | 25 | 68 | 63 |
| Multi-ethnic | 1 | 223.0 |  | 57 | 233.0 |  | 87 | 10 |  | 2.0 | 4.87 | 99 | 1 | 1 | 100 | 0 |
| 11 | 48 | 216.9 | 15.0 | 21 | 222.4 | 12.7 | 39 | 6 | 1.3 | 1.3 | 1.92 | 97 | 48 | 27 | 56 | 65 |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { Ethnicity } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 3

## Language Arts:

Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of <br> Students <br> Who Met Growth Projection | Student Median Conditional Growth Percentile |
| Black, not Hispanic | 15 | 215.9 | 18.0 | 17 | 223.1 | 10.4 | 42 | 7 | 3.0 | 1.3 | 2.69 | 99 | 15 | 10 | 67 | 72 |
| Hispanic | 30 | 217.4 | 14.1 | 23 | 222.3 | 14.2 | 39 | 5 | 1.5 | 1.3 | 1.65 | 95 | 30 | 15 | 50 | 58 |
| Multi-ethnic | 3 | 216.7 | 12.0 | 20 | 219.0 | 9.6 | 25 | 2 | 4.6 | 1.3 | 0.45 | 67 | 3 | 2 | 67 | 52 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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

2023-2024 Annual Report to the
Los Angeles County Board of Education
Report Period: 2022-2023
Magnolia Science Academy 5

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b. Other information as needed

## I. Status Update for 2022-2023

Green Color for ELA on CA School Dashboard
Red Color for Chronic Absenteeism Rate (K-8) on CA School Dashboard
Selected for Community School Implementation Grant (CCSP)
Started a design and permit process for the new school site utilizing Prop-51 Funds
$100 \%$ Graduation Rate in the graduating class
A Senior Class Student received the Congressional Award Gold Medal at the White House MSA-5 started and remained fully staffed with credentialed teachers throughout the school year. MSA-5 received the PBIS Gold Recognition status

## II. Charter Specific Accountability

 Progress Towards Meeting Measurable Pupil Outcomes (MPOs)For 2022-2023, determine if the MPO was met (Yes/No). The MPOs must be copied directly from the charter.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |
| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |


| 6 | 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: 95\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 90\% <br> Year 2 Outcome: 2022-23: (Second semester): 80\% | Yes |
| 11 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 46.96\% <br> -English Learners: 6.12\% <br> -Socioeconomically Disadvantaged: 47.83\% <br> -Students with Disabilities: 17.39\% <br> -Homeless: 41.67\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 50.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 50.00\% <br> -Students with Disabilities: 2.200\% <br> -Homeless: 46.00\% | No |


|  |  |  | Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 47.02\% <br> -English Learners: 9.09\% <br> -Students with Disabilities: 37.50\% <br> -Hispanic: 45.11\% <br> -White: 50.00\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 45.98\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 45.04\% <br> -English Learners: 12.0\% <br> -Socioeconomically Disadvantaged: 42.86\% <br> -Students with Disabilities: 23.53\% <br> -Asian: * <br> -Hispanic: 43.36\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> -All Students: 11.5 points below standard <br> -English Learners: 43.3 points below standard <br> -Socioeconomically Disadvantaged: 13.1 points below standard <br> -Students with Disabilities: 72.7points below standard <br> -Homeless: 23.7 points below standard <br> -Hispanic: 13.1 points below standard | Yes |

Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) -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
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.

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.

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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 0.5 points above standard
-English Learners: 54.2 points below standard
-Socioeconomically Disadvantaged: 3.4 points below standard
-Students with Disabilities: 35.9 points below standard
-Asian: *
-Hispanic: 2.7 points below standard
-White: *

| 13 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 60.4\% <br> -English Learners: 59.0\% <br> -Socioeconomically Disadvantaged: 59.4\% <br> -Students with Disabilities: 56.3\% <br> -Hispanic: 62.7\% <br> -White: 45.5\% <br> Desired Outcome for 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 65.0\% <br> -White: 65.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met <br> Growth Projection: <br> -All Students: 85.0\% <br> -English Learners: 88.4\% <br> -Students with Disabilities: 86.7\% <br> -Hispanic: 86.9\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 54.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 52.5\% <br> -Students with Disabilities: 61.5\% <br> -Hispanic: 53.1\% <br> -White: 60.00\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics | Baseline: 2018-19: <br> -All Students: 38.67\% | No |

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-English Learners: 10.02%
-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\mathrm{ and 4 Projection (5/13/22)
-All Students: 45.98%
Year 2 Outcome: 2022-23:
-All Students: 34.29%
-English Learners: 26.47%
-Socioeconomically Disadvantaged: 35.20%
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|  |  |  | -Students with Disabilities: 23.53\% <br> -Asian: * <br> -Hispanic: 34.17\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> -All Students: 17.9 points below standard <br> -English Learners: 43.5 points below standard <br> -Socioeconomically Disadvantaged: 18.6 points below standard <br> -Students with Disabilities: 58.0 points below standard <br> -Homeless: 26.2 points below standard <br> -Hispanic: 21.6 points below standard <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) <br> -All Students: 11.0 points below standard <br> -English Learners: 37.0 points below standard <br> -Socioeconomically Disadvantaged: 12.0 points below standard <br> -Students with Disabilities: 50.0 points below standard <br> -Homeless: 20.0 points below standard <br> -Hispanic: 15.0 points below standard <br> 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. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A | No |

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 49.4 points below standard
-English Learners: 52.1 points below standard
-Socioeconomically Disadvantaged: 49.4 points below standard
-Students with Disabilities: 69.8 points below standard
-Asian: *
-Hispanic: 53.3 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 59.3\% <br> -English Learners: 59.1\% <br> -Socioeconomically Disadvantaged: 59.0\% <br> -Students with Disabilities: 65.6\% <br> -Hispanic: 59.2\% <br> -White: 72.7\% <br> Desired Outcome for 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0 <br> -Hispanic: 70.0\% <br> -White: 75.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent <br> Met Growth Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met <br> Growth Projection: <br> -All Students: 68.5\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 67.3\% <br> -Students with Disabilities: 79.2\% <br> -Hispanic: 68.9\% <br> -White: 60.0\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 18 |  | Percentage of ELs who increased at least one <br> English Learner Progress Indicator (ELPI) <br> Performance Level (PL) or who maintained ELPI PL <br> 4 (ELP) between prior and current year (Source: CA <br> School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> $56.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 11.54\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 11.63\% <br> -Hispanic: 9.30\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 16.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 13.73\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 11.63\% <br> -Students with Disabilities: * <br> -Hispanic: 13.33\% | No |
| :---: | :---: | :---: | :---: | :---: |



| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 54.54\% <br> Desired Outcome for 2023-24: 2021-22: <br> 60.00\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019 -20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 13.89\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 66.25\% <br> Year 2 Outcome: 2022-23: <br> 62.96\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $67.9 \%$ <br> Desired Outcome for 2023-24: 2022-23: $70.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: $16.2 \%$ | No |


| 25 | 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: $100.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: $60.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: 44.4\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: 100.0\% <br> Desired Outcome for 2023-24: 2022-23: 95.0\% <br> Year 1 Outcome: 2020-21: <br> 81.85\% <br> 2021-22: (As of 5/13/22) <br> 88.9\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 94.4\% | Yes |


| 34 | 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) 2\% <br> Desired Outcome for 2023-24: 10\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 1\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 6\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 35 | 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) | Baseline: 2020-21: (As of 4/16/21) 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) 86\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 99\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |


| 37 | 3 | Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 5 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 8 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 7 | Yes |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) 5 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 11 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 19 | Yes |


| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) $11.4 \%$ <br> Desired Outcome for 2023-24: $20 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 34.2\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 43.3\% | Yes |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 96.83\% <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 89.26\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.44\% | No |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) $7.5 \%$ <br> Desired Outcome for 2023-24: $9.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $30.8 \%$ | No |
| :---: | :---: | :---: | :---: | :---: |
| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | ```Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 0% Year 2 Outcome: 2022-23: (As of 5/12/23) 0.00%``` | Yes |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $0.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: $0.0 \%$ <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 7.9\% | No |


| 46 |  | Graduation Rate (Source: CALPADS, CA School <br> Dashboard) | Baseline: 2019-20: (2020 Dashboard) <br> $100.0 \%$ |
| :--- | :--- | :--- | :--- | :--- |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 98.3\% <br> Families: 96.8\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students:98.7\% <br> Families: 70.8\% <br> Staff: 100.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 100.0\% <br> Families: 87.6\% <br> Staff: 100.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 50 | 6 | School experience survey average approval rates (Source: Panorama) | Baseline: 2020-21: <br> Students: 76\% <br> Families: 97\% <br> Staff: 93\% <br> Desired Outcome for 2023-24: <br> Students: 75\% <br> Families: 95\% <br> Staff: $90 \%$ <br> Year 1 Outcome: 2021-22: <br> Students: 70.0\% <br> Families: 96.0\% <br> Staff: 92.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 68\% <br> Families: 96\% <br> Staff: 93\% | Yes |
| :---: | :---: | :---: | :---: | :---: |

