

Agenda Item:	II B: Consent Item
Date:	April 11, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

1. Action Proposed:

I move that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education (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

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

Table of Contents

I. Status Update for 2022-2023

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

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

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 2022-2033, 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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome: 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 82%	Yes

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	No
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 86%</p> <p>Latino Students: 55%</p> <p>White Students: 70%</p> <p>Outcome for 2022-23</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 56.1%</p> <p>-English Learners: 52.1%</p> <p>-Socioeconomically Disadvantaged: 55.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 58.1%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.1%</p> <p>-White: 40.0%</p>	Yes
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 57.5%</p> <p>-English Learners: 50.7%</p> <p>-Socioeconomically Disadvantaged: 58.7%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 59.6%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.9%</p> <p>-White: 53.3%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>55.4%</p>	Yes
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 37%</p> <p>Outcome for 2022-2023:</p> <p>2023 ELPAC Percentage of Students Level 4:</p> <p>17.58%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 60.0%	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 2022-23: (As of 5/12/23) 96%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: 5% Outcome for 2022-23: (As of 5/12/23) 9%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes

39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 45	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 18.34%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 95\%$ Outcome for 2022-2023: (P-2 ADA) 93.23%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	No

46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 3.5%	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0.0%	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$ Outcome for 2022-2023: Students: 99.0% Families: 73.7% Staff: 100.0%	Yes

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%</p>	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 0%</p>	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 45%</p> <p>Outcome for 2022-2023: N/A</p>	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2022-2023: Daily</p> <p>Outcome for 2022-2023: Daily</p>	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: ≥4</p> <p>Outcome for 2022-2023: 10</p>	Yes
57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2022-2023: 59%</p> <p>Outcome for 2022-2023: 64.39%</p>	Yes
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes

59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
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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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome: 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 91% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78% Year 2 Outcome: 2022-23: 74%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 99.3% Desired Outcome for 2023-24: 97% Year 1 Outcome: 2021-22: (As of 5/12/22): 97.5% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes

8	2	Outcome #4: Charter School will provide implementation of CCSS for all students	Desired Outcome for 2022-2023: 100% Outcome for 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% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 100% Year 2 Outcome: 2022-23: (As of 5/12/23): 48%	No
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 12.9 points below standard</p> <p>-English Learners: 67.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 15.7 points below standard</p> <p>-Students with Disabilities: 96.0 points below standard</p> <p>-Asian: 49.6 points above standard</p> <p>-Hispanic: 19.4 points below standard</p> <p>-White: 20.9 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 7.0 points below standard</p>	No

- 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%
- 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
- Students with Disabilities: 114.1 points below standard
- Asian: 4.5 points below standard
- Hispanic: 46.7 points below standard
- White: 2.8 points above standard

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 86%</p> <p>Latino Students: 55%</p> <p>White Students: 70%</p> <p>Outcome for 2022-23</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 56.1%</p> <p>-English Learners: 52.1%</p> <p>-Socioeconomically Disadvantaged: 55.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 58.1%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.1%</p> <p>-White: 40.0%</p>	Yes
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 43.1 points below standard</p> <p>-English Learners: 77.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 47.1 points below standard</p> <p>-Students with Disabilities: 121.2 points below standard</p> <p>-Asian: 34.3 points above standard</p> <p>-Hispanic: 50.0 points below standard</p> <p>-White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 37.0 points below standard</p> <p>-English Learners: 67.0 points below standard</p>	No

- 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
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points below standard
- Students with Disabilities: 161.8 points below standard
- Asian: 40.1 points below standard
- Hispanic: 89.0 points below standard
- White: 37.2 points below standard

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 57.5%</p> <p>-English Learners: 50.7%</p> <p>-Socioeconomically Disadvantaged: 58.7%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 59.6%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.9%</p> <p>-White: 53.3%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>55.4%</p>	Yes
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 37%</p> <p>Outcome for 2022-2023:</p> <p>2023 ELPAC Percentage of Students Level 4:</p> <p>17.58%</p>	Yes

20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00% <p>Desired Outcome for 2023-24:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00% <p>Year 1 Outcome:</p> <p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22% 	No
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21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2019-20: (2020 Dashboard) 58.5%</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard) 70.0%</p> <p>Year 1 Outcome: 2021-22: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58.3%</p> <p>2022-23 (2023 CA Dashboard): 72.7%</p>	Yes
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 55.56%</p> <p>Desired Outcome for 2023–24: 2022-23: 60.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 58.23%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 64.38%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 64.38%</p>	Yes
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023–24: 2022-23: 30.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p>	No
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 68.4%</p> <p>Desired Outcome for 2023–24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2021-22: 2020-21: 49.6%</p> <p>Year 2 Outcome: 2022-23: 2021-22: 69.1%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 60.0%	Yes
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) 18.9% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 23.6% Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0%	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 2022-23: (As of 5/12/23) 96%	Yes

28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3%</p>	No
29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 31.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 48.0%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 45.9%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 29.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 64.0%</p>	Yes

31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 94%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 99%</p>	Yes
32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 54.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 67%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 87%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p>	No

34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: 5% Outcome for 2022-23: (As of 5/12/23) 9%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 45	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes

41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 18.34%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 95\%$ Outcome for 2022-2023: (P-2 ADA) 93.23%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 23.5%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 2.6%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/2023) 94.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 3.5%	No

48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 0.0%</p>	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023: Students: 99.0% Families: 73.7% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%</p>	No

51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%</p>	No
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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
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12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	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.
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	The school administration crafted an SBAC Action Plan with a focus on supporting various student groups in Mathematics, aiming to ensure they meet or surpass the standards set by the CAASPP. The plan involves offering tailored instruction within classrooms and deploying paraprofessionals trained in strategies beneficial for English Learners (ELs) and Special Education (SPED) students to provide additional support.
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 57.5%</p> <p>-English Learners: 50.7%</p> <p>-Socioeconomically Disadvantaged: 58.7%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 59.6%</p> <p>-Asian: 64.5%</p> <p>-Hispanic: 56.9%</p> <p>-White: 53.3%</p>	The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 95\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.23%</p>	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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 23.5%</p>	<p>Following the pandemic, there has been a significant increase in chronic absenteeism at the school site, although the situation is gradually improving. The school has been actively engaging in various measures to address this issue, including conducting home visits, making phone calls, organizing both in-person and Zoom meetings, and offering incentives to students who maintain acceptable attendance or improve their average daily attendance (ADA).</p>
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: 2.6%</p>	<p>The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. The schoolsite will offer in-person and zoom meetings to help accommodate the need of the student and family.</p>
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/2023) 94.9%</p>	<p>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.</p>
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 3.5%</p>	<p>To address the increased percentage, the school continues the implementation of a PBIS program along with MTSS training that aims to decrease the frequency of suspensions. Furthermore, there has been an increased emphasis on providing additional training in restorative practices, aiming to offer students more effective alternatives to suspension.</p>

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%</p>	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.
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 0%</p>	With the SAT no longer being a factor in UC/CSU school admissions, we have discontinued offering the PSAT. However, students still have the option to take it if they choose to do so.
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 45%</p> <p>Outcome for 2022-2023: N/A</p>	With the SAT no longer being a factor in UC/CSU school admissions, we have discontinued offering the PSAT. However, students still have the option to take it if they choose to do so.

#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status
4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020): 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90%</p> <p>Year 1 Outcome: (Spring 2021 to Fall 2021): 2021-22: 78%</p> <p>Year 2 Outcome: 2022-23: 74%</p>	Due to teachers leaving the area or pursuing new careers, MSA-1 has lost several teachers. We will continue to hire qualified teachers to fill the school's needs.

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)	<p>Baseline: 2020-21: (As of 5/7/21): 74%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22): 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23): 48%</p>	<p>The administration has created a schedule with all the teachers to make sure all teachers receive their two semesterially and one formal observation throughout the academic year. During the first semester, there were 75 observations. Seven more than the targeted 68.</p> <p>Admin also utilizes Teachboost to monitor the number of observation each teacher has had.</p>
12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 90%</p> <p>Latino Students: 55%</p> <p>White Students: 74%</p> <p>Outcome for 2022-23:</p> <p>-All Students (Schoolwide): 33.01%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 31.44%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 11.11%</p> <p>-Asian: 50.00%</p> <p>-Hispanic: 31.26%</p> <p>-White: 45.45%</p>	<p>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.</p>
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 12.9 points below standard</p> <p>-English Learners: 67.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 15.7 points</p>	<p>English Language Arts (ELA) instructors are integrating 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 in return shows appropriate growth on the CA</p>

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.

			<ul style="list-style-type: none">-Students with Disabilities: 41.1%-Hispanic: 48.6%-White: 53.3%	
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			<p>Year 2 Outcomes: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none">-All Students: 41.1 points below standard-English Learners: 107.2 points below standard-Socioeconomically Disadvantaged: 45.7 points below standard-Students with Disabilities: 114.1 points below standard-Asian: 4.5 points below standard-Hispanic: 46.7 points below standard-White: 2.8 points above standard	
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 72%</p> <p>Latino Students: 55%</p> <p>White Students: 58%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 23.53%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 21.96%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 3.64%</p> <p>-Asian: 38.46%</p> <p>-Hispanic: 22.28%</p> <p>-White: 28.57%</p>	The school administration crafted an SBAC Action Plan with a focus on supporting various student groups in Mathematics, aiming to ensure they meet or surpass the standards set by the CAASPP. The plan involves offering tailored instruction within classrooms and deploying paraprofessionals trained in strategies beneficial for English Learners (ELs) and Special Education (SPED) students to provide additional support.
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 43.1 points below standard</p> <p>-English Learners: 77.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 47.1 points below standard</p> <p>-Students with Disabilities: 121.2 points below standard</p> <p>-Asian: 34.3 points above standard</p> <p>-Hispanic: 50.0 points below standard</p> <p>-White: 6.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p>	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.

- 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
- English Learners: 140.6 points below standard
- Socioeconomically Disadvantaged: 89.0 points

			<p>below standard</p> <ul style="list-style-type: none"> -Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard 	
17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Asian Students: 66%</p> <p>Latino Students: 55%</p> <p>White Students: 59%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 57.5% -English Learners: 50.7% -Socioeconomically Disadvantaged: 58.7% -Foster Youth: * -Students with Disabilities: 59.6% -Asian: 64.5% -Hispanic: 56.9% -White: 53.3% 	The school site has leveraged IXL diagnostic data to enhance support for students in their intervention classes, tutoring sessions, and during Saturday school.

20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 30.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 29.46% -Students with Disabilities: 5.00%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 33.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 33.00% -Students with Disabilities: 15.00%</p> <p>Year 1 Outcome: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22%</p>	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. Additionally, 8th, 10th, and 11th graders will take the CAST for 2023-24 versus just 8th during the 2022-23 academic year.
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23	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 15.87%</p> <p>Desired Outcome for 2023-24: 2022-23: 30.00%</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 34.18%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 38.58%</p> <p>Year 2 Outcome: 2022-23 SBAC: -Grade 11 Students: 24.66%</p>	<p>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.</p>
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28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 36.5%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 25.3%</p>	The school site is looking into offering other opportunities for students to receive the Seal of Biliteracy. Currently, our students receive the Seal of Biliteracy through AP Spanish.
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 49.2%</p> <p>Desired Outcome for Class of 2021: 65.0%</p> <p>Year 1 Outcome: Class of 2019: 69.6%</p> <p>Year 2 Outcome: Class of 2020: 51.5%</p>	By hiring two college counselors and establishing a college/career readiness center, graduating students are provided with additional support to pursue higher education opportunities. Already you data improved 1.2% from 2020 to 2021.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 95\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.23%</p>	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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 23.5%</p>	Following the pandemic, there has been a significant increase in chronic absenteeism at the school site, although the situation is gradually improving. The school has been actively engaging in various measures to address this issue, including conducting home visits, making phone calls, organizing both in-person and Zoom meetings, and offering incentives to students who maintain acceptable attendance or improve their average daily attendance (ADA).
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: 2.6%</p>	The administration and counselors will collaborate with struggling students to identify the most suitable pathway to graduation for their individual needs. The schoolsite will offer in-person and zoom meetings to help accommodate the need of the student and family.
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.)	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/2023) 94.9%</p>	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	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 3.5%</p>	To address the increased percentage, the school continues the implementation of a PBIS program along with MTSS training that aims to decrease the frequency of suspensions. Furthermore, there has been an increased emphasis on providing additional training in restorative practices, aiming to offer students more effective alternatives to suspension.