## Progress Towards Local Control Accountability Plan Goals (LCAP)

For 2022-2023, determine if the LCAP goal was met (Yes/No). The LCAP goals must be copied directly from the approved 2022-2023 LCAP.

| \# | State Priority | Measurable Outcomes | School Reported Performance | Outcome Met? |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| 2 | 1 | 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\% <br> Desired Outcome for 2023-24: 0\% <br> Year 1 Outcome: 2021-22: 0\% <br> Year 2 Outcome: 2022-23: 0\% | Yes |


| 3 | 1 | 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 <br> Desired Outcome for 2023-24: 0 <br> Year 1 Outcome: 2021-22: 0 <br> Year 2 Outcome: 2022-23: 0 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: (Spring 2020 to Fall 2020): 93.0\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90.0\% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93\% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60\% | No |
| 5 | 6 | Teacher attendance rate (Source: HRIS) | Baseline: 2020-21: (As of 3/25/21): 99.0\% <br> Desired Outcome for 2023-24: 97.0\% <br> Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8\% <br> Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8\% | Yes |
| 6 | 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: 95\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 7 | 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\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 8 | 2 | Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | Baseline: 2020-21: 100\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 100\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |
| 9 | 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: 2020-21: (As of 5/7/21): 98\% <br> Desired Outcome for 2023-24: 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23): 100\% | Yes |


| 10 | 8 | 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\% <br> Desired Outcome for 2023-24: 80\% <br> Year 1 Outcome: 2021-22: (Second semester): 90\% <br> Year 2 Outcome: 2022-23: (Second semester): 80\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 14 | 8 | Average Lexile Growth (L) from fall to spring (Source: myON) | This metric will be retired. We are exploring the "Average Grade Level Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Yes |
| 11 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 46.96\% <br> -English Learners: 6.12\% <br> -Socioeconomically Disadvantaged: 47.83\% <br> -Students with Disabilities: 17.39\% <br> -Homeless: 41.67\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 50.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 50.00\% <br> -Students with Disabilities: 2.200\% <br> -Homeless: 46.00\% <br> Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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. <br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> -All Students: 47.02\% <br> -English Learners: 9.09\% <br> -Students with Disabilities: 37.50\% <br> -Hispanic: 45.11\% | No |


|  |  |  | -White: 50.00\% <br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> -All Students: 45.98\% <br> Year 2 Outcome: 2022-23: <br> -All Students: 45.04\% <br> -English Learners: 12.0\% <br> -Socioeconomically Disadvantaged: 42.86\% <br> -Students with Disabilities: 23.53\% <br> -Asian: * <br> -Hispanic: 43.36\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 4 | Distance from Standard (DFS) on the CAASPPELA/Literacy assessments (Source: CA School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> -All Students: 11.5 points below standard <br> -English Learners: 43.3 points below standard <br> -Socioeconomically Disadvantaged: 13.1 points below standard <br> -Students with Disabilities: 72.7points below standard <br> -Homeless: 23.7 points below standard <br> -Hispanic: 13.1 points below standard <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) <br> -All Students: 5.0 points below standard <br> -English Learners: 37.0 points below standard <br> -Socioeconomically Disadvantaged: 7.0 points below standard <br> -Students with Disabilities: 66.0 points below standard <br> -Homeless: 17.0 points below standard <br> -Hispanic: 7.0 points below standard <br> 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. <br> We have used the Measures of Academic Progress (MAP)-Reading assessment to | Yes |

measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.

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

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 0.5 points above standard
-English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard
-Students with Disabilities: 35.9 points below standard
-Asian: *
-Hispanic: 2.7 points below standard
-White: *

| 13 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 60.4\% <br> -English Learners: 59.0\% <br> -Socioeconomically Disadvantaged: 59.4\% <br> -Students with Disabilities: 56.3\% <br> -Hispanic: 62.7\% <br> -White: 45.5\% <br> Desired Outcome for 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 65.0\% <br> -White: 65.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met <br> Growth Projection: <br> -All Students: 85.0\% <br> -English Learners: 88.4\% <br> -Students with Disabilities: 86.7\% <br> -Hispanic: 86.9\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> -All Students: 54.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 52.5\% <br> -Students with Disabilities: 61.5\% <br> -Hispanic: 53.1\% <br> -White: 60.00\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Mathematics | Baseline: 2018-19: <br> -All Students: 38.67\% | No |

-English Learners: 10.02\%
-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 CAASPPELA/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\%

Year 2 Outcome: 2022-23:
-All Students: 34.29\%
-English Learners: 26.47\%
-Socioeconomically Disadvantaged: 35.20\%

|  |  |  | -Students with Disabilities: $23.53 \%$ <br> -Asian: * <br> -Hispanic: 34.17\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> -All Students: 17.9 points below standard <br> -English Learners: 43.5 points below standard <br> -Socioeconomically Disadvantaged: 18.6 points below standard <br> -Students with Disabilities: 58.0 points below standard <br> -Homeless: 26.2 points below standard <br> -Hispanic: 21.6 points below standard <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) <br> -All Students: 11.0 points below standard <br> -English Learners: 37.0 points below standard <br> -Socioeconomically Disadvantaged: 12.0 points below standard <br> -Students with Disabilities: 50.0 points below standard <br> -Homeless: 20.0 points below standard <br> -Hispanic: 15.0 points below standard <br> 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. <br> 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. <br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A | No |

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 49.4 points below standard
-English Learners: 52.1 points below standard
-Socioeconomically Disadvantaged: 49.4 points below standard
-Students with Disabilities: 69.8 points below standard
-Asian: *
-Hispanic: 53.3 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 59.3\% <br> -English Learners: 59.1\% <br> -Socioeconomically Disadvantaged: 59.0\% <br> -Students with Disabilities: 65.6\% <br> -Hispanic: 59.2\% <br> -White: 72.7\% <br> Desired Outcome for 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0 <br> -Hispanic: 70.0\% <br> -White: 75.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent <br> Met Growth Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP Mathematics - Percent Met <br> Growth Projection: <br> -All Students: 68.5\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 67.3\% <br> -Students with Disabilities: 79.2\% <br> -Hispanic: 68.9\% <br> -White: 60.0\% | No |
| :---: | :---: | :---: | :---: | :---: |


| 18 | 4 | 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) | Baseline: 2018-19: (2019 Dashboard) $56.3 \%$ <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) $57.0 \%$ <br> Year 1 Outcome: 2021-22: 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. <br> 2022 ELPAC Percentage of Students at Each Performance Level: <br> -Level 4: 22.37\% <br> -Level 3: 39.47\% <br> -Level 3: 9.21\% <br> -Level 1: 21.05\% <br> Year 2 Outcome: 2021-22: (2022 Dashboard) <br> 67.7\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 19 | 4 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | Baseline: 2020-21: 4.1\% <br> Desired Outcome for 2023-24: 13.0\% <br> 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. <br> 2021 ELPAC Percentage of Students Level 4: <br> 22.37\% <br> Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: 22.08\% | Yes |


| 20 | Percentage of students meeting or exceeding <br> standard on the CAASPP-Science assessments <br> (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: $11.54 \%$ <br> -English Learners: $0.00 \%$ <br> -Students with Disabilities: $11.63 \%$ <br> -Hispanic: $9.30 \%$ |
| :--- | :--- | :--- | :--- | :--- |



| 23 | 4 | Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> 54.54\% <br> Desired Outcome for 2023-24: 2021-22: <br> 60.00\% <br> Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPMathematics assessments. <br> Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: <br> -Grade 11 Students: 13.89\% <br> IAB Math Level 3 and 4 Projection (5/13/22): <br> -Grade 11 Students: 66.25\% <br> Year 2 Outcome: 2022-23: <br> 62.96\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $67.9 \%$ <br> Desired Outcome for 2023-24: 2022-23: $70.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: $16.2 \%$ | No |


| 25 | 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: $100.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: $60.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: 44.4\% | No |
| :---: | :---: | :---: | :---: | :---: |
| 26 | 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\% <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 55.6\% | Yes |


| 27 | 4 | Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: $100.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: 95.0\% <br> Year 1 Outcome: 2020-21: 81.85\% <br> 2021-22: (As of 5/13/22) <br> 88.9\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 94.4\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 28 | 4 | Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) $34.8 \%$ <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $33.3 \%$ <br> Year 2 Outcome: 2022-23 (CDE DataQuest): $28.6 \%$ | Yes |


| 29 | 4 | Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | Baseline: 2020-21: (As of 5/16/21) $39.1 \%$ <br> Desired Outcome for 2023-24: $30.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2\% <br> Year 2 Outcome: 2022-23 (CDE DataQuest): $48.6 \%$ | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 30 | 4 | Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | Baseline: 2020-21: (As of 5/16/21) 34.8\% <br> Desired Outcome for 2023-24: $50.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 50.0\% | Yes |
| 31 | 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\% <br> Desired Outcome for 2023-24: 95.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 93\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |


| 32 | 8 | Percentage of high school completers accepted to a 4-year college (Source: Naviance) | Baseline: 2020-21: (As of 5/16/21) $39.0 \%$ <br> Desired Outcome for 2023-24: <br> 50.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 81\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 94\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 33 | 8 | College-Going Rate (Source: CDE DataQuest) | Baseline: 2020-21: N/A <br> Desired Outcome for 2023-24: Class of 2021: 50.0\% <br> Year 1 Outcome: Class of 2019: N/A <br> Year 2 Outcome: Class of 2020: * | Yes |
| 34 | 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) 2\% <br> Desired Outcome for 2023-24: <br> 10\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 1\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 6\% | Yes |


| 35 | 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) | ```Baseline: 2020-21: (As of 4/16/21) 100% Desired Outcome for 2023-24: 100% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 100% Year 2 Outcome: 2022-23: (As of 5/12/23) 100%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 36 | 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) | Baseline: 2020-21: (As of 4/16/21) <br> 86\% <br> Desired Outcome for 2023-24: <br> 100\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 99\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 100\% | Yes |
| 37 | 3 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 5 Year 2 Outcome: 2022-23: 4``` | Yes |


| 38 | 3 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 3 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 8 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 7 | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 39 | 3 | Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: (As of 5/16/21) <br> 5 <br> Desired Outcome for 2023-24: <br> 5 <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 11 <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 19 | Yes |
| 40 | 3 | Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | Baseline: 2020-21: <br> 4 <br> Desired Outcome for 2023-24: <br> 4 <br> Year 1 Outcome: 2021-22: <br> 4 <br> Year 2 Outcome: 2022-23: <br> 4 | Yes |


| 41 | 3 | Percentage of students who have been homevisited by the teachers per year (Source: Local Indicator Priority 3, SIS) | Baseline: 2020-21: (As of 4/16/21) $11.4 \%$ <br> Desired Outcome for 2023-24: $20 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 34.2\% <br> Year 2 Outcome: 2022-23: (As of 5/12/23) 43.3\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 96.83\% <br> Desired Outcome for 2023-24: $97.00 \%$ <br> Year 1 Outcome: 2021-22: (P-2 ADA) 89.26\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.44\% | No |
| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 7.5\% <br> Desired Outcome for 2023-24: $9.0 \%$ <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $35.0 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) $30.8 \%$ | No |


| 44 | 5 | Middle School Dropout Rate (Source: CALPADS) | ```Baseline: 2020-21: (As of 4/16/21) 0.0% Desired Outcome for 2023-24: 0.0% Year }1\mathrm{ Outcome: 2021-22: (As of 5/13/22) 0% Year 2 Outcome: 2022-23: (As of 5/12/23) 0.00%``` | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: 2022-23: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) <br> 7.9\% | No |
| 46 | 5 | Graduation Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2019-20: (2020 Dashboard) 100.0\% <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) $100.0 \%$ <br> Year 1 Outcome: 2020-21: (2021 Dashboard) $100 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 92.3\% | Yes |


| 47 | 6 | Student Suspension Rate (Source: CALPADS, CA School Dashboard) | Baseline: 2020-21: (As of 4/9/21) $0.0 \%$ <br> Desired Outcome for 2023-24: <br> 0.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) <br> 0.4\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 2.3\% | Yes |
| :---: | :---: | :---: | :---: | :---: |
| 48 | 6 | 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\mathrm{ Outcome: 2021-22: (As of 5/13/22) 0% Year 2 Outcome: 2022-23: (CDE DataQuest) 0.00%``` | Yes |


| 49 | 6 | School experience survey participation rates (Source: Panorama Education) | Baseline: 2020-21: <br> Students: 98.3\% <br> Families: 96.8\% <br> Staff: 100.0\% <br> Desired Outcome for 2023-24: <br> Students: 95.0\% <br> Families: 90.0\% <br> Staff: 100.0\% <br> Year 1 Outcome: 2021-22: <br> Students:98.7\% <br> Families: 70.8\% <br> Staff: 100.0\% <br> Year 2 Outcome: 2022-23: <br> Students: 100.0\% <br> Families: 87.6\% <br> Staff: 100.0\% | Yes |
| :---: | :---: | :---: | :---: | :---: |


| 50 |  | School experience survey average approval rates <br> (Source: Panorama) | Baseline: 2020 -21: <br> Students: $76 \%$ <br> Families: $97 \%$ <br> Staff: $93 \%$ |
| :--- | :--- | :--- | :--- | :--- |

## Summary of Improvement Plan for 2022-2023 Unmet MPOs or LCAP goals

The tables below outline steps taken by the charter school during the 2023-2024 school year to address unmet MPO's and unmet LCAP goals from the 2022-2023 school year.

## 2022-2023 Unmet Measurable Pupil Outcomes/ LCAP Goals

| \# | State Priority | Unmet MPO | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |
| :---: | :---: | :---: | :---: | :---: |
| 11 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 46.96\% <br> -English Learners: 6.12\% <br> -Socioeconomically Disadvantaged: 47.83\% <br> -Students with Disabilities: 17.39\% <br> -Homeless: 41.67\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 50.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 50.00\% <br> -Students with Disabilities: 2.200\% <br> -Homeless: 46.00\% <br> Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. <br> Spring 2022 MAP Reading - Proficiency | MSA-5's CAASPP-ELA has consistently improved and implemented additional MTSS strategies to reach the $50 \%$ proficiency target. Currently, our score is $4 \%$ shy from the desired outcome. |

Projection for 2021-22 SBAC:
-All Students: 47.02\%
-English Learners: 9.09\%
-Students with Disabilities: 37.50\%
Hispanic: 45.11\%
-White: 50.00\%

IAB ELA Level 3 and 4 Projection (5/13/22):
-All Students: 45.98\%

Year 2 Outcome: 2022-23:
-All Students: 45.04\%
-English Learners: 12.0\%
Socioeconomically Disadvantaged: 42.86\%
Students with Disabilities: 23.53\%
-Asian: *
-Hispanic: 43.36\%
-White: *

| 13 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 60.4\% <br> -English Learners: 59.0\% <br> -Socioeconomically Disadvantaged: 59.4\% <br> -Students with Disabilities: 56.3\% <br> -Hispanic: 62.7\% <br> -White: 45.5\% <br> Desired Outcome for 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 65.0\% <br> -White: 65.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring <br> 2022 MAP Reading - Percent Met Growth <br> Projection: <br> -All Students: 85.0\% <br> -English Learners: 88.4\% <br> -Students with Disabilities: 86.7\% <br> -Hispanic: 86.9\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Reading - Percent Met Growth Projection: <br> -All Students: 54.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 52.5\% <br> -Students with Disabilities: 61.5\% <br> -Hispanic: 53.1\% <br> -White: 60.00\% | MSA-5 has analyzed the MAP Spring 2023 scores and created intervention plans to support students in reaching their growth targets such as tutoring sessions, Saturday school, and Summer Academy. |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding | Baseline: 2018-19: | Due to the COVID-induced learning gap and relocations, the expected level of student |

standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)
-All Students: 38.67\%
-English Learners: 10.02\%
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 CAASPPELA/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\%
proficiency was not met. However, over the past three years, our math scores have steadily increased. Intervention strategies, informed by data-driven decisions, are currently in place.

|  |  |  |
| :--- | :--- | :--- |
| 16 | 4 | Distance from Standard (DFS) on the CAASPP- <br> Mathematics assessments as measured by the <br> CA School Dashboard (Source: CA School <br> Dashboard) |

Year 2 Outcome: 2022-23:
-All Students: 34.29\%
-English Learners: 26.47\%
-Socioeconomically Disadvantaged: 35.20\%
Students with Disabilities: 23.53\%
-Asian: *
Hispanic: 34.17\%
-White: *
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

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
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.