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 56.0% Families: 91.0% Staff: 75.0%</p>	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)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 91%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 90%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 94.0%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 87.0%</p>	<p>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.</p> <p>The school plans to reintroduce previously successful retention programs that were halted during the pandemic. Moreover, efforts will be made to identify and implement captivating programs aimed at encouraging student participation and retention.</p>

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)	Yes	Magnolia Science Academy 1 met the criteria and qualified for ATSI for the ELA and Math indicators and Chronic Absenteeism for the Students with Disabilities (SWD) subgroup. The school has informed educational partners about ATSI at numerous community meetings. What ATSI is and which groups were eligible were shared and what the next steps are for this process. Additionally, MSA1 will provide more academic support/intervention to our identified groups in ATSI. Also, Summer and Saturday School will target identified 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.
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: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: 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 Number of Growth Events‡	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	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

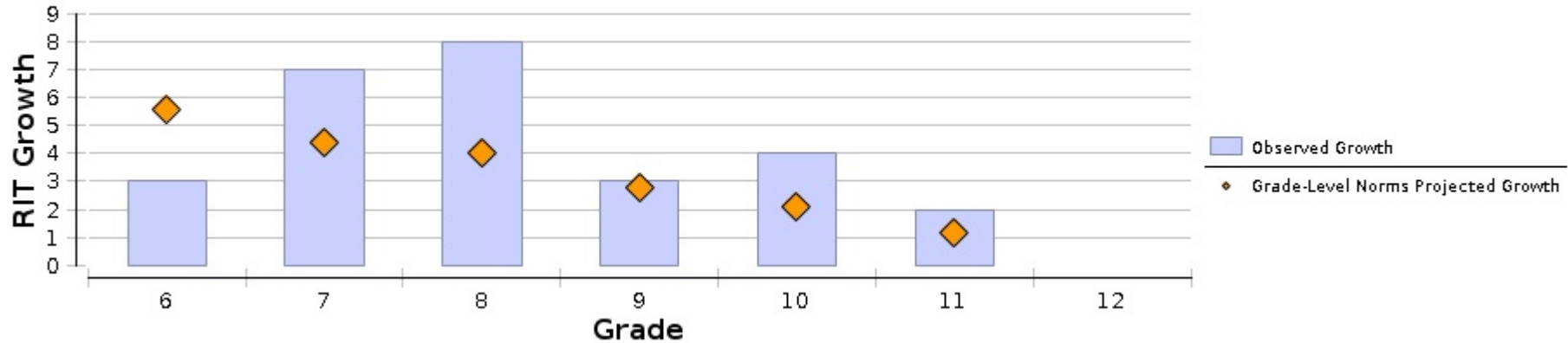
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

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‡	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	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

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

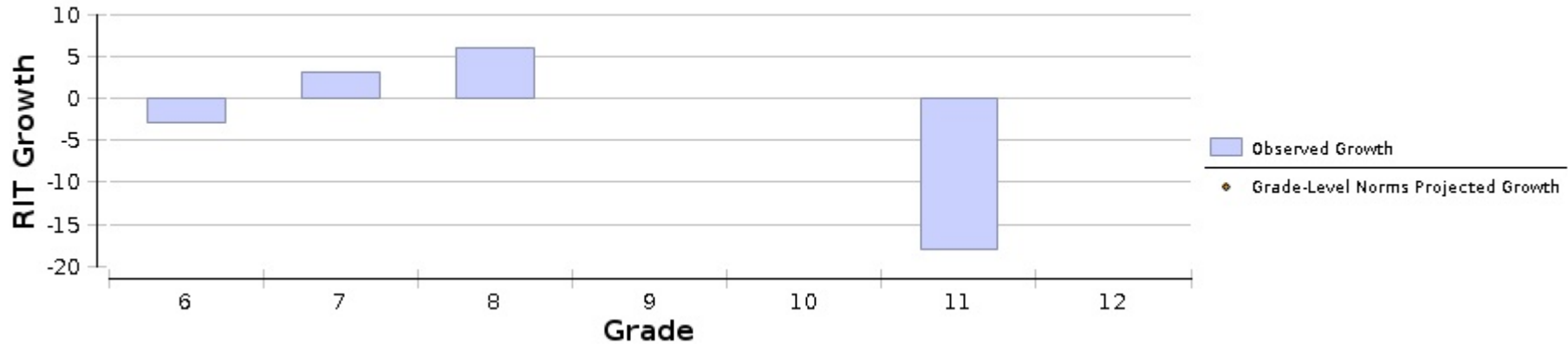
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

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‡	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	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

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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 Number of Growth Events‡		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)	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 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 Language 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 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 Language 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 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 cannot be aggregated above the program level														

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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 Number of Growth Events	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
	English Language 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 Language 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 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 cannot be aggregated above the program level																
	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 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 cannot be aggregated above the program level																

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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District: Magnolia Public Schools

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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events†	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)	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 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 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 Language 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 be aggregated above the program level															



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

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	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
	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 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 Language 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 cannot be aggregated above the program level																

Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

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‡	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)	4	195.3	9.5			192.3	5.3		-3	2.5				4	0	0	8
Free and Reduced Lunch (FRL)	3	195.7	11.6			192.3	6.5		-3	3.5				3	0	0	7
7		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	192.0				195.0			3					1	0	0	0
Free and Reduced Lunch (FRL)	1	192.0				195.0			3					1	0	0	0
8		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	3	207.0	9.5			212.7	18.0		6	6.4				3	2	67	57
Free and Reduced Lunch (FRL)	3	207.0	9.5			212.7	18.0		6	6.4				3	2	67	57
9		Statistics cannot be aggregated above the program level															
10		Statistics cannot be aggregated above the program level															
11		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	204.0				186.0			-18					0			
Free and Reduced Lunch (FRL)	1	204.0				186.0			-18					0			



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
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Grouping: Program
Small Group Display: Yes

Magnolia Science Academy

Language Arts:
Reading (Spanish)

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events†	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	
12		Statistics cannot be aggregated above the program level															



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

Grade (Spring 2023)		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	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 Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

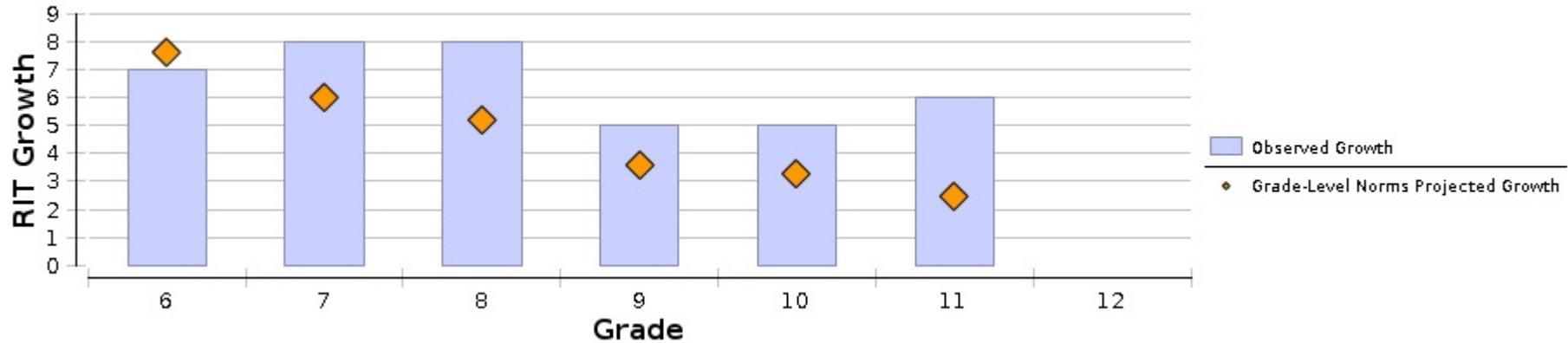
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End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

Magnolia Science Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade	Total Number of Growth Events‡	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	
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

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Small Group Display: Yes

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		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	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

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Aggregate by School

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District: Magnolia Public Schools

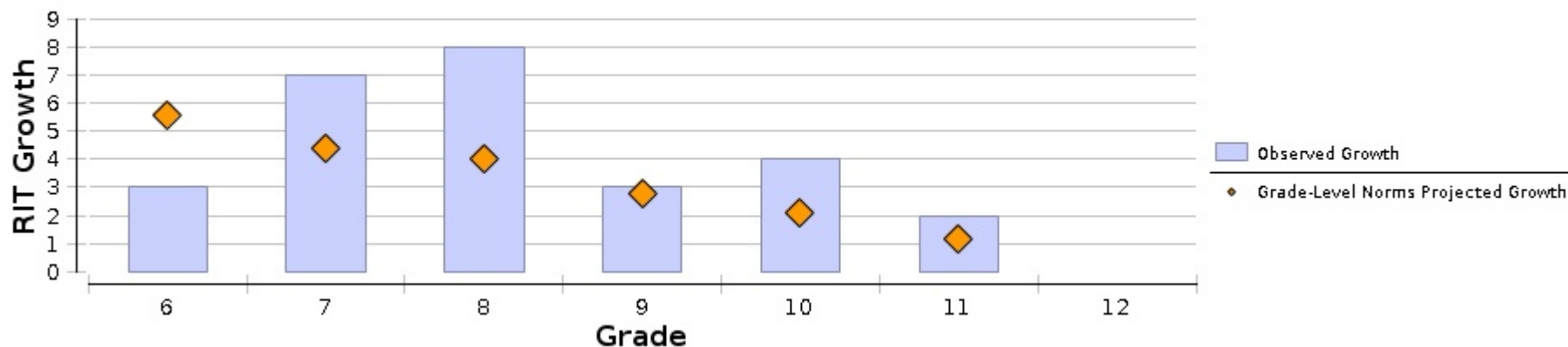
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Grouping: Ethnicity
Small Group Display: Yes

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†	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
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

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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†	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	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

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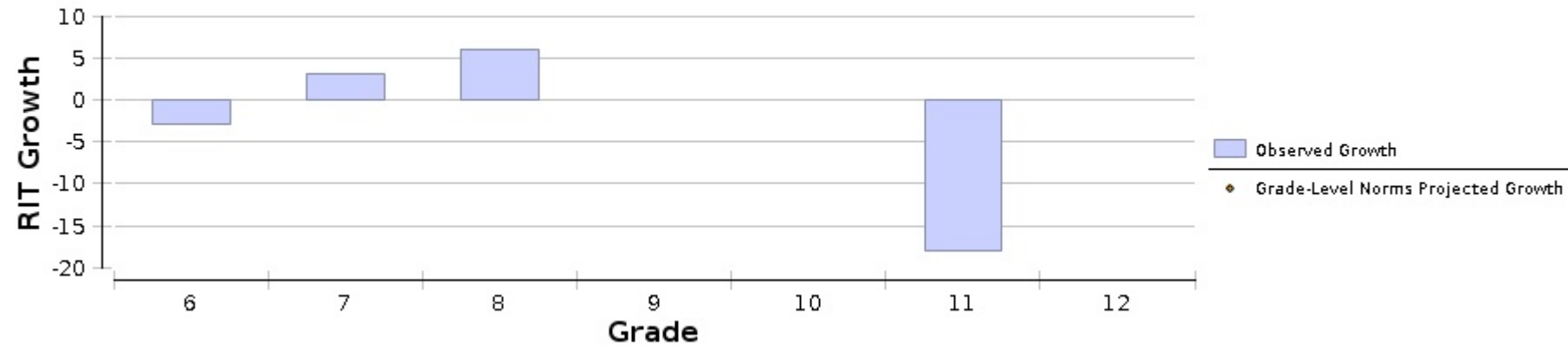
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Magnolia Science Academy

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‡	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

Language Arts: Reading (Spanish)



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

Table of Contents

I. Status Update for 2022-2023

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

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 self-esteem 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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	No
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 66%	No

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 42.73%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 39.81%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 21.66%</p> <p>-Hispanic: 40.98%</p> <p>-White: 50.0%</p>	No
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students-: 64.4%</p> <p>-English Learners: 75.00%</p> <p>-Socioeconomically Disadvantaged: 64.5%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 70.2%</p> <p>-Hispanic: 65.4%</p> <p>-White: 42.1%</p>	No
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 65.3%</p> <p>-English Learners: 69.1%</p> <p>-Socioeconomically Disadvantaged: 66.6%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 83.3%</p> <p>-Hispanic: 65.7%</p> <p>-White: 57.9%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>60.0%</p>	No
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 34%</p> <p>Outcome for 2022-2023:</p> <p>Annual Reclassification Rate:</p> <p>25.3%</p>	Yes
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 38%</p> <p>Outcome for 2022-2023:</p> <p>17.0%</p>	No

27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: $\geq 5\%$ Outcome for 2022-2023: 22%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	No
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 4	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: 35	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Year 2 Outcome: 2022-23: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 26.1%	Yes

42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 93.33%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 95.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 0.00%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 98.6% Families: 99.3% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: N/A</p>	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2022-2023: Daily</p> <p>Outcome for 2022-2023: Daily</p>	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: ≥4</p> <p>Outcome for 2022-2023: 9</p>	Yes

57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	Desired Outcome for 2022-2023: 52% Outcome for 2022-2023: 74.47%	Yes
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	Desired Outcome for 2022-2023: ≥85% Outcome for 2022-2023: 100%	Yes
59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	No
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	6	Teacher retention rate (Source: HRIS)	Baseline: 2020-21: (Spring 2020 to Fall 2020): 96% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88% Year 2 Outcome: 2022-23: 78%	No
4	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.0% Desired Outcome for 2023-24: 96% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3%	No

5	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 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	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-23:</p> <p>-All Students: 42.73%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 39.81%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 21.66%</p> <p>-Hispanic: 40.98%</p> <p>-White: 50.0%</p>	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 16.6 points below standard</p> <p>-English Learners: 62.1 points below standard</p> <p>-Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>-Students with Disabilities: 79.9 points below standard</p> <p>-Hispanic: 24.9 points below standard</p> <p>-White: 26.2 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 10.0 points below standard</p> <p>-English Learners: 55.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 16.0 points below standard</p> <p>-Students with Disabilities: 72.0 points below standard</p> <p>-Hispanic: 18.0 points below standard</p> <p>-White: 28.0 points above standard</p>	No

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%

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

- All Students: 19.3 points below standard
- English Learners: 83.5 points below standard
- Socioeconomically Disadvantaged: 26.4 points below standard
- Students with Disabilities: 65.5 points below standard
- Asian: *
- Hispanic: 21.9 points below standard

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students-: 64.4%</p> <p>-English Learners: 75.00%</p> <p>-Socioeconomically Disadvantaged: 64.5%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 70.2%</p> <p>-Hispanic: 65.4%</p> <p>-White: 42.1%</p>	No
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 60.8 points below standard</p> <p>-English Learners: 96.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 65.6 points below standard</p> <p>-Students with Disabilities: 119.6 points below standard</p> <p>-Hispanic: 71.9 points below standard</p> <p>-White: 21.8 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 54.0 points below standard</p> <p>-English Learners: 86.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 58.0 points below standard</p> <p>-Students with Disabilities: 100.0 points below standard</p> <p>-Hispanic: 64.0 points below standard</p> <p>-White: 23.0 points above standard</p>	No

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)

- All Students: 62.9 points below standard
- English Learners: 115.3 points below standard
- Socioeconomically Disadvantaged: 70.9 points below standard
- Students with Disabilities: 114.7 points below standard
- Asian: *
- Hispanic: 66.9 points below standard
- White: 51.2 points below standard

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 65.3%</p> <p>-English Learners: 69.1%</p> <p>-Socioeconomically Disadvantaged: 66.6%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 83.3%</p> <p>-Hispanic: 65.7%</p> <p>-White: 57.9%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023:</p> <p>2022-23: (2023 Dashboard)</p> <p>60.0%</p>	No
19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: 34%</p> <p>Outcome for 2022-2023:</p> <p>Annual Reclassification Rate:</p> <p>25.3%</p>	Yes

20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline:</p> <p>2018-19:</p> <ul style="list-style-type: none"> -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56% <p>Desired Outcome for 2023–24:</p> <p>2022-23:</p> <ul style="list-style-type: none"> -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00% <p>Year 1 Outcome: 2021-22:</p> <p>CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome:2022-23:</p> <ul style="list-style-type: none"> -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61% 	No
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21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 55.0%</p> <p>Desired Outcome for 2023-24: 2021-22: 70.0%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 53.7%</p> <p>2022-23: (Projected as of 5/12/23) 80.9%</p>	Yes
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p> <p>Year 2 Outcome: 2022-23: 74.47%</p>	No
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 24.32%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 25.00%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.34%</p> <p>Year 2 Outcome: 2022-23: 51.06%</p>	Yes
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 61.2%</p> <p>Desired Outcome for 2023-24: 2022-23: 65.0%</p> <p>Year 1 Outcome: 2020-21: 45.8%</p> <p>Year 2 Outcome: 2021-22: 68.0%</p>	Yes

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 38% Outcome for 2022-2023: 17.0%	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) 57.5% Desired Outcome for 2023-24: 60.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 75.6 Year 2 Outcome: 2022-23: (As of 5/12/23) 85.1	Yes
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: $\geq 90\%$ Outcome for 2022-2023 (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% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1% 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)	<p>Baseline: 2020-21: (As of 5/16/21) 31.7%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 46.3%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 55.3%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p>	No
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%</p>	No

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 71.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 66%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 91.0%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p>	No
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2022-2023: $\geq 5\%$</p> <p>Outcome for 2022-2023: 22%</p>	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes

37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	No
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: 4	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: 35	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Year 2 Outcome: 2022-23: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 26.1%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 93.33%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 0%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 95.9%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (2023 Dashboard) 0.00%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 98.6% Families: 99.3% Staff: 100.0%	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80% Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%	No

51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 83.0%</p>	No
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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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-23: Not 100% (2 teachers)</p>	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	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	<p>Desired Outcome for 2022-2023: $\geq 80\%$</p> <p>Outcome for 2022-23: (Second semester): 66%</p>	<p>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.</p>
12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-23:</p> <ul style="list-style-type: none"> -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Foster Youth: * -Students with Disabilities: 21.66% -Hispanic: 40.98% -White: 50.0% 	<p>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.</p>

14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students-: 64.4% -English Learners: 75.00% -Socioeconomically Disadvantaged: 64.5% -Foster Youth: * -Students with Disabilities: 70.2% -Hispanic: 65.4% -White: 42.1% 	<p>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.</p>
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15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	MSA2 did not meet 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.
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17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 65.3% -English Learners: 69.1% -Socioeconomically Disadvantaged: 66.6% -Foster Youth: * -Students with Disabilities: 83.3% -Hispanic: 65.7% -White: 57.9% 	<p>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.</p>
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18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: 2022-23: (2023 Dashboard) 60.0%</p>	<p>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.</p> <p>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.</p>
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 38%</p> <p>Outcome for 2022-2023: 17.0%</p>	<p>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.</p> <p>MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses.</p>

37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (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	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: 23.1%	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	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (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	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	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.
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: N/A</p>	During the 2022-23 academic year, MSA-2 did not participate in PSAT program due to several reasons, including the University of California not requiring SAT as one of the entry requirements. Instead, MSA-2 continued to use different data sources and interventions to prepare students for college. Some of these data sources include NWEA MAP assessment progress and IABs. Interventions include credit recovery opportunities and IXL resources. And other means to prepare students to be college ready include providing AP and college courses.
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	MSA-2 did not participate PSAT program and used different data sources, such as NWEA MAP, IABs, and iXL, to provide intervention pathways.
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

1	1	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: Not 100% (2 teachers)	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% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 90% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 88% 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)	<p>Baseline: 2020-21: (As of 3/25/21): 98.0%</p> <p>Desired Outcome for 2023–24: 96%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 94.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 93.3%</p>	<p>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.</p>
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)	<p>Baseline: 2020-21: (As of 5/7/21): 91%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: 2021-22: (As of 6/13/22): 90%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23): 64%</p>	<p>During the 2023-24 school year, MSA2 will work to increase the rate of teacher formal and informal classroom observations by the school administration by means of having a new tracking system which will help organize the specific breakdown of observations for each administrator throughout the school year by each teacher. Further, one of the factors which impacted this rate during the 2022-23 school year was that some teachers left their positions prior to the end of the school year for a variety of factors and this subsequently left some teachers unable to receive their formal observations depending upon the dates which the teachers left the school. During the upcoming school year, MSA2 will also help support teacher retention in the manners mentioned in the corresponding LCAP goal and action with the objective of subsequently improving this measure as well.</p>

10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): 55% English Learners: 55% Socioecon. Disadv./Low Income Students: 55% Foster Youth: 55% Students with Disabilities: 55% Latino Students: 55% White Students: 56% Outcome for 2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Foster Youth: * -Students with Disabilities: 21.66% -Hispanic: 40.98% -White: 50.0%	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.
13	4	Distance from Standard (DFS) on the CAASPP-	Baseline:	MSA2 met this outcome for SPED students in

ELA/Literacy assessments (Source: CA School Dashboard)

2018-19: (2019 Dashboard)

- All Students: 16.6 points below standard
- English Learners: 62.1 points below standard
- Socioeconomically Disadvantaged: 22.0 points below standard
- Students with Disabilities: 79.9 points below standard
- Hispanic: 24.9 points below standard
- White: 26.2 points above standard

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:

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.

			<ul style="list-style-type: none"> -All Students: 67.3% -English Learners: 69.6% -Students with Disabilities: 67.6% -Hispanic: 66.1% -White: 88.2% <p>Year 2 Outcome: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard 	
14	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students:- 64.4% -English Learners: 75.00% -Socioeconomically Disadvantaged: 64.5% -Foster Youth: * -Students with Disabilities: 70.2% -Hispanic: 65.4% -White: 42.1% 	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.

15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 56%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 25.66%</p> <p>-English Learners: 2.44%</p> <p>-Socioeconomically Disadvantaged: 22.73%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 13.33%</p> <p>-Hispanic: 25.0%</p> <p>-White: 25.0%</p>	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.
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 60.8 points below standard</p> <p>-English Learners: 96.8 points below standard</p> <p>-Socioeconomically Disadvantaged: 65.6 points below standard</p> <p>-Students with Disabilities: 119.6 points below standard</p> <p>-Hispanic: 71.9 points below standard</p> <p>-White: 21.8 points above standard</p> <p>Desired Outcome for 2023-24:</p> <p>2022-23: (2023 Dashboard)</p> <p>-All Students: 54.0 points below standard</p> <p>-English Learners: 86.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 58.0 points below standard</p>	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.

- 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)

- All Students: 62.9 points below standard
- English Learners: 115.3 points below standard
- Socioeconomically Disadvantaged: 70.9 points below standard
- Students with Disabilities: 114.7 points below standard
- Asian: *
- Hispanic: 66.9 points below standard
- White: 51.2 points below standard

17	4	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>Latino Students: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 65.3% -English Learners: 69.1% -Socioeconomically Disadvantaged: 66.6% -Foster Youth: * -Students with Disabilities: 83.3% -Hispanic: 65.7% -White: 57.9% 	<p>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.</p>
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18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: 2022-23: (2023 Dashboard) 60.0%</p>	<p>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.</p> <p>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.</p>
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20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 21.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.79% -Students with Disabilities: 5.56%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 24.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 24.00% -Students with Disabilities: 10.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%</p>	<p>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.</p>
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 75.68%</p> <p>Desired Outcome for 2023-24: 2021-22: 78.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 54.17%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 56.74%</p> <p>Year 2 Outcome: 2022-23: 74.47%</p>	<p>Although MSA2 did not meet 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.</p>
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25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 38%</p> <p>Outcome for 2022-2023: 17.0%</p>	<p>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.</p> <p>MSA2 continues to provide students with increased access to dual enrollment classes to supplement AP courses and provide students with access to college courses.</p>
28	4	Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 29.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 34.1%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 2.1%</p>	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)	<p>Baseline: 2020-21: (As of 5/16/21) 58.5%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 51.2%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 42.6%</p>	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)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 100%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 98.0%</p>	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)	<p>Baseline: Class of 2018: 55.6%</p> <p>Desired Outcome for 2023-24: Class of 2021: 70.0%</p> <p>Year 1 Outcome: Class of 2019 47.6%</p> <p>Year 2 Outcome: Class of 2020 47.4%</p>	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	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	<p>Desired Outcome for 2022-2023: ≥ 4</p> <p>Outcome for 2022-2023: (As of 5/12/23) 3</p>	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	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 93.33%</p>	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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: 23.1%</p>	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	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 95.9%</p>	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	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 70.0% Families: 98.0% Staff: 87.0%</p>	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)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 85%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 90%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 83.0%</p>	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)	Yes	<p>Magnolia Science Academy 2 met the criteria and qualified for ATSI for the ELA and Math indicators and Chronic Absenteeism for the Students with Disabilities (SWD) subgroup. MSA2 engaged its educational partners related to the ATSI on the following dates/meetings: 4/21/23 (Parent Advisory Committee) and 5/19/23 (Parent Advisory Committee). MSA2 used the following evidence-based intervention strategies as part of the action plan related to the ATSI for students with disabilities as it pertains to math and ELA performance on state tests and chronic absenteeism: Inclusion of targeted student populations in additional interventions, including Saturday School interventions, before school small group academic interventions, intersession academic support during Spring Break, Thanksgiving Break, Winter Break and Summer Break. Further, since MSA2 is in ATSI for our SPED population with regard to English and math performance, as well as chronic absenteeism, these additional funds beyond the budgeted amount in Goal 2, Action 3 are essential to help the school's SPED students increase their math and English assessment scores on SBAC and MAP assessments, as well as decrease their chronic absenteeism rates. Finally, The students with special needs have equitable access to all of the resources at MSA2; as a result, resource inequities for the students with special needs do not occur.</p>
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