The impact of the COVID-related learning gap and student relocations led to an unmet expected level of student proficiency resulting in the Distance from Standard (DFS) .
Nevertheless, there has been a consistent upward trend in our math scores over the last three years. We have implemented intervention strategies and additional support, guided by data-driven decisions, to address these challenges.

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: 81.5\%
-English Learners: 86.2\%
Students with Disabilities: 87.1\%
-Hispanic: 79.8\%
-White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 49.4 points below standard
-English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard
-Students with Disabilities: 69.8 points below standard
-Asian: *
-Hispanic: 53.3 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 59.3\% <br> -English Learners: 59.1\% <br> -Socioeconomically Disadvantaged: 59.0\% <br> -Students with Disabilities: 65.6\% <br> -Hispanic: 59.2\% <br> -White: 72.7\% <br> Desired Outcome for 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0 <br> -Hispanic: 70.0\% <br> -White: 75.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth <br> Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Mathematics - Percent Met Growth Projection: <br> -All Students: 68.5\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 67.3\% <br> -Students with Disabilities: 79.2\% <br> -Hispanic: 68.9\% <br> -White: 60.0\% | In regards to meeting the math growth target, most of the student groups met or few points below their targets. MSA-5 will continue to monitor student progress on MAP testing and act on their areas of weakness based on the Fall MAP data. |
| :---: | :---: | :---: | :---: | :---: |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 11.54\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 11.63\% <br> -Hispanic: 9.30\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 16.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 13.73\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 11.63\% <br> -Students with Disabilities: * <br> -Hispanic: 13.33\% | MSA-5 has started utilizing the CAST Interim Assessments and providing more teacher training to reach $16 \%$ target. |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: <br> 67.9\% <br> Desired Outcome for 2023-24: 2022-23: 70.0\% <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: $16.2 \%$ | MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. |


| 25 | 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: <br> 100.0\% <br> Desired Outcome for 2023-24: 2022-23: 60.0\% <br> Year 1 Outcome: 2020-21: <br> 55.0\% <br> Year 2 Outcome: 2021-22: <br> 44.4\% | MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. In addition, MSA-5 provides more opportunities to motivate senior students to do better on the exams such as Saturday AP exam practice sessions |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 96.83\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 89.26\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.44\% | MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. Recognizing the importance of student connection, MSA-5 has implemented restorative justice circles and MTSS through staff training. The school is committed to improving the student experience through various initiatives, including incentives, field trips, after-school activities, overnight trips, monthly assemblies, school-wide events, and spirit weeks. These efforts aim to create a more engaging and supportive environment, fostering stronger connections between students, teachers, and the school community. |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 7.5\% <br> Desired Outcome for 2023-24: <br> 9.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) $35.0 \%$ <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 30.8\% | MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. MSA-5 hired a dean of students, campus security and Community School Coordinator to respond to the chronic absenteeism in a systematic manner. Moreover, the Magnolia Public School Home Office has provided logistical support and established more structured attendance policies to reduce truancy and absenteeism. With more effective communication with parents, incentives through PBIS, and truancy meetings, MSA-5 will lower the chronic absenteeism rate. |
| :---: | :---: | :---: | :---: | :---: |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: 2022-23: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) 7.9\% | Students who left the country caused discrepancies in the dropout rate. MSA-5 is determined to offer more credit recovery options for those who are behind and encourage them to attend summer school to make up for credit deficiency. |
| \# | State Priority | Unmet LCAP | Data 2022-2023 | 2023-2024 Improvement Plan and Current Status |


| 4 | 6 | Teacher retention rate (Source: HRIS) | Baseline: (Spring 2020 to Fall 2020): 93.0\% <br> Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90.0\% <br> Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93\% <br> Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60\% | The significant impact of a few departures from our small teaching staff of 14 at MSA-5 underscores the urgency for positive changes. It's worth noting that the teachers who left did so due to relocation, either out of town or state. We're actively listening to our teachers, valuing their concerns and suggestions. To boost retention, we're committed to implementing measures like offering competitive salary options and enhancing our school facilities. MSA-5 takes steps to make a more appealing and fulfilling workplace for our educators. |
| :---: | :---: | :---: | :---: | :---: |
| 11 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 46.96\% <br> -English Learners: 6.12\% <br> -Socioeconomically Disadvantaged: 47.83\% <br> -Students with Disabilities: 17.39\% <br> -Homeless: 41.67\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 50.00\% <br> -English Learners: 12.00\% <br> -Socioeconomically Disadvantaged: 50.00\% <br> -Students with Disabilities: 2.200\% <br> -Homeless: 46.00\% <br> Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br> 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 CAASPPELA/Literacy assessments. | MSA-5's CAASPP-ELA has consistently improved and implemented additional MTSS strategies to reach the $50 \%$ proficiency target. Currently, our score is $4 \%$ shy from the desired outcome. |

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\%

IAB ELA Level 3 and 4 Projection (5/13/22):
-All Students: 45.98\%

Year 2 Outcome: 2022-23:
-All Students: 45.04\%
-English Learners: 12.0\%
-Socioeconomically Disadvantaged: 42.86\%
-Students with Disabilities: 23.53\%
-Asian: *
-Hispanic: 43.36\%
-White: *

| 13 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 60.4\% <br> -English Learners: 59.0\% <br> -Socioeconomically Disadvantaged: 59.4\% <br> -Students with Disabilities: 56.3\% <br> -Hispanic: 62.7\% <br> -White: 45.5\% <br> Desired Outcome for 2023-24: <br> -All Students: 65.0\% <br> -English Learners: 65.0\% <br> -Socioeconomically Disadvantaged: 65.0\% <br> -Students with Disabilities: 65.0\% <br> -Hispanic: 65.0\% <br> -White: 65.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> -All Students: 85.0\% <br> -English Learners: 88.4\% <br> -Students with Disabilities: 86.7\% <br> -Hispanic: 86.9\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Reading - Percent Met Growth Projection: <br> -All Students: 54.4\% <br> -English Learners: 63.6\% <br> -Socioeconomically Disadvantaged: 52.5\% <br> -Students with Disabilities: 61.5\% <br> -Hispanic: 53.1\% <br> -White: 60.00\% | MSA-5 has analyzed the MAP Spring 2023 scores and created intervention plans to support students in reaching their growth targets such as tutoring sessions, Saturday school, and Summer Academy. |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 4 | Percentage of students meeting or exceeding | Baseline: 2018-19: | Due to the COVID-induced learning gap and relocations, the expected level of student |

standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)
-All Students: 38.67\%
-English Learners: 10.02\%
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 CAASPPELA/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\%
proficiency was not met. However, over the past three years, our math scores have steadily increased. Intervention strategies, informed by data-driven decisions, are currently in place.

|  |  |  | Year 2 Outcome: 2022-23: <br> -All Students: 34.29\% <br> -English Learners: 26.47\% <br> -Socioeconomically Disadvantaged: 35.20\% <br> -Students with Disabilities: 23.53\% <br> -Asian: * <br> -Hispanic: 34.17\% <br> -White: * |  |
| :---: | :---: | :---: | :---: | :---: |
| 16 | 4 | Distance from Standard (DFS) on the CAASPPMathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | Baseline: 2018-19: (2019 Dashboard) <br> -All Students: 17.9 points below standard <br> -English Learners: 43.5 points below standard <br> -Socioeconomically Disadvantaged: 18.6 points below standard <br> -Students with Disabilities: 58.0 points below standard <br> -Homeless: 26.2 points below standard <br> -Hispanic: 21.6 points below standard <br> Desired Outcome for 2023-24: 2022-23: (2023 Dashboard) <br> -All Students: 11.0 points below standard -English Learners: 37.0 points below standard -Socioeconomically Disadvantaged: 12.0 points below standard <br> -Students with Disabilities: 50.0 points below standard <br> -Homeless: 20.0 points below standard -Hispanic: 15.0 points below standard <br> Year 1 Outcome: 2021-22: CAASPP- <br> Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | The impact of the COVID-related learning gap and student relocations led to an unmet expected level of student proficiency resulting in the Distance from Standard (DFS) . Nevertheless, there has been a consistent upward trend in our math scores over the last three years. We have implemented intervention strategies and additional support, guided by data-driven decisions, to address these challenges. |