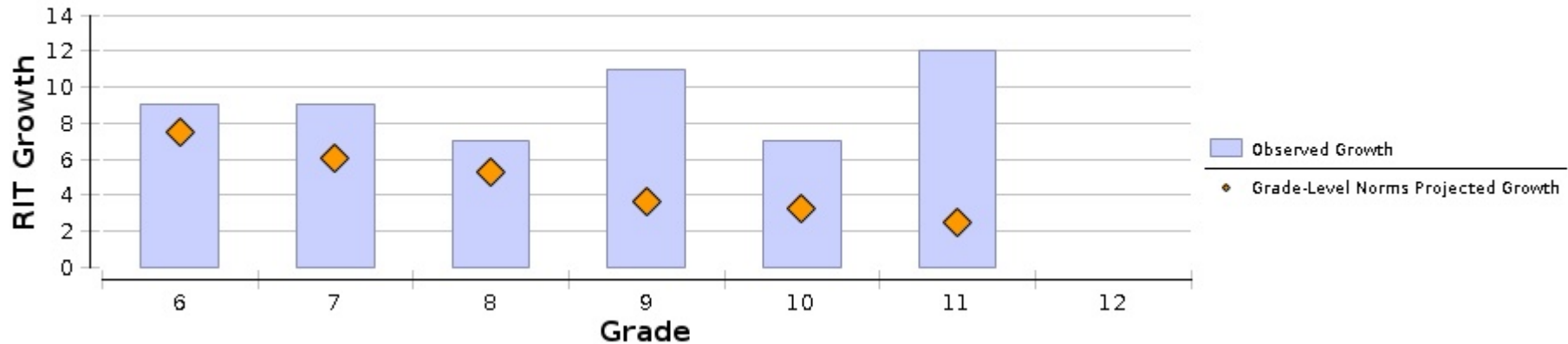
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 2

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

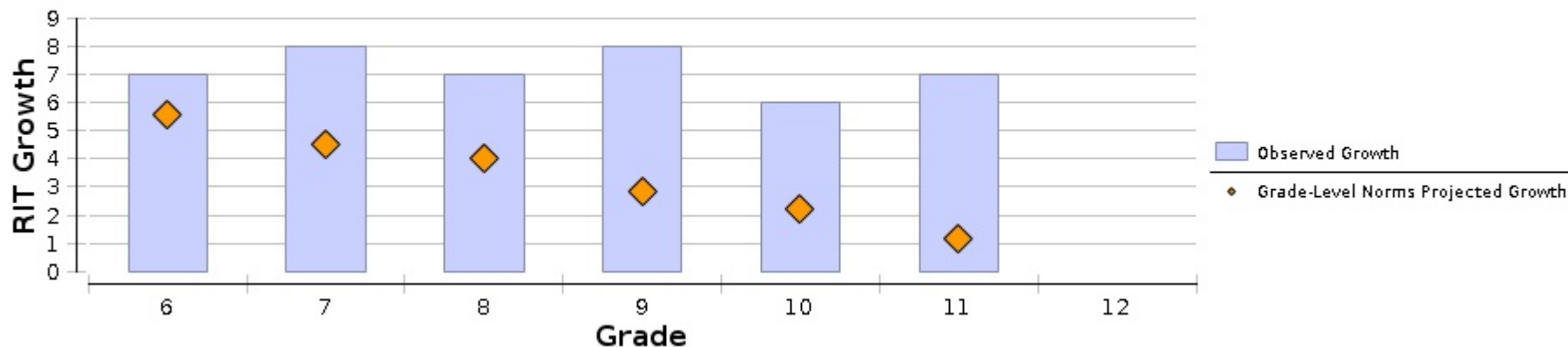
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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‡	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	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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 Number of Growth Events‡	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)	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 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 Language 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 cannot be aggregated above the program level														



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
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End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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 Number of Growth Events‡	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
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 cannot be aggregated above the program level															

Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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 Number of Growth Events‡	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 Language 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	8	1.0	4.5	2.15	98	78	56	72	57	
Special 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 Language 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															



Student Growth Summary Report

Aggregate by School

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Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
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Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Grade (Spring 2023)	Total Number of Growth Events†															
English Language 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 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 Language 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 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 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

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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 Number of Growth Events‡	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	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

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Student Growth Summary Report

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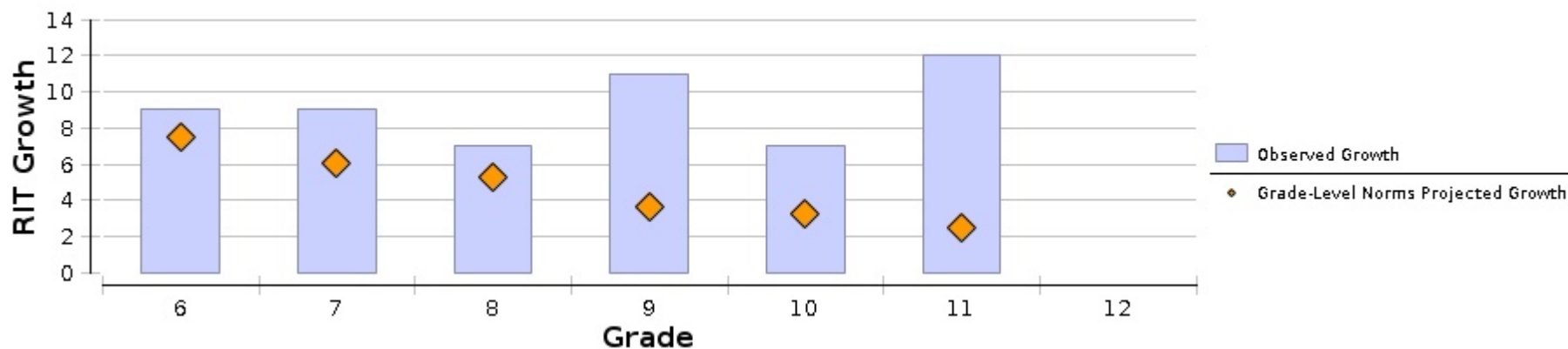
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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

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 Number of Growth Events‡	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
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

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Small Group Display: Yes

Magnolia Science Academy 2

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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

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‡	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
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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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

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

Table of Contents

I. Status Update for 2022-2023

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

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

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

TEACHER RETENTION RATE OF 74%. 6% IMPROVEMENT FROM PREVIOUS YEAR

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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	No
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 84%	Yes

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 32.66%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 33.08%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 17.39%</p> <p>-African American: 29.49%</p> <p>-Asian: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 32.74%</p> <p>Native Hawaiian/Pacific Islander Students: *</p> <p>Students of Two or More Races: *</p> <p>-White: *</p>	No
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 58.5%</p> <p>-English Learners: 60.00%</p> <p>-Socioeconomically Disadvantaged: 56.2%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 60.00%</p> <p>-African American: 62.3%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 56.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 8.50%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 10.45%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 6.41%</p> <p>-Asian Students: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 9.64%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No
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17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 63.1%</p> <p>-English Learners: 58.8%</p> <p>-Socioeconomically Disadvantaged: 63.4%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 65.6%</p> <p>-African American: 62.5%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 63.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	Yes
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-23:</p> <p>(2023 Dashboard): 68.0%</p>	Yes

19	4	Outcome #11: EL students will be reclassified annually.	Desired Outcome for 2022-2023: Maintain 2021 ELPAC Percentage of Students Level 4: 16.6% Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: 16.00%	Yes
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 4.1%	No
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023 (CDE DataQuest): 95.7%	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	Desired Outcome for 2022-2023: ≥5% Outcome for 2022-2023: (As of 5/12/23) 10%	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 98%	No
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	No
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥4 Outcome for 2022-2023: (As of 5/12/23) 3	Yes

38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 8	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 15	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 12.9%	No
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 90.48%	No
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 33.9%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 2.0%</p>	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 94.0%</p>	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 6.8%</p>	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 0.00%</p>	Yes
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$ Parents: $\geq 80\%$ Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 98.1% Families: 78.7% Staff: 100.0%</p>	No

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	No
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: ≥90%</p> <p>Outcome for 2022-2023: 0%</p>	No
53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2022-2023: Daily</p> <p>Outcome for 2022-2023: Daily</p>	Yes
55	4	Outcome #15: Students in grade 11 will participate in the EAP assessment.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 100%</p>	Yes
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: ≥4</p> <p>Outcome for 2022-2023: 0</p>	No
57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2022-2023: 50%</p> <p>Outcome for 2022-2023: 48%</p>	No
58	7	Outcome #6: Students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.	<p>Desired Outcome for 2022-2023: ≥80%</p> <p>Outcome for 2022-2023: 100%</p>	Yes

59	7	Outcome #7: Students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 100%	Yes
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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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: ≥90% Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 83.0% Desired Outcome for 2023-24: (Spring 2023 to Fall 2023): 85.0% Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 82% Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 74%	No
5	6	Teacher attendance rate (Source: HRIS)	Baseline: 2020-21: (As of 3/25/21): 98.5% Desired Outcome for 2023-24: 96.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8%	No
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	No

7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 100%	Yes
8	2	Outcome #4: Charter School will provide implementation of CCSS for all students.	Desired Outcome for 2022-2023: 100% Outcome for 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: (As of 5/7/21): 79% Desired Outcome for 2023-24: 100% Year 1 Outcome: (As of 5/13/22): 41% Year 2 Outcome: 2022-23: (As of 5/12/23) 83%	No
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 32.66%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 33.08%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 17.39%</p> <p>-African American: 29.49%</p> <p>-Asian: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 32.74%</p> <p>Native Hawaiian/Pacific Islander Students: *</p> <p>Students of Two or More Races: *</p> <p>-White: *</p>	No
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 40.6 points below standard</p> <p>-English Learners: 87.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 37.4 points below standard</p> <p>-Students with Disabilities: 139.3 points below standard</p> <p>-Homeless: 31.9 points below standard</p>	No

- 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%
- 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	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p>	No
			<p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 58.5%</p> <p>-English Learners: 60.00%</p> <p>-Socioeconomically Disadvantaged: 56.2%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 60.00%</p> <p>-African American: 62.3%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 56.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	

15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 8.50%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 10.45%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 6.41%</p> <p>-Asian Students: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 9.64%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	No
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 89.6 points below standard</p> <p>-English Learners: 129.5 points below standard</p> <p>-Socioeconomically Disadvantaged: 87.1 points below standard</p> <p>-Students with Disabilities: 184.4 points below standard</p> <p>-Homeless: 86.0 points below standard</p>	No

- 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

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	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 63.1%</p> <p>-English Learners: 58.8%</p> <p>-Socioeconomically Disadvantaged: 63.4%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 65.6%</p> <p>-African American: 62.5%</p> <p>-Asian: *</p> <p>-Filipino: *</p> <p>-Hispanic: 63.1%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	Yes
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-23:</p> <p>(2023 Dashboard): 68.0%</p>	Yes

19	4	Outcome #11: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: Maintain</p> <p>2021 ELPAC Percentage of Students Level 4: 16.6%</p> <p>Year 2 Outcome: 2022 ELPAC Percentage of Students Level 4: 16.00%</p>	Yes
20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00</p>	No

21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0%</p> <p>2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p>	No
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22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p> <p>Year 2 Outcome: 2022-23: 48.0%</p>	No
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p>	No
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p>	No

25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 4.1%	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) 15.6% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 28% Year 2 Outcome: 2022-23: (As of 5/12/23) 14.3%	No
27	4	Outcome #9: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023 (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% Desired Outcome for 2023-24: 20.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 4% Year 2 Outcome: 2022-23 (CDE DataQuest): 4.3%	No

29	4	Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	<p>Baseline: 2020-21: (As of 5/16/21) 27.3%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome:2021-22: (As of 5/13/22) 36%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 38.3%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 59.1%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 52%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 40.4%</p>	No
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p>	No

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p>	No
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: Class of 2018: 62.8%</p> <p>Desired Outcome for 2023-24: Class of 2021: 75.0%</p> <p>Year 1 Outcome: Class of 2019 76.1%</p> <p>Year 2 Outcome: Class of 2020 54.7%</p>	Yes
34	7	Outcome #3: Students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club.	<p>Desired Outcome for 2022-2023: $\geq 5\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 10%</p>	Yes
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 98%</p>	No

36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 90%	No
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 3	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23	Desired Outcome for 2022-2023: ≥ 4 Outcome for 2022-2023: (As of 5/12/23) 8	Yes
39	3	Outcome #4: Charter School will hold a minimum of 5 parent activities/events per year.	Desired Outcome for 2022-2023: ≥ 5 Outcome for 2022-2023: (As of 5/12/23) 15	Yes
40	3	Outcome #6: Charter School will send a minimum of 4 progress reports/cards to parents per year.	Desired Outcome for 2022-2023: ≥ 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: $\geq 25\%$ Outcome for 2022-2023: (As of 5/12/23) 12.9%	No
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: $\geq 97\%$ Outcome for 2022-2023: (P-2 ADA) 90.48%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 33.9%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 2.0%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (2023 Dashboard) 94.0%	No
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (2023 Dashboard) 6.8%	No
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: $\leq 1\%$ Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 98.1% Families: 78.7% Staff: 100.0%</p>	No
50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	No
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0%</p>	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	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23) 80%	<p>We've transitioned towards offering more college courses, with a selection of 15 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings.</p> <p>In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.</p>

12	4	<p>Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Foster Youth: * -Students with Disabilities: 17.39% -African American: 29.49% -Asian: * -Filipino Students: * -Hispanic: 32.74% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: * 	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.</p>
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14	4	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 58.5% -English Learners: 60.00% -Socioeconomically Disadvantaged: 56.2% -Foster Youth: * -Students with Disabilities: 60.00% -African American: 62.3% -Asian: * -Filipino: * -Hispanic: 56.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: * 	<p>We are within a mere 1.5% of reaching our target goal, indicating significant progress.</p> <p>To ensure we achieve this goal, we've collaborated with our Special Education and English Language (EL) departments to implement small group testing. This approach allows for more personalized attention and support, particularly for students facing challenges in traditional classroom settings.</p> <p>Our focus on providing small groups reflects our intentionality in meeting the diverse needs of our student body.</p> <p>Furthermore, we've introduced Power English classes dedicated to enhancing reading and writing strategies. The administrative team actively oversees these classes, ensuring alignment with best practices and instructional goals for the current academic year.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 8.50%</p> <p>-English Learners: 0.00%</p> <p>-Socioeconomically Disadvantaged: 10.45%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 0.00%</p> <p>-African American: 6.41%</p> <p>-Asian Students: *</p> <p>-Filipino Students: *</p> <p>-Hispanic: 9.64%</p> <p>-Native Hawaiian/Pacific Islander Students: *</p> <p>-Students of Two or More Races: *</p> <p>-White: *</p>	<p>We've collaborated closely with teachers under waivers to provide support and guidance.</p> <p>In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department.</p> <p>This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness.</p> <p>MPS has recently adopted a new Math curriculum, currently utilizing HMH materials.</p> <p>Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills.</p>
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25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 4.1%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests.</p> <p>Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p> <p>Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.</p>
35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 98%</p>	<p>We recently welcomed a new student who joined us in 12th grade. Typically, our computer science curriculum is offered in the 11th grade.</p> <p>However, we've encountered a situation where some foster youth, who are eligible for foster youth graduation requirements, opt out of the computer science class.</p> <p>For all other students, taking a Computer Science class is mandatory as part of their graduation requirements."</p>
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 90%</p>	<p>We had some students who had difficulty purchasing the poster boards.</p> <p>This year, we purchased the poster board for the students to bring this 90% to 100%.</p>

41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2022-2023: $\geq 25\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 12.9%</p>	<p>Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises.</p> <p>In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering greater engagement with families.</p>
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.48%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences.</p> <p>As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year."</p>
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 33.9%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives.</p> <p>Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 2.0%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 94.0%</p>	<p>The administration team is actively collaborating with students facing credit deficiency challenges.</p> <p>We created a student centered tracker to effectively monitor student progress.</p> <p>We extend invitations to after-school tutoring sessions, Saturday school, and provide additional support during flexible times in their schedules.</p>

47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 6.8%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$</p> <p>Parents: $\geq 80\%$</p> <p>Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 98.1%</p> <p>Families: 78.7%</p> <p>Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe.</p> <p>To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
52	4	Outcome #13: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: ≥90%</p> <p>Outcome for 2022-2023: 0%</p>	<p>With the removal of the SAT test requirement for UC and CSU applications, MSA-3 has decided to discontinue offering the PSAT test. Instead, we are placing greater emphasis on our students' dual enrollment passing rate, A-G completion rate, and overall college and career readiness.</p>

53	4	Outcome #14: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: N/A</p>	<p>With the removal of the SAT test requirement for UC and CSU applications, MSA-3 has decided to discontinue offering the PSAT test. Instead, we are placing greater emphasis on our students' dual enrollment passing rate, A-G completion rate, and overall college and career readiness.</p>
56	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: ≥ 4</p> <p>Outcome for 2022-2023: 0</p>	<p>At MSA-3, we regularly hold PAC, ELAC and Coffee with admin meetings to engage with parents. While we've made efforts to establish a Parent Teacher Forum (PTF), the post-COVID era presented challenges in bringing parents to the school.</p> <p>To foster a more inclusive school environment, MSA-3 will conduct PTF elections next school year."</p>

57	4	Outcome #16: Students who participate in the EAP assessment will demonstrate college preparedness.	<p>Desired Outcome for 2022-2023: 50%</p> <p>Outcome for 2022-2023: 48%</p>	<p>Despite our efforts, we were unable to achieve the desired outcome of 50% college preparedness.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English and math departments to enhance its functionality and effectiveness in addressing student needs.</p>
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: (Spring 2020 to Fall 2020): 83.0%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 85.0%</p> <p>Year 1 Outcome: 2021–22: (Spring 2021 to Fall 2021): 82%</p> <p>Year 2 Outcome: 2022–23: (Fall 2022 to Fall 2023): 74%</p>	<p>We're currently experiencing a shortage of teachers in critical areas such as Math, Science, and Special Education. To address this challenge, we're actively supporting staff through various avenues. This includes assisting them with Personal Improvement Plans (PIP), Short-Term Staff Permits (STSP), and waivers to obtain preliminary or clear credentials.</p> <p>Moreover, we're enhancing teacher support by implementing strategies such as Instructional Rounds, coaching sessions, informal observations, professional development workshops, and SEL training. Additionally, we've partnered with CARESolace to offer mental health support for our staff.</p> <p>Administrators are conducting one-on-one check-ins to provide coaching and gather feedback, particularly regarding the adjustments needed in post-COVID classrooms. We're also leveraging anonymous surveys and educational partner feedback to adapt our practices and improve teacher retention.</p> <p>Furthermore, we've established tuition reimbursement programs to assist teachers in covering credentialing and advanced degree costs. Additionally, we've recently redesigned the staff lounge, offering snacks and coffee to provide a refreshing environment for staff throughout the day.</p>
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5	6	Teacher attendance rate (Source: HRIS)	<p>Baseline: 2020-21: (As of 3/25/21): 98.5%</p> <p>Desired Outcome for 2023–24: 96.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/12/22): 95.8%</p> <p>Year 2 Outcome: 2022-23: (As of 5/15/23): 93.8%</p>	<p>The administrative team is actively increasing their presence in classrooms to offer support to our teachers.</p> <p>We've strategically crafted the academic calendar to incorporate minimum days before major holidays, aiming to minimize staff absences.</p> <p>MPS is currently planning to offer additional compensation for unused sick days during the 2024-2025 school year. We anticipate that this incentive will encourage teachers to take fewer sick days.</p>
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-23: (As of 5/12/23) 80%</p>	<p>We've transitioned towards offering more college courses, with a selection of 15 courses now available in place of AP classes. These college courses serve as a valuable supplement to our already diverse range of offerings.</p> <p>In addition, we've implemented a Life Skills curriculum called "Move This World." This weekly program, spanning 30 minutes, is dedicated to nurturing the social-emotional development of our students.</p>
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)	<p>Baseline: (As of 5/7/21): 79%</p> <p>Desired Outcome for 2023–24: 100%</p> <p>Year 1 Outcome: (As of 5/13/22): 41%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83%</p>	<p>We are strategically checking one by one who has not been observed this year.</p> <p>We are at 49% for the first semester.</p> <p>We will be able to make 100% this year with this intentional check on this.</p>

12	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 59%</p> <p>White Students: 55%</p>	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.</p> <p>To further reinforce these goals, we've made them visible to students through the creation of goal posters.</p> <p>Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.</p>
13	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <p>-All Students: 40.6 points below standard</p> <p>-English Learners: 87.6 points below standard</p> <p>-Socioeconomically Disadvantaged: 37.4 points below standard</p> <p>-Students with Disabilities: 139.3 points below</p>	<p>Despite our dashboard color shifting from orange to yellow, we were unable to achieve the desired outcome of 38.55% proficiency in ELA.</p> <p>Upon reflection, we identified a lack of student buy-in to the tests as a contributing factor. To boost motivation, we've collaborated with teachers to set goals and implemented</p>

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%
- Hispanic: 65.0%

incentives and rewards for students. These measures are aimed at increasing engagement and commitment to improving their performance.

To further reinforce these goals, we've made them visible to students through the creation of goal posters.

Additionally, structural changes have been made within the English department to enhance its functionality and effectiveness in addressing student needs.

-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	<p>Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 58.5% -English Learners: 60.00% -Socioeconomically Disadvantaged: 56.2% -Foster Youth: * -Students with Disabilities: 60.00% -African American: 62.3% -Asian: * -Filipino: * -Hispanic: 56.1% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: * 	<p>We are within a mere 1.5% of reaching our target goal, indicating significant progress.</p> <p>To ensure we achieve this goal, we've collaborated with our Special Education and English Language (EL) departments to implement small group testing. This approach allows for more personalized attention and support, particularly for students facing challenges in traditional classroom settings.</p> <p>Our focus on providing small groups reflects our intentionality in meeting the diverse needs of our student body.</p> <p>Furthermore, we've introduced Power English classes dedicated to enhancing reading and writing strategies. The administrative team actively oversees these classes, ensuring alignment with best practices and instructional goals for the current academic year.</p>
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15	4	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 55%</p> <p>English Learners: 55%</p> <p>Socioecon. Disadv./Low Income Students: 55%</p> <p>Foster Youth: 55%</p> <p>Students with Disabilities: 55%</p> <p>African American Students: 55%</p> <p>Asian Students: 55%</p> <p>Filipino Students: 55%</p> <p>Latino Students: 55%</p> <p>Native Hawaiian/Pacific Islander Students: 55%</p> <p>Students of Two or More Races: 55%</p> <p>White Students: 55%</p> <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Foster Youth: * -Students with Disabilities: 0.00% -African American: 6.41% -Asian Students: * -Filipino Students: * -Hispanic: 9.64% -Native Hawaiian/Pacific Islander Students: * -Students of Two or More Races: * -White: * 	<p>We've collaborated closely with teachers under waivers to provide support and guidance.</p> <p>In our ongoing efforts to enhance student achievement, we've made deliberate hires within the Math department.</p> <p>This year, we've made adjustments to grade-level assignments for teachers to optimize their effectiveness.</p> <p>MPS has recently adopted a new Math curriculum, currently utilizing HMH materials.</p> <p>Furthermore, MPS has reverted to a traditional Math pathway focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to concentrate more deeply on specific aspects of Math skills.</p>
16	4	<p>Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)</p>	<p>Baseline:</p> <p>2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 89.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 87.1 points below standard -Students with Disabilities: 184.4 points below 	<p>We've provided support and collaborated closely with teachers under waivers to ensure their success.</p> <p>To enhance student achievement in Math, we've made deliberate hiring decisions within the Math department.</p> <p>This year, we've reevaluated and adjusted</p>

standard

- 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%

grade-level assignments for teachers to optimize instructional effectiveness.