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: 81.5\%
-English Learners: 86.2\%
-Students with Disabilities: 87.1\%
-Hispanic: 79.8\%
-White: N/A

Year 2 Outcome: 2022-23: (2023 Dashboard)
-All Students: 49.4 points below standard
-English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard
-Students with Disabilities: 69.8 points below standard
-Asian: *
-Hispanic: 53.3 points below standard
-White: *

| 17 | 4 | Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | Baseline: 2020-21: 2020-21: <br> -All Students: 59.3\% <br> -English Learners: 59.1\% <br> -Socioeconomically Disadvantaged: 59.0\% <br> -Students with Disabilities: 65.6\% <br> -Hispanic: 59.2\% <br> -White: 72.7\% <br> Desired Outcome for 2023-24: <br> -All Students: 70.0\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 70.0\% <br> -Students with Disabilities: 70.0 <br> -Hispanic: 70.0\% <br> -White: 75.0\% <br> Year 1 Outcome: 2021-22: Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth <br> Projection: <br> -All Students: 81.5\% <br> -English Learners: 86.2\% <br> -Students with Disabilities: 87.1\% <br> -Hispanic: 79.8\% <br> -White: N/A <br> Year 2 Outcome: Fall 2022 to Spring 2023 MAP <br> Mathematics - Percent Met Growth Projection: <br> -All Students: 68.5\% <br> -English Learners: 70.0\% <br> -Socioeconomically Disadvantaged: 67.3\% <br> -Students with Disabilities: 79.2\% <br> -Hispanic: 68.9\% <br> -White: 60.0\% | In regards to meeting the math growth target, most of the student groups met or few points below their targets. MSA-5 will continue to monitor student progress on MAP testing and act on their areas of weakness based on the Fall MAP data. |
| :---: | :---: | :---: | :---: | :---: |


| 20 | 4 | Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | Baseline: 2018-19: <br> -All Students: 11.54\% <br> -English Learners: 0.00\% <br> -Students with Disabilities: 11.63\% <br> -Hispanic: 9.30\% <br> Desired Outcome for 2023-24: 2022-23: <br> -All Students: 16.00\% <br> -English Learners: 10.00\% <br> -Socioeconomically Disadvantaged: 16.00\% <br> Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years. <br> Year 2 Outcome: 2022-23: <br> -All Students: 13.73\% <br> -English Learners: * <br> -Socioeconomically Disadvantaged: 11.63\% <br> -Students with Disabilities: * <br> -Hispanic: 13.33\% | MSA-5 has started utilizing the CAST Interim Assessments and providing more teacher training to reach $16 \%$ target. |
| :---: | :---: | :---: | :---: | :---: |


| 21 | 4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | Baseline: 2018-19: <br> N/A <br> Desired Outcome for 2023-24: 2021-22: $70.00 \%$ <br> Year 1 Outcome: 2021 Dashboard CCI data is not available. <br> 2021-22: (Projected as of $5 / 13 / 22$ ) <br> 48.1\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5\% | Magnolia Science Academy 5 <br> Socioeconomically disadvantaged Students have the highest increase. We are not considering last year's data because of our insignificant number of students. That is why we are not comparing but rather explaining this year's data. The highest decrease in our data is for the English Learners group. Magnolia Science Academy 5's Hispanic group shows $54.8 \%$ which is higher than the state numbers. As a college readiness and secondary educational school, we are talking to our parents and students and convincing them to sign their kids up for college courses. This way, we are implementing more college classes (dual enrollment). This helps students increase their GPA and get college credits while still in High School. Currently, 22 of our freshmen students, five juniors, and 19 seniors are enrolled in at least one college course with Los Angeles Pierce College. We have had a very significant outcome from this growth plan. |
| :---: | :---: | :---: | :---: | :---: |
| 24 | 4 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | Baseline: 2019-20: $67.9 \%$ <br> Desired Outcome for 2023-24: 2022-23: $70.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: $16.2 \%$ | MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. |


| 25 | 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: $100.0 \%$ <br> Desired Outcome for 2023-24: 2022-23: $60.0 \%$ <br> Year 1 Outcome: 2020-21: $55.0 \%$ <br> Year 2 Outcome: 2021-22: $44.4 \%$ | MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes. In addition, MSA-5 provides more opportunities to motivate senior students to do better on the exams such as Saturday AP exam practice sessions |
| :---: | :---: | :---: | :---: | :---: |
| 42 | 5 | Average Daily Attendance (ADA) Rate (Source: SIS) | Baseline: 2020-21: (P-2 ADA) 96.83\% <br> Desired Outcome for 2023-24: 97.00\% <br> Year 1 Outcome: 2021-22: (P-2 ADA) 89.26\% <br> Year 2 Outcome: 2022-23: (P-2 ADA) 90.44\% | MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. Recognizing the importance of student connection, MSA-5 has implemented restorative justice circles and MTSS through staff training. The school is committed to improving the student experience through various initiatives, including incentives, field trips, after-school activities, overnight trips, monthly assemblies, school-wide events, and spirit weeks. These efforts aim to create a more engaging and supportive environment, fostering stronger connections between students, teachers, and the school community. |


| 43 | 5 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | Baseline: 2020-21: (As of 4/7/21) <br> 7.5\% <br> Desired Outcome for 2023-24: <br> 9.0\% <br> Year 1 Outcome: 2021-22: (As of 5/13/22) 35.0\% <br> Year 2 Outcome: 2022-23: (2023 Dashboard) 30.8\% | MSA-5 administration formed an attendance committee to support students and parents and follow up with the MPS attendance policy. MSA-5 hired a dean of students, campus security and Community School Coordinator to respond to the chronic absenteeism in a systematic manner. Moreover, the Magnolia Public School Home Office has provided logistical support and established more structured attendance policies to reduce truancy and absenteeism. With more effective communication with parents, incentives through PBIS, and truancy meetings, MSA-5 will lower the chronic absenteeism rate. |
| :---: | :---: | :---: | :---: | :---: |
| 45 | 5 | High School Dropout Rate (Source: CALPADS, CDE DataQuest) | Baseline: 2019-20: <br> 0.0\% <br> Desired Outcome for 2023-24: 2022-23: <br> 0.0\% <br> Year 1 Outcome: 2020-21: <br> 0.0\% <br> Year 2 Outcome: 2022-23: (CDE DataQuest) <br> 7.9\% | Students who left the country caused discrepancies in the dropout rate. MSA-5 is determined to offer more credit recovery options for those who are behind and encourage them to attend summer school to make up for credit deficiency. |

## Compliance and Technical Assistance

| Compliance And Technical Assistance Indicators | Yes/No | Narrative |
| :--- | :--- | :--- |
| 1. Differentiated Assistance (DA) | No |  |
| 2. Comprehensive Support and Improvement (CSI) | No |  |
| 3. Targeted Support and Improvement (TSI) | No |  |


| 4. Additional Targeted Support \& Improvement (ATSI) | No |  |
| :--- | :--- | :--- |
| 5. Targeted Assistance School (TAS) | No |  |
| 6. Williams Complaint (Williams) | No |  |
| 7. Federal Program Monitoring (FPM) | No |  |
| 8. Performance Indicator Review (PIR) | No |  |

## III. Appendices

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Pe Growth Comparison Period: Weeks of Instruction:

## Magnolia Science Academy 5

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 24 | 201.0 | 10.9 | 4 | 213.9 | 14.5 | 15 | 13 | 2.0 | 7.4 | 2.53 | 99 | 24 | 17 | 71 | 65 |
| 7 | 31 | 211.0 | 13.8 | 14 | 221.9 | 17.4 | 30 | 11 | 2.5 | 6.1 | 2.33 | 99 | 31 | 19 | 61 | 53 |
| 8 | 48 | 213.6 | 13.8 | 12 | 222.8 | 15.1 | 23 | 9 | 1.1 | 5.2 | 1.66 | 95 | 48 | 35 | 73 | 66 |
| 9 | 24 | 219.9 | 11.9 | 26 | 223.8 | 15.6 | 27 | 4 | 3.4 | 3.6 | 0.15 | 56 | 24 | 14 | 58 | 58 |
| 10 | 27 | 218.7 | 14.1 | 16 | 221.0 | 14.0 | 14 | 2 | 2.1 | 3.2 | -0.47 | 32 | 27 | 16 | 59 | 56 |
| 11 | 24 | 226.7 | 18.6 | 32 | 239.4 | 13.9 | 69 | 13 | 2.4 | 2.5 | 5.06 | 99 | 24 | 21 | 88 | 87 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Math: Math K-12