MPS has recently adopted a new Math curriculum, currently utilizing materials from HMH.

Moreover, MPS has transitioned back to a traditional Math pathway, focusing on Algebra and Geometry instead of Integrated Math. This adjustment allows teachers to hone in on specific Math skills.

In addition, we're conducting Math Interim Assessment Blocks (IABs) in a purposeful manner, with both the administrative team and teachers analyzing the data to make informed adjustments to their teaching strategies.

-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: *

20	4	<p>Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: -All Students: 10.05% -Socioeconomically Disadvantaged: 12.69% -Students with Disabilities: 0.00% -African American: 10.53%</p> <p>Desired Outcome for 2023–24: 2022-23: -All Students: 16.00% -Socioeconomically Disadvantaged: 16.00% -Students with Disabilities: 10.00% -African American: 16.0%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00</p>	<p>The administrative team is collaborating closely with Science teachers to provide students with effective testing strategies.</p> <p>To familiarize students with the question types and styles, we plan to administer CAST IABs.</p> <p>Monthly meetings between the Science department and the TOSA chair allow for alignment of practices and mutual learning.</p> <p>To mitigate testing fatigue, we've decided to administer CAST tests with 10th graders, as 11th graders will already be taking SBAC Math and ELA assessments.</p>
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21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: 38.2%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.0%</p> <p>2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 58%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 44.0%</p>	<p>MSA-3 has expanded its offerings this year by providing 15 college courses through a partnership with LA Harbor College. This initiative aims to positively impact students, helping them fulfill critical criteria for their academic advancement.</p> <p>To ensure students are effectively progressing towards their goals, the administrative team is closely monitoring their academic journey. This includes creating trackers to monitor A-G completion, progress in college courses, and measurable pupil outcomes (MPOs) to enhance the percentage of students meeting College Career Indicators (CCI) status.</p>
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22	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 50.98%</p> <p>Desired Outcome for 2023-24: 2021-22: 55.0%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 52.50%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students:60.83%</p> <p>Year 2 Outcome: 2022-23: 48.0%</p>	<p>Recognizing a lack of student engagement with testing, we've implemented strategies this year to boost motivation. Collaborating with teachers, we've set clear goals and introduced incentives and rewards for students. To enhance visibility, we've displayed these goals prominently through posters.</p> <p>Furthermore, we've undertaken structural changes within the English department to improve its functionality and effectiveness.</p> <p>I'm delighted to report that we've successfully achieved our goal in the ELA subgroup for African American students.</p>
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23	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 25.49%</p> <p>Desired Outcome for 2023-24: 2021-22: 35.0%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 26.67%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 72.54%</p> <p>Year 2 Outcome: 2022-23: 12.00%</p>	<p>We've worked closely with teachers under waivers, alongside intentional hiring efforts within the Math department to elevate student achievement.</p> <p>In the ongoing pursuit of improvement, we've reassigned teachers to specific grade levels this year.</p> <p>Moreover, MPS has adopted a new Math curriculum from HMH, reverting to the traditional pathway of Algebra and Geometry. This transition empowers teachers to focus more profoundly on specific mathematical skills.</p>
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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)	<p>Baseline: 2019-20: 35.7%</p> <p>Desired Outcome for 2023-24: 2022-23: 50.0%</p> <p>Year 1 Outcome:2020-21: 37.5%</p> <p>Year 2 Outcome: 2022-23: 11.4%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests.</p> <p>Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams.</p> <p>Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p> <p>Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.</p>
25	4	Outcome #12: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 4.1%</p>	<p>We've recognized the undue stress placed on students by AP exams when they don't pass, prompting us to collaborate with LA Harbor College to introduce dual enrollment programs. These offer rigorous coursework while alleviating the pressure of AP tests.</p> <p>Post-COVID mental health challenges have exacerbated stress surrounding high-stakes exams. Encouragingly, initial outcomes from our dual enrollment initiative are promising.</p> <p>Nevertheless, we're exploring the possibility of reintroducing AP Spanish and AP Computer Science Principles for the 2024-2025 school year.</p>

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

31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 95.0%</p> <p>Desired Outcome for 2023-24: 100.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 96%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 83.0%</p>	<p>We're deeply engaged with our seniors, ensuring ample resources are available to support their post-secondary plans. This includes hosting parent information nights and inviting guest speakers to discuss college options and career pathways.</p> <p>Notably, we've observed a trend among some students opting for non-technical career paths such as the military or barbering schools.</p> <p>Recognizing the importance of providing diverse opportunities, MSA-3 is actively seeking a Career Technical Education (CTE) pathway to guide students towards lucrative and fulfilling careers.</p> <p>Currently, our focus is on developing pathways in Digital Arts or Computer Science to meet the needs and aspirations of our students.</p>
32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 68.0%</p> <p>Desired Outcome for 2023-24: 70.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 78%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 57.0%</p>	<p>We're deeply engaged with our seniors, ensuring ample resources are available to support their post-secondary plans. This includes hosting parent information nights and inviting guest speakers to discuss college options and career pathways. Notably, we've observed a trend among some students opting for non-technical career paths such as the military or barbering schools.</p> <p>Recognizing the importance of providing diverse opportunities, MSA-3 is actively seeking a Career Technical Education (CTE) pathway to guide students towards lucrative and fulfilling careers. Currently, our focus is on developing pathways in Digital Arts or Computer Science to meet the needs and aspirations of our students."</p>

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 98%</p>	<p>We recently welcomed a new student who joined us in 12th grade. Typically, our computer science curriculum is offered in the 11th grade.</p> <p>However, we've encountered a situation where some foster youth, who are eligible for foster youth graduation requirements, opt out of the computer science class.</p> <p>For all other students, taking a Computer Science class is mandatory as part of their graduation requirements."</p>
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (As of 5/12/23) 90%</p>	<p>We had some students who had difficulty purchasing the poster boards.</p> <p>This year, we purchased the poster board for the students to bring this 90% to 100%.</p>
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	<p>Desired Outcome for 2022-2023: $\geq 25\%$</p> <p>Outcome for 2022-2023: (As of 5/12/23) 12.9%</p>	<p>Post-COVID challenges have presented difficulties in securing parental acceptance for home visits. To adapt, we've shifted to conducting visits virtually or at community centers outside of school premises.</p> <p>In response to the ongoing need for stronger family connections, this year, we're rolling out home visit incentives and launching a staff campaign aimed at fostering greater engagement with families.</p>

42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: $\geq 97\%$</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.48%</p>	<p>We've intensified our focus on Average Daily Attendance (ADA) by assigning our Discipline Coordinator to closely monitor absences.</p> <p>As a result, our mid-year ADA has risen to 93%, marking a notable 3% increase from the previous year."</p>
43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 33.9%</p>	<p>We've bolstered our attendance initiatives, resulting in a 3% improvement in our mid-year Average Daily Attendance (ADA) compared to last year. To incentivize regular attendance, we're acknowledging students who consistently attend school with monthly rewards and incentives.</p> <p>Additionally, we're closely monitoring students with chronic absenteeism and implementing interventions such as academic check-ins and Social-Emotional Learning (SEL) support to address their needs proactively.</p>

45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (CDE DataQuest) 2.0%</p>	<p>We've encountered challenges with some students who entered 11th grade with credit deficiencies. Despite our efforts to devise graduation plans, their academic preparation didn't align with the rigorous standards at MSA-3.</p> <p>In some instances, parental delays in providing transcripts compounded the issue for these students enrolled at grade-appropriate levels. To address this, we're collaborating closely with the main office to streamline the process of obtaining transcripts for incoming high school students.</p> <p>Furthermore, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p>
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 94.0%</p>	<p>The administration team is actively collaborating with students facing credit deficiency challenges.</p> <p>We created a student centered tracker to effectively monitor student progress.</p> <p>We extend invitations to after-school tutoring sessions, Saturday school, and provide additional support during flexible times in their schedules.</p>

47	6	Outcome #13: Charter School will maintain a low student suspension rate.	<p>Desired Outcome for 2022-2023: $\leq 1\%$</p> <p>Outcome for 2022-2023: (2023 Dashboard) 6.8%</p>	<p>The lifting of post-COVID restrictions has brought forth numerous social-emotional learning (SEL) challenges among students. In response, we've conducted several meetings to address and adapt to changes in student behavior.</p> <p>Our latest data indicates that our suspension rate currently stands at around 1%, reflecting our ongoing efforts to manage and mitigate behavioral issues.</p>
49	6	Outcome #15: Charter School will maintain high student, parent, and staff participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023</p> <p>Students: $\geq 80\%$</p> <p>Parents: $\geq 80\%$</p> <p>Staff: $\geq 80\%$</p> <p>Outcome for 2022-2023:</p> <p>Students: 98.1%</p> <p>Families: 78.7%</p> <p>Staff: 100.0%</p>	<p>We've reached our goal with successful participation from both staff and students in our recent survey. Through a comprehensive campaign tailored for families, we doubled our participation rate for the 2022-2023 survey compared to the previous year.</p> <p>Looking ahead, we intend to continue our proactive approach by implementing a similar campaign to incentivize families to take part in future surveys. We plan to offer rewards as a means of encouraging their continued engagement and feedback.</p>

50	6	Outcome #16: Charter School will maintain a high approval rating on school experience surveys of students, parents, and staff.	<p>Desired Outcome for 2022-2023 Students: ≥80% Parents: ≥80% Staff: ≥80%</p> <p>Outcome for 2022-2023: Students: 61.0% Families: 97.0% Staff: 77.0%</p>	<p>We've expanded our extracurricular offerings, including more CIF sports, dual enrollment classes, and clubs, providing students with diverse opportunities for academic and athletic engagement. Our curriculum is further enriched with STEAM-focused field trips such as the PALI Institute, Disney Imagination trip, and Travel Abroad program to Japan and Europe.</p> <p>To promote positive behavior and engagement, we've implemented monthly incentives and rewards through our PBIS program, leading to increased approval rates from students and families alike.</p> <p>Recognizing the importance of staff well-being, we've ramped up our SEL support with more frequent check-ins. Discussions regarding pay scale raises are underway, with the aim of retaining our talented staff. While MPS provided a significant raise two years ago, ongoing talks at the home office indicate a potential raise to further support talent retention.</p> <p>Additionally, we're fostering greater collaboration among staff, empowering teachers to lead schoolwide events and take ownership of their work. MPS benefits, including floating holidays and health benefits, contribute to staff satisfaction and retention, ensuring a positive work environment.</p>
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51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 78%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 81%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 79.0%</p>	<p>We have enriched the MSA-3 experience by incorporating CIF sports and dual enrollment classes, providing students with added value that encourages their continued participation in our community.</p> <p>Moreover, we've bolstered our support network by enhancing Social-Emotional Learning (SEL) initiatives through assemblies and wraparound services, such as comprehensive college counseling. These SEL supports are instrumental in helping students navigate post-secondary prospects and effectively manage the mental health challenges they encounter.</p>
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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)	Yes	Magnolia Science Academy 3 met the criteria and qualified for ATSI for the Suspension criteria for the Students with Disabilities (SWD) subgroup. Goal 4 Action 3: We will get more PBIS and SEL support from organizations to properly support our students with special needs. Through this services, we are planning to bring down our suspension rates. The students with special needs have equitable access to all of the resources at MSA 3; as a result, resource 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

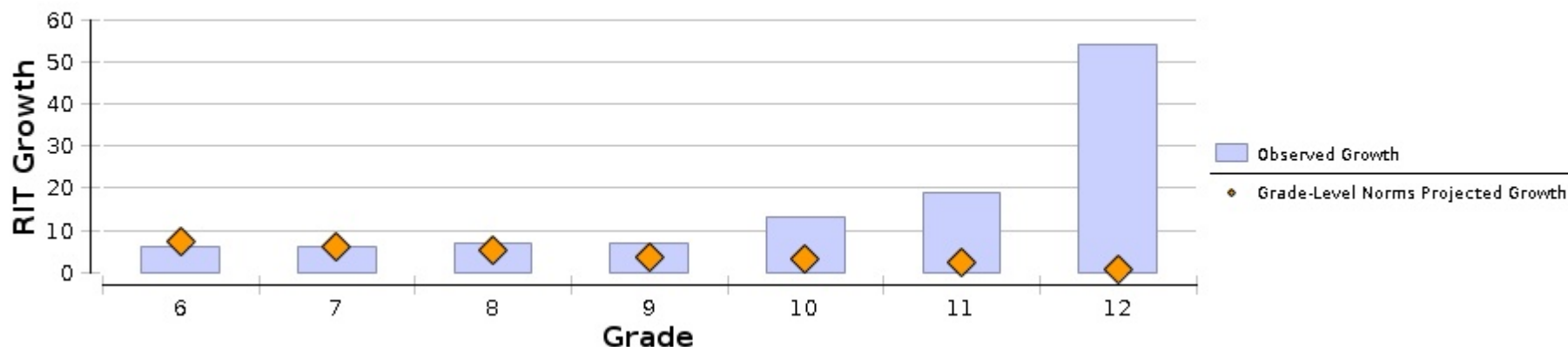
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

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‡	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	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



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.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

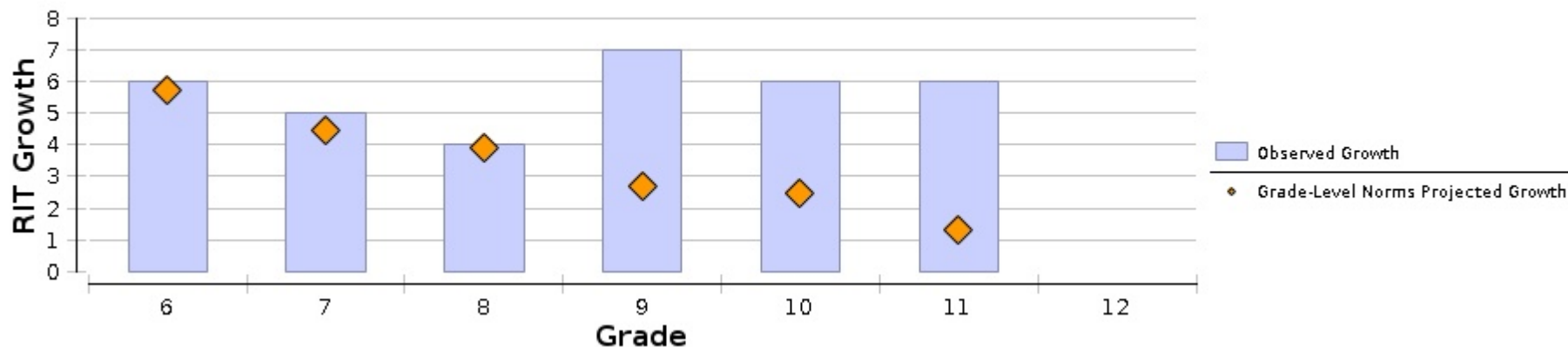
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

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‡	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	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



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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‡	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)	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 Language 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 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 be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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‡	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	
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 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 Language 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 cannot be aggregated above the program level																

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

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Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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	Total Number of Growth Events†	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
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



Student Growth Summary Report

Aggregate by School

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End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

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‡	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)	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 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 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 Language 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 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														



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

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†	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
English Language 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 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 Language 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 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															

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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†	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	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

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

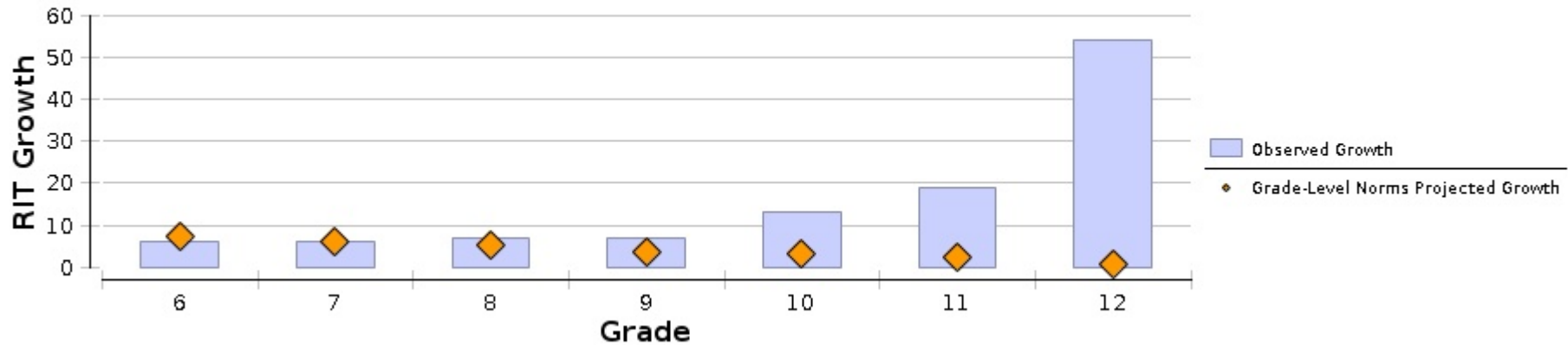
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End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

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†	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	
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



Explanatory Notes

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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‡	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	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

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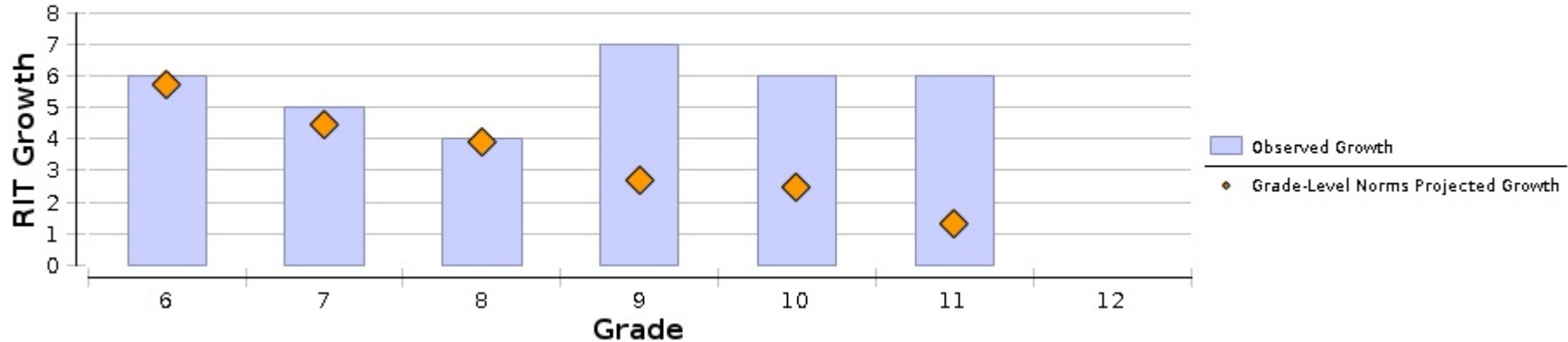
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Grouping: Ethnicity
Small Group Display: Yes

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 [‡]	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
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

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

DRAFT

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

Table of Contents

I. Status Update for 2022-2023

II. Charter Specific Accountability

- a. **Progress Towards Meeting Measurable Pupil Outcomes**
- b. **Summary of Improvement Plan for 2022-2023 unmet goals (MPOs/LCAP)**
- c. **Compliance and Technical Assistance**

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

- 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	Outcome #1: Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: 90% Outcome for 2022-23: 100%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes

7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: ≥80% Outcome for 2022-23: (Second semester): 80%	Yes
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 47.02% -English Learners: 9.09% -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p>	No

			<ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * 	
13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -White: 60.00% 	No
15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p>	No

Students with Disabilities: Increase by 5 points compared to prior year

Asian Students: *

Latino Students: Increase by 5 points compared to prior year

White Students: *

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%

Outcome for 2022-2023:

-All Students: 34.29%

-English Learners: 26.47%

-Socioeconomically Disadvantaged: 35.20%

-Foster Youth: *

-Students with Disabilities: 23.53%

-Asian: *

-Hispanic: 34.17%

-White: *

17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 68.5%</p> <p>-English Learners: 70.0%</p> <p>-Socioeconomically Disadvantaged: 67.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 79.2%</p> <p>-Asian: *</p> <p>-Hispanic: 68.9%</p> <p>-White: 60.0%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	No
19	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p>	Yes
25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 11.1%</p>	No

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 90% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 19	Yes
40	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2022-2023: 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: 25% Outcome for 2022-2023: (As of 5/12/23) 43.3%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (P-2 ADA) 90.44%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: 1% Outcome for 2022-2023: (2023 Dashboard) 30.8%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (2023 Dashboard) 92.3%	Yes
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤3% Outcome for 2022-2023: (2023 Dashboard) 2.3%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: 85% Parents: 55% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 100.0% Families: 87.6% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	<p>Desired Outcome for 2022-2023 Students: 65% Parents: 90% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 68% Families: 96% Staff: 93%</p>	Yes
52	4	Outcome #12: Students in grades 9-11 will participate in the PSAT test.	<p>Desired Outcome for 2022-2023: 100%</p> <p>Outcome for 2022-2023: 0%</p>	No
53	4	Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	<p>Desired Outcome for 2022-2023: 20%</p> <p>Outcome for 2022-2023: N/A</p>	No
54	3	Outcome #5: Teachers will update SIS records daily/weekly.	<p>Desired Outcome for 2022-2023: Daily</p> <p>Outcome for 2022-2023: Daily</p>	Yes
55	3	Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings	<p>Desired Outcome for 2022-2023: 4</p> <p>Outcome for 2022-2023: 7</p>	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	Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
2	1	Outcome #2: Students will have sufficient access to standards-aligned instructional materials.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: 100%	Yes
3	1	Outcome #3: Items on facility inspection checklists will be in compliance/good standing.	Desired Outcome for 2022-2023: 90% Outcome for 2022-23: 100%	Yes
4	6	Teacher retention rate (Source: HRIS)	Baseline: (Spring 2020 to Fall 2020): 93.0% 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% Desired Outcome for 2023-24: 97.0% Year 1 Outcome: 2021-22: (As of 5/12/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/15/23): 95.8%	Yes
6	7	Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
7	7	Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.	Desired Outcome for 2022-2023: 100% Outcome for 2022-23: (As of 5/12/23): 100%	Yes
8	2	Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	Desired Outcome for 2022-2023: 100% Outcome for 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% Desired Outcome for 2023-24: 100% Year 1 Outcome: 2021-22: (As of 5/13/22): 94.8% Year 2 Outcome: 2022-23: (As of 5/12/23): 100%	Yes
10	8	Outcome #17: Students will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	Desired Outcome for 2022-2023: $\geq 80\%$ Outcome for 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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	Desired Outcome for 2022-2023 All students (Schoolwide): Increase by 5 points compared to prior year English Learners: Increase by 5 points compared to prior year Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year Foster Youth: * Students with Disabilities: Increase by 5 points compared to prior year Asian Students: * Latino Students: Increase by 5 points compared to prior year White Students: * 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: 47.02% -English Learners: 9.09%	No

			<p>-Students with Disabilities: 37.50%</p> <p>-Hispanic: 45.11%</p> <p>-White: 50.00%</p> <p>Outcome for 2022-2023:</p> <p>-All Students: 45.04%</p> <p>-English Learners: 12.0%</p> <p>-Socioeconomically Disadvantaged: 42.86%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 23.53%</p> <p>-Asian: *</p> <p>-Hispanic: 43.36%</p> <p>-White: *</p>	
12	4	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <p>-All Students: 11.5 points below standard</p> <p>-English Learners: 43.3 points below standard</p> <p>-Socioeconomically Disadvantaged: 13.1 points below standard</p> <p>-Students with Disabilities: 72.7points below standard</p> <p>-Homeless: 23.7 points below standard</p> <p>-Hispanic: 13.1 points below standard</p> <p>Desired Outcome for 2023–24: 2022-23: (2023 Dashboard)</p> <p>-All Students: 5.0 points below standard</p> <p>-English Learners: 37.0 points below standard</p> <p>-Socioeconomically Disadvantaged: 7.0 points below standard</p> <p>-Students with Disabilities: 66.0 points below standard</p> <p>-Homeless: 17.0 points below standard</p> <p>-Hispanic: 7.0 points below standard</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment to</p>	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	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 54.4%</p> <p>-English Learners: 63.6%</p> <p>-Socioeconomically Disadvantaged: 52.5%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 61.5%</p> <p>-Asian: *</p> <p>-Hispanic: 53.1%</p> <p>-White: 60.00%</p>	No
15	4	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p>	No

			<p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: * 	
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points below standard -Students with Disabilities: 58.0 points below standard -Homeless: 26.2 points below standard -Hispanic: 21.6 points below standard <p>Desired Outcome for 2023-24: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -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 	No

- 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.