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Page
8 of 10
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2020 and User Norms ${ }^{1}$. Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023) Yes

Math: Math K-12

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

## Magnolia Science Academy 5

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 20 | 199.1 | 16.0 | 6 | 208.2 | 12.7 | 15 | 9 | 2.3 | 5.8 | 1.87 | 97 | 20 | 12 | 60 | 59 |
| 7 | 28 | 211.4 | 11.5 | 35 | 213.5 | 11.2 | 25 | 2 | 1.5 | 4.3 | -1.24 | 11 | 28 | 7 | 25 | 36 |
| 8 | 44 | 212.7 | 13.2 | 25 | 219.1 | 11.4 | 37 | 6 | 1.3 | 3.9 | 1.23 | 89 | 44 | 25 | 57 | 51 |
| 9 | 23 | 208.7 | 18.0 | 14 | 214.7 | 14.4 | 24 | 6 | 1.8 | 3.0 | 1.52 | 94 | 23 | 15 | 65 | 66 |
| 10 | 22 | 215.5 | 14.6 | 24 | 219.5 | 11.5 | 32 | 4 | 1.9 | 2.3 | 1.04 | 85 | 22 | 11 | 50 | 51 |
| 11 | 21 | 227.7 | 9.7 | 70 | 232.6 | 10.0 | 83 | 5 | 1.5 | 1.1 | 1.74 | 96 | 21 | 16 | 76 | 70 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Student Growth Summary Report
Aggregate by School Term: Spring 2022-2023 District: Magnolia Public Schools

## Magnolia Science Academy 5

Language Arts:

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 3 | 197.0 | 15.6 |  | 206.0 | 15.6 |  | 9 | 0.0 |  |  |  | 3 | 2 | 67 | 60 |
| 7 | 1 | 168.0 |  |  | 177.0 |  |  | 9 |  |  |  |  | 1 | 0 | 0 | 0 |
| 8 | 1 | 204.0 |  |  | 220.0 |  |  | 16 |  |  |  |  | 1 | 1 | 100 | 0 |
| 9 | 4 | 208.3 | 13.5 |  | 217.3 | 13.1 |  | 9 | 2.3 |  |  |  | 0 |  |  |  |
| 10 | 4 | 212.3 | 5.9 |  | 212.8 | 6.4 |  | 1 | 3.8 |  |  |  | 0 |  |  |  |
| 11 | 3 | 213.0 | 5.0 |  | 214.7 | 13.2 |  | 2 | 4.8 |  |  |  | 0 |  |  |  |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

Language Arts: Reading (Spanish)


## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

2020 and User Norms ${ }^{1}$. Fall 2022 - Spring 2023 Start - 4 (Fall 2022)
End - 32 (Spring 2023)

Student Growth Summary Report

| Aggregate by School | Term: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data: Growth Comparison Period Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 5

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | 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 <br> Median Conditional Growth Percentile |
| 6 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 14 | 197.3 | 8.1 | 1 | 213.2 | 15.6 | 13 | 16 | 2.8 | 7.1 | 3.99 | 99 | 14 | 11 | 79 | 82 |
| Free and Reduced Lunch (FRL) | 22 | 200.5 | 10.3 | 3 | 213.8 | 14.5 | 14 | 13 | 2.2 | 7.3 | 2.72 | 99 | 22 | 15 | 68 | 68 |
| Special Education (SPED) | ) 6 | 196.2 | 9.1 | 1 | 213.8 | 19.4 | 14 | 18 | 4.4 | 7.1 | 4.79 | 99 | 6 | 6 | 100 | 77 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 9 | 205.3 | 13.0 | 4 | 219.4 | 19.7 | 21 | 14 | 4.1 | 5.9 | 4.01 | 99 | 9 | 6 | 67 | 76 |
| Free and Reduced Lunch (FRL) | 27 | 209.7 | 13.5 | 11 | 220.1 | 17.3 | 24 | 10 | 2.7 | 6.1 | 2.11 | 98 | 27 | 16 | 59 | 53 |
| Special Education (SPED) | 5 | 206.6 | 7.0 | 6 | 211.8 | 7.5 | 5 | 5 | 2.9 | 5.9 | -0.36 | 36 | 5 | 2 | 40 | 35 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 12 | 204.3 | 11.9 | 2 | 214.2 | 14.7 | 6 | 10 | 2.7 | 5.1 | 2.01 | 98 | 12 | 9 | 75 | 69 |
| Free and Reduced Lunch (FRL) | 41 | 212.5 | 13.8 | 10 | 221.5 | 15.1 | 19 | 9 | 1.2 | 5.2 | 1.58 | 94 | 41 | 29 | 71 | 59 |
| Special Education (SPED) | 2 | 207.0 | 14.1 | 3 | 220.5 | 10.6 | 17 | 14 | 2.5 | 5.1 | 3.48 | 99 | 2 | 2 | 100 | 86 |
| 9 |  |  |  |  |  |  | Statistics canno | aggregate | above the | rogram le | vel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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: <br> District: | Spring 2022-2023 <br> Magnolia Public Schools |
| :--- | :--- | :--- |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 Conditiona Growth Percentile |
| English Language Learner (ELL) | 9 | 215.2 | 12.9 | 13 | 215.2 | 17.5 | 7 | 0 | 8.3 | 3.6 | -1.87 | 3 | 9 | 5 | 56 | 48 |
| Free and Reduced Lunch (FRL) | 22 | 219.7 | 12.2 | 25 | 223.1 | 15.0 | 25 | 3 | 3.6 | 3.6 | -0.11 | 46 | 22 | 13 | 59 | 58 |
| Special Education (SPED) | 5 | 211.4 | 10.3 | 7 | 227.8 | 11.7 | 41 | 16 | 6.1 | 3.6 | 6.62 | 99 | 5 | 4 | 80 | 93 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 12 | 214.8 | 17.8 | 8 | 216.1 | 15.1 | 6 | 1 | 4.4 | 3.2 | -0.94 | 17 | 12 | 7 | 58 | 58 |
| Free and Reduced Lunch (FRL) | 25 | 219.7 | 13.9 | 18 | 221.9 | 13.8 | 16 | 2 | 2.2 | 3.3 | -0.52 | 30 | 25 | 15 | 60 | 56 |
| Special Education (SPED) | 4 | 210.0 | 16.9 | 3 | 211.3 | 23.4 | 2 | 1 | 6.9 | 3.2 | -0.92 | 18 | 4 | 3 | 75 | 63 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 4 | 204.8 | 4.3 | 1 | 236.8 | 5.4 | 59 | 32 | 4.6 | 2.4 | 14.70 | 99 | 4 | 4 | 100 | 99 |
| Free and Reduced Lunch (FRL) | 22 | 227.2 | 18.7 | 33 | 239.1 | 14.1 | 68 | 12 | 2.6 | 2.5 | 4.67 | 99 | 22 | 19 | 86 | 82 |
| Special Education (SPED) | 2 | 203.0 | 1.4 | 1 | 237.0 | 7.1 | 60 | 34 | 6.0 | 2.4 | 15.70 | 99 | 2 | 2 | 100 | 99 |
| 12 |  |  |  |  |  |  | Statistics canno | e aggregated | above the | program le | vel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

Yes

## Magnolia Science Academy 5

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | 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 I 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 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 11 | 189.8 | 10.7 | 1 | 203.1 | 13.4 | 4 | 13 | 3.2 | 6.4 | 3.97 | 99 | 11 | 8 | 73 | 72 |
| Free and Reduced Lunch (FRL) | 18 | 198.3 | 15.5 | 5 | 207.5 | 12.4 | 13 | 9 | 2.5 | 5.9 | 1.90 | 97 | 18 | 10 | 56 | 56 |
| Special Education (SPED) | 6 | 184.0 | 6.4 | 1 | 203.2 | 14.0 | 4 | 19 | 3.7 | 6.7 | 7.17 | 99 | 6 | 6 | 100 | 81 |
| 7 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 6 | 203.2 | 8.4 | 6 | 209.2 | 12.5 | 10 | 6 | 3.5 | 4.6 | 0.77 | 78 | 6 | 2 | 33 | 35 |
| Free and Reduced Lunch (FRL) | 25 | 210.4 | 11.6 | 30 | 212.8 | 11.4 | 22 | 2 | 1.6 | 4.3 | -1.10 | 14 | 25 | 6 | 24 | 37 |
| Special Education (SPED) | 6 | 208.3 | 9.0 | 21 | 210.3 | 13.2 | 13 | 2 | 6.3 | 4.4 | -1.38 | 8 | 6 | 2 | 33 | 19 |
| 8 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 10 | 201.1 | 9.1 | 2 | 211.5 | 8.5 | 9 | 10 | 2.6 | 4.5 | 2.93 | 99 | 10 | 8 | 80 | 75 |
| Free and Reduced Lunch (FRL) | 37 | 211.1 | 12.4 | 19 | 217.1 | 10.5 | 28 | 6 | 1.4 | 4.0 | 0.99 | 84 | 37 | 19 | 51 | 47 |
| Special <br> Education (SPED) | 2 | 217.0 | 15.6 | 45 | 222.0 | 9.9 | 52 | 5 | 4.0 | 3.7 | 0.64 | 74 | 2 | 1 | 50 | 57 |
| 9 |  |  |  |  |  |  | Statistics cannot | aggregate | above the | program le | vel |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data:
Growth Comparison Per Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display: Yes

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 |
| English <br> Language <br> Learner (ELL) | 8 | 191.3 | 16.7 | 1 | 201.9 | 14.6 | 2 | 11 | 3.4 | 3.8 | 3.41 | 99 | 8 | 6 | 75 | 65 |
| Free and Reduced Lunch (FRL) | 21 | 207.8 | 17.6 | 12 | 213.9 | 14.4 | 21 | 6 | 1.9 | 3.0 | 1.54 | 94 | 21 | 14 | 67 | 66 |
| Special Education (SPED) | 5 | 202.6 | 7.8 | 4 | 214.4 | 8.6 | 23 | 12 | 3.8 | 3.3 | 4.29 | 99 | 5 | 4 | 80 | 86 |
| 10 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English Language Learner (ELL) | 8 | 206.9 | 11.3 | 4 | 211.8 | 6.5 | 8 | 5 | 4.2 | 2.6 | 1.38 | 92 | 8 | 3 | 38 | 39 |
| Free and Reduced Lunch (FRL) | 21 | 215.5 | 14.9 | 24 | 219.9 | 11.7 | 33 | 4 | 1.9 | 2.3 | 1.29 | 90 | 21 | 11 | 52 | 58 |
| Special <br> Education (SPED) | 4 | 207.3 | 21.9 | 5 | 215.3 | 15.3 | 16 | 8 | 8.4 | 2.6 | 3.27 | 99 | 4 | 1 | 25 | 40 |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 1 | 215.0 |  | 15 | 227.0 |  | 61 | 12 |  | 1.3 | 4.88 | 99 | 1 | 1 | 100 | 0 |
| Free and Reduced Lunch (FRL) | 19 | 227.9 | 10.1 | 70 | 232.6 | 10.4 | 83 | 5 | 1.6 | 1.1 | 1.65 | 95 | 19 | 14 | 74 | 64 |
| Special <br> Education (SPED) | 3 | 217.0 | 3.5 | 21 | 223.7 | 6.7 | 45 | 7 | 3.2 | 1.3 | 2.47 | 99 | 3 | 2 | 67 | 74 |
| 12 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

IUser 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
$\ddagger$ 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

GROWTH

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |



## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 5

Reading (Spanish)

Student Growth Summary Report

GROWTH

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
| District: | Magnolia Public Schools |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 5

| Language Arts: Reading (Spanish) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| English Language Learner (ELL) | 4 | 212.3 | 5.9 |  | $212.8$ | 6.4 |  | $1$ | 3.8 |  |  |  | 0 |  |  |  |
| Free and Reduced Lunch (FRL) | 3 | 212.3 | 7.2 |  | 211.7 | 7.4 |  | -1 | 5.2 |  |  |  | 0 |  |  |  |
| 11 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English <br> Language <br> Learner (ELL) | 3 | 213.0 | 5.0 |  | 214.7 | 13.2 |  |  | 4.8 |  |  |  | 0 |  |  |  |
| Free and Reduced Lunch (FRL) | 3 | 213.0 | 5.0 |  | 214.7 | 13.2 |  | 2 | 4.8 |  |  |  | 0 |  |  |  |
| 12 |  | Statistics cannot be aggregated above the program level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 5

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School I 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 | 201.0 | 10.9 | 4 | 213.9 | 14.5 | 15 | 13 | 2.0 | 7.4 | 2.53 | 99 | 24 | 17 | 71 | 65 |
| Black, not Hispanic | 2 | 222.5 | 2.1 | 84 | 229.5 | 0.7 | 78 | 7 | 2.0 | 8.6 | -0.72 | 24 | 2 | 1 | 50 | 43 |
| Hispanic | 22 | 199.0 | 9.1 | 2 | 212.5 | 14.3 | 11 | 14 | 2.1 | 7.2 | 2.85 | 99 | 22 | 16 | 73 | 68 |
| 7 | 31 | 211.0 | 13.8 | 14 | 221.9 | 17.4 | 30 | 11 | 2.5 | 6.1 | 2.33 | 99 | 31 | 19 | 61 | 53 |
| American Indian | 1 | 212.0 |  | 17 | 219.0 |  | 20 | 7 |  | 6.2 | 0.41 | 66 | 1 | 1 | 100 | 0 |
| Asian | 3 | 225.7 | 16.6 | 74 | 233.0 | 14.5 | 75 | 7 | 1.3 | 6.8 | 0.26 | 60 | 3 | 1 | 33 | 47 |
| Caucasian | 2 | 208.0 | 7.1 | 8 | 210.0 | 14.1 | 3 | 2 | 5.0 | 6.0 | -1.95 | 3 | 2 | 1 | 50 | 30 |
| Hispanic | 25 | 209.4 | 13.5 | 11 | 221.6 | 18.1 | 29 | 12 | 3.0 | 6.1 | 3.00 | 99 | 25 | 16 | 64 | 59 |
| 8 | 48 | 213.6 | 13.8 | 12 | 222.8 | 15.1 | 23 | 9 | 1.1 | 5.2 | 1.66 | 95 | 48 | 35 | 73 | 66 |
| Asian | 3 | 213.0 | 11.4 | 11 | 231.3 | 5.5 | 54 | 18 | 6.7 | 5.2 | 5.43 | 99 | 3 | 3 | 100 | 93 |
| Caucasian | 2 | 231.5 | 3.5 | 75 | 238.0 | 2.8 | 78 | 7 | 0.5 | 5.5 | 0.42 | 66 | 2 | 2 | 100 | 57 |
| Hispanic | 42 | 212.2 | 13.4 | 9 | 220.8 | 14.8 | 17 | 9 | 1.2 | 5.2 | 1.42 | 92 | 42 | 29 | 69 | 66 |
| Multi-ethnic | 1 | 239.0 |  | 93 | 252.0 |  | 98 | 13 |  | 5.6 | 3.07 | 99 | 1 | 1 | 100 | 0 |
| 9 | 24 | 219.9 | 11.9 | 26 | 223.8 | 15.6 | 27 | 4 | 3.4 | 3.6 | 0.15 | 56 | 24 | 14 | 58 | 58 |
| Hispanic | 24 | 219.9 | 11.9 | 26 | 223.8 | 15.6 | 27 | 4 | 3.4 | 3.6 | 0.15 | 56 | 24 | 14 | 58 | 58 |
| 10 | 27 | 218.7 | 14.1 | 16 | 221.0 | 14.0 | 14 | 2 | 2.1 | 3.2 | -0.47 | 32 | 27 | 16 | 59 | 56 |
| Asian | 1 | 241.0 |  | 88 | 246.0 |  | 90 | 5 |  | 3.5 | 0.76 | 77 | 1 | 1 | 100 | 0 |
| Caucasian | 1 | 217.0 |  | 12 | 220.0 |  | 12 | 3 |  | 3.2 | -0.11 | 45 | 1 | 0 | 0 | 0 |
| Hispanic | 25 | 217.9 | 13.9 | 14 | 220.1 | 13.6 | 12 | 2 | 2.2 | 3.2 | -0.51 | 30 | 25 | 15 | 60 | 56 |
| 11 | 24 | 226.7 | 18.6 | 32 | 239.4 | 13.9 | 69 | 13 | 2.4 | 2.5 | 5.06 | 99 | 24 | 21 | 88 | 87 |
| Asian | 1 | 221.0 |  | 15 | 218.0 |  | 6 | -3 |  | 2.5 | -2.72 | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 23 | 227.0 | 19.0 | 33 | 240.3 | 13.4 | 71 | 13 | 2.4 | 2.5 | 5.36 | 99 | 23 | 21 | 91 | 87 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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: District:

Spring 2022-2023 Magnolia Public Schools

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
Small Group Display:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023) Yes

## Magnolia Science Academy 5

| Math: Math K-12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of <br> Growth <br> Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard <br> Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona 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 |

Math: Math K-12


## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

Language Arts:
Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total Number of Growth Events $\ddagger$ | 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 <br> Students <br> Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 20 | 199.1 | 16.0 | 6 | 208.2 | 12.7 | 15 | 9 | 2.3 | 5.8 | 1.87 | 97 | 20 | 12 | 60 | 59 |
| Black, not Hispanic | 2 | 220.5 | 4.9 | 93 | 224.5 | 4.9 | 91 | 4 | 0.0 | 4.6 | -0.34 | 37 | 2 | 2 | 100 | 51 |
| Hispanic | 18 | 196.7 | 14.9 | 3 | 206.3 | 12.0 | 10 | 10 | 2.5 | 6.0 | 2.08 | 98 | 18 | 10 | 56 | 66 |
| 7 | 28 | 211.4 | 11.5 | 35 | 213.5 | 11.2 | 25 | 2 | 1.5 | 4.3 | -1.24 | 11 | 28 | 7 | 25 | 36 |
| American Indian | 1 | 202.0 |  | 5 | 219.0 |  | 54 | 17 |  | 4.7 | 7.02 | 99 | 1 | 1 | 100 | 0 |
| Asian | 2 | 218.0 | 9.9 | 70 | 219.5 | 12.0 | 56 | 2 | 1.5 | 4.0 | -1.42 | 8 | 2 | 1 | 50 | 38 |
| Caucasian | 3 | 206.0 | 4.4 | 13 | 218.3 | 14.2 | 50 | 12 | 6.1 | 4.5 | 4.44 | 99 | 3 | 2 | 67 | 85 |
| Hispanic | 22 | 212.0 | 12.2 | 38 | 212.1 | 11.1 | 19 | 0 | 1.3 | 4.3 | -2.37 | 1 | 22 | 3 | 14 | 33 |
| 8 | 44 | 212.7 | 13.2 | 25 | 219.1 | 11.4 | 37 | 6 | 1.3 | 3.9 | 1.23 | 89 | 44 | 25 | 57 | 51 |
| Asian | 3 | 211.3 | 17.8 | 20 | 213.7 | 14.6 | 15 | 2 | 3.2 | 4.0 | -0.79 | 22 | 3 | 2 | 67 | 47 |
| Caucasian | 1 | 208.0 |  | 10 | 213.0 |  | 13 | 5 |  | 4.1 | 0.42 | 66 | 1 | 1 | 100 | 0 |
| Hispanic | 40 | 212.9 | 13.2 | 26 | 219.7 | 11.3 | 40 | 7 | 1.4 | 3.9 | 1.43 | 92 | 40 | 22 | 55 | 55 |
| 9 | 23 | 208.7 | 18.0 | 14 | 214.7 | 14.4 | 24 | 6 | 1.8 | 3.0 | 1.52 | 94 | 23 | 15 | 65 | 66 |
| Hispanic | 23 | 208.7 | 18.0 | 14 | 214.7 | 14.4 | 24 | 6 | 1.8 | 3.0 | 1.52 | 94 | 23 | 15 | 65 | 66 |
| 10 | 22 | 215.5 | 14.6 | 24 | 219.5 | 11.5 | 32 | 4 | 1.9 | 2.3 | 1.04 | 85 | 22 | 11 | 50 | 51 |
| Asian | 1 | 203.0 |  | 1 | 208.0 |  | 3 | 5 |  | 2.8 | 1.35 | 91 | 1 | 1 | 100 | 0 |
| Caucasian | 1 | 221.0 |  | 48 | 220.0 |  | 34 | -1 |  | 2.1 | -1.85 | 3 | 1 | 0 | 0 | 0 |
| Hispanic | 20 | 215.9 | 15.0 | 26 | 220.1 | 11.8 | 34 | 4 | 2.0 | 2.3 | 1.18 | 88 | 20 | 10 | 50 | 53 |
| 11 | 21 | 227.7 | 9.7 | 70 | 232.6 | 10.0 | 83 | 5 | 1.5 | 1.1 | 1.74 | 96 | 21 | 16 | 76 | 70 |
| Asian | 1 | 236.0 |  | 94 | 228.0 |  | 65 | -8 |  | 1.0 | -4.10 | 1 | 1 | 0 | 0 | 0 |
| Hispanic | 20 | 227.3 | 9.8 | 68 | 232.8 | 10.2 | 83 | 6 | 1.4 | 1.1 | 2.01 | 98 | 20 | 16 | 80 | 72 |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  |  | ** |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
| District: | Magnolia Public Schools |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { Ethnicity } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

## Language Arts:

Reading

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard <br> 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 |

## Language Arts: Reading



## Explanatory Notes

${ }^{1}$ User 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
$\ddagger$ 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 2022-2023 |
| :--- | :--- | :--- |
|  | District: | Magnolia Public Schools |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

Language Arts:
Reading (Spanish)

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2022 |  |  | Spring 2023 |  |  | Growth |  | Grade-Level Norms |  | Student Norms |  |  |  |
| Grade (Spring 2023) | Total <br> Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School School <br> Conditional Conditional <br> Growth Growth <br> Index Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student <br> Median Conditional Growth Percentile |
| 6 | 3 | 197.0 | 15.6 |  | 206.0 | 15.6 |  | 9 | 0.0 |  |  | 3 | 2 | 67 | 60 |
| Hispanic | 3 | 197.0 | 15.6 |  | 206.0 | 15.6 |  | 9 | 0.0 |  |  | 3 | 2 | 67 | 60 |
| 7 | 1 | 168.0 |  |  | 177.0 |  |  | 9 |  |  |  | 1 | 0 | 0 | 0 |
| Hispanic | 1 | 168.0 |  |  | 177.0 |  |  | 9 |  |  |  | 1 | 0 | 0 | 0 |
| 8 | 1 | 204.0 |  |  | 220.0 |  |  | 16 |  |  |  | 1 | 1 | 100 | 0 |
| Hispanic | 1 | 204.0 |  |  | 220.0 |  |  | 16 |  |  |  | 1 | 1 | 100 | 0 |
| 9 | 4 | 208.3 | 13.5 |  | 217.3 | 13.1 |  | 9 | 2.3 |  |  | 0 |  |  |  |
| Hispanic | 4 | 208.3 | 13.5 |  | 217.3 | 13.1 |  | 9 | 2.3 |  |  | 0 |  |  |  |
| 10 | 4 | 212.3 | 5.9 |  | 212.8 | 6.4 |  | 1 | 3.8 |  |  | 0 |  |  |  |
| Hispanic | 4 | 212.3 | 5.9 |  | 212.8 | 6.4 |  | 1 | 3.8 |  |  | 0 |  |  |  |
| 11 | 3 | 213.0 | 5.0 |  | 214.7 | 13.2 |  | 2 | 4.8 |  |  | 0 |  |  |  |
| Hispanic | 3 | 213.0 | 5.0 |  | 214.7 | 13.2 |  | 2 | 4.8 |  |  | 0 |  |  |  |
| 12 | 0 | ** |  |  | ** |  |  | ** |  |  |  | ** |  |  |  |

## Explanatory Notes

${ }^{1}$ User 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.
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nwea

Student Growth Summary Report

| Aggregate by School | Term: | Spring 2022-2023 |
| :--- | :--- | :--- |
| District: | Magnolia Public Schools |  |

Norms Reference Data: Growth Comparison Period: Weeks of Instruction:

Grouping:
$\begin{array}{ll}\text { Grouping: } & \text { Ethnicity } \\ \text { Small Group Display: } & \text { Yes }\end{array}$

2020 and User Norms ${ }^{1}$ Fall 2022 - Spring 2023 Start - 4 (Fall 2022) End - 32 (Spring 2023)

## Magnolia Science Academy 5

Language Arts:


## Language Arts: Reading (Spanish)



## Explanatory Notes

IUser 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.
$\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.


[^0]:    Explanatory Notes
    ${ }^{1}$ User 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.
    $\ddagger$ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