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	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <p>-All Students: 68.5%</p> <p>-English Learners: 70.0%</p> <p>-Socioeconomically Disadvantaged: 67.3%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 79.2%</p> <p>-Asian: *</p> <p>-Hispanic: 68.9%</p> <p>-White: 60.0%</p>	No
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard)</p> <p>63.2%</p>	No
19	4	Outcome #10: EL students will be reclassified annually.	<p>Desired Outcome for 2022-2023: MSA-5's reclassification rates will meet or exceed District averages for the same grade levels.</p> <p>Outcome for 2022-2023: Annual RFEP Rate: 21.5%</p>	Yes

20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30%</p> <p>Desired Outcome for 2023-24: 2022-23: -All Students: 16.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00%</p> <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%</p>	No
21	4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5%</p>	No

22	4	<p>Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</p>	<p>Baseline: 2018-19: 63.63%</p> <p>Desired Outcome for 2023-24: 2021-22: 68.00%</p> <p>Year 1 Outcome: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 55.88%</p> <p>IAB ELA Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 32.54%</p> <p>Year 2 Outcome: 2022-23: 73.08%</p>	Yes
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23	4	Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19: 54.54%</p> <p>Desired Outcome for 2023-24: 2021-22: 60.00%</p> <p>Year 1 Outcome: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: -Grade 11 Students: 13.89%</p> <p>IAB Math Level 3 and 4 Projection (5/13/22): -Grade 11 Students: 66.25%</p> <p>Year 2 Outcome: 2022-23: 62.96%</p>	Yes
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p>	No

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	Desired Outcome for 2022-2023: 40% Outcome for 2022-2023: 11.1%	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% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 11.1% 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)	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (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% Desired Outcome for 2023-24: 30.0% Year 1 Outcome: 2021-22: (As of 5/13/22) 33.3% 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)	<p>Baseline: 2020-21: (As of 5/16/21) 39.1%</p> <p>Desired Outcome for 2023-24: 30.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 22.2%</p> <p>Year 2 Outcome: 2022-23 (CDE DataQuest): 48.6%</p>	Yes
30	4	Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	<p>Baseline: 2020-21: (As of 5/16/21) 34.8%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 50.0%</p>	Yes
31	8	Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 78.0%</p> <p>Desired Outcome for 2023-24: 95.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 93%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 100%</p>	Yes

32	8	Percentage of high school completers accepted to a 4-year college (Source: Naviance)	<p>Baseline: 2020-21: (As of 5/16/21) 39.0%</p> <p>Desired Outcome for 2023-24: 50.0%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 81%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 94%</p>	Yes
33	8	College-Going Rate (Source: CDE DataQuest)	<p>Baseline: 2020-21: N/A</p> <p>Desired Outcome for 2023-24: Class of 2021: 50.0%</p> <p>Year 1 Outcome: Class of 2019: N/A Year 2 Outcome: Class of 2020: *</p>	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)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 6%</p>	No

35	7	Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
36	7	Outcome #5: Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Desired Outcome for 2022-2023: 90% Outcome for 2022-2023: (As of 5/12/23) 100%	Yes
37	3	Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: 4	Yes
38	3	Outcome #1: Charter School will hold quarterly SSC meetings* *SSC was replaced with PAC since 2022-23.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 7	Yes
39	3	Outcome #4: Charter School will hold activities/events for parent involvement.	Desired Outcome for 2022-2023: 4 Outcome for 2022-2023: (As of 5/12/23) 19	Yes
40	3	Outcome #6: Charter School will send progress reports/report cards to parents.	Desired Outcome for 2022-2023: 6 Outcome for 2022-2023: 6	Yes
41	3	Outcome #7: Charter School's students will be home-visited by the teachers.	Desired Outcome for 2022-2023: 25% Outcome for 2022-2023: (As of 5/12/23) 43.3%	Yes
42	5	Outcome #8: Charter School will maintain a high ADA rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (P-2 ADA) 90.44%	No

43	5	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	Desired Outcome for 2022-2023: 1% Outcome for 2022-2023: (2023 Dashboard) 30.8%	No
44	5	Outcome #10: Charter School will maintain a low middle school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (As of 5/12/23) 0.00%	Yes
45	5	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	No
46	5	Outcome #12: Charter School will maintain a high four-year cohort graduation rate.	Desired Outcome for 2022-2023: 95% Outcome for 2022-2023: (2023 Dashboard) 92.3%	Yes
47	6	Outcome #13: Charter School will maintain a low student suspension rate.	Desired Outcome for 2022-2023: ≤3% Outcome for 2022-2023: (2023 Dashboard) 2.3%	Yes
48	6	Outcome #14: Charter School will maintain a low student expulsion rate.	Desired Outcome for 2022-2023: ≤1% Outcome for 2022-2023: (CDE DataQuest) 0.00%	Yes

49	6	Outcome #15: Charter School will maintain high participation rates in the school experience survey.	<p>Desired Outcome for 2022-2023 Students: 85% Parents: 55% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 100.0% Families: 87.6% Staff: 100.0%</p>	Yes
50	6	Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.	<p>Desired Outcome for 2022-2023 Students: 65% Parents: 90% Staff: 85%</p> <p>Outcome for 2022-2023: Students: 68% Families: 96% Staff: 93%</p>	Yes
51	6	Student retention rate (Source: SIS)	<p>Baseline: 2020-21: (Spring 2020 to Fall 2020) 83%</p> <p>Desired Outcome for 2023-24: (Spring 2023 to Fall 2023) 85%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021) 75%</p> <p>Year 2 Outcome: 2022-23: (Spring 2022 to Fall 2022) 85%</p>	Yes

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	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:</p> <p>-All Students: 47.02%</p> <p>-English Learners: 9.09%</p>	<p>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. Below are the steps we will take to increase our percentage:</p> <ol style="list-style-type: none"> 1- Testing strategies similar to ELPAC 2- Read and highlight before answering the prompt 3- Look for verbs, adjectives, and question words to identify what the question is asking 4- Use released questions as warm ups, exit tickets, or mini lessons on shortened days 5- Student Review of Brief Writes (possibly via NoRedInk) 6- Have students grade each other anonymously 7- Review of qualifying answers for brief writes (what earns 0,1,2)

			<ul style="list-style-type: none"> -Students with Disabilities: 37.50% -Hispanic: 45.11% -White: 50.00% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: * 	
13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 54.4% -English Learners: 63.6% -Socioeconomically Disadvantaged: 52.5% -Foster Youth: * -Students with Disabilities: 61.5% -Asian: * -Hispanic: 53.1% -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	<p>Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% <p>Outcome for 2022-2023:</p>	<p>Due to the COVID-induced learning gap and relocations, the expected level of student 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.</p>
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			<ul style="list-style-type: none"> -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: * 	
17	4	Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 68.5% -English Learners: 70.0% -Socioeconomically Disadvantaged: 67.3% -Foster Youth: * -Students with Disabilities: 79.2% -Asian: * -Hispanic: 68.9% -White: 60.0% 	<p>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.</p> <p>As interventions, we have created intervention classes based on the IAP and Fall MAP results. Since the intervention classes are offered during the elective period, we have been motivating our students to perform better in the MAP tests so they can exit the intervention program and choose their non-academic electives. This process is a testament to our data-driven decision making. Moreover, based on the students' MAP test scores, students are placed in IXL's review paths. So, the students can review their areas of growth over time.</p>
18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	<p>Due to the learning gap caused by the pandemic, EL students' language acquisition progress has not shown substantial growth. MSA-5 has started small intervention groups and a co-teaching model in ELA classes to support EL students.</p>

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 11.1%</p>	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	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: 95%</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.44%</p>	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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: 1%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 30.8%</p>	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	Outcome #11: Charter School will maintain a low high school dropout rate.	Desired Outcome for 2022-2023: 0% Outcome for 2022-2023: (CDE DataQuest) 7.9%	In order to decrease the drop out rate at MSA5, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook. Additionally, the administration and the college counselor will collaborate with struggling students and their parents/guardians to identify the most suitable pathway to graduation for their individual needs. For that purpose, we will hold parent meetings for those specific students who are not on track to graduate on time.
52	4	Outcome #12: Students in grades 9-11 will participate in the PSAT test.	Desired Outcome for 2022-2023: 100% Outcome for 2022-2023: 0%	MSA-5 suspended the PSAT program due to the several reasons: 1) The University of California does not require SAT submissions 2) IABs are in place as more standard/content-based assessments 3) MAP testing provides growth and proficiency levels of students, which can be supported by intervention tools such as Khan Academy and iXL.
53	4	Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Desired Outcome for 2022-2023: 20% Outcome for 2022-2023: N/A	MSA-5 does not participate PSAT program since NWEA, IABs, and iXL provide more relevant data and offer intervention pathways.
#	State Priority	Unmet LCAP	Data 2022-2023	2023-2024 Improvement Plan and Current Status

4	6	Teacher retention rate (Source: HRIS)	<p>Baseline: (Spring 2020 to Fall 2020): 93.0%</p> <p>Desired Outcome for 2023–24: (Spring 2023 to Fall 2023): 90.0%</p> <p>Year 1 Outcome: 2021-22: (Spring 2021 to Fall 2021): 93%</p> <p>Year 2 Outcome: 2022-23: (Fall 2022 to Fall 2023): 60%</p>	<p>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.</p>
11	4	Outcome #5: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p> <p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-</p>	<p>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. Below are the steps we will take to increase our percentage:</p> <ol style="list-style-type: none"> 1- Testing strategies similar to ELPAC 2- Read and highlight before answering the prompt 3- Look for verbs, adjectives, and question words to identify what the question is asking 4- Use released questions as warm ups, exit tickets, or mini lessons on shortened days 5- Student Review of Brief Writes (possibly via NoRedInk) 6- Have students grade each other anonymously 7- Review of qualifying answers for brief writes (what earns 0,1,2)

ELA/Literacy assessments.

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%

Outcome for 2022-2023:

- All Students: 45.04%
- English Learners: 12.0%
- Socioeconomically Disadvantaged: 42.86%
- Foster Youth: *
- Students with Disabilities: 23.53%
- Asian: *
- Hispanic: 43.36%
- White: *

13	4	Outcome #7: All student subgroups will meet or exceed proficiency targets on the Reading/ELA section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 72%</p> <p>English Learners: 37%</p> <p>Socioecon. Disadv./Low Income Students: 45%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 27%</p> <p>Asian Students: *</p> <p>Latino Students: 73%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:</p> <p>-All Students: 54.4%</p> <p>-English Learners: 63.6%</p> <p>-Socioeconomically Disadvantaged: 52.5%</p> <p>-Foster Youth: *</p> <p>-Students with Disabilities: 61.5%</p> <p>-Asian: *</p> <p>-Hispanic: 53.1%</p> <p>-White: 60.00%</p>	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	Outcome #6: All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): Increase by 5 points compared to prior year</p> <p>English Learners: Increase by 5 points compared to prior year</p> <p>Socioecon. Disadv./Low Income Students: Increase by 5 points compared to prior year</p> <p>Foster Youth: *</p> <p>Students with Disabilities: Increase by 5 points compared to prior year</p> <p>Asian Students: *</p> <p>Latino Students: Increase by 5 points compared to prior year</p>	Due to the COVID-induced learning gap and relocations, the expected level of student 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.

			<p>White Students: *</p> <p>Year 1 Outcome: 2021-22: CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.</p> <p>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:</p> <ul style="list-style-type: none"> -All Students: 14.47% -English Learners: 1.92% -Students with Disabilities: 4.17% -Hispanic: 13.48% -White: 12.50% <p>Outcome for 2022-2023:</p> <ul style="list-style-type: none"> -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Foster Youth: * -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: * 	
16	4	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<p>Baseline: 2018-19: (2019 Dashboard)</p> <ul style="list-style-type: none"> -All Students: 17.9 points below standard -English Learners: 43.5 points below standard -Socioeconomically Disadvantaged: 18.6 points 	<p>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</p>

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.

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

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.

			<p>Year 2 Outcome: 2022-23: (2023 Dashboard)</p> <ul style="list-style-type: none"> -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	<p>Outcome #8: All student subgroups will meet or exceed proficiency targets on the math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.</p>	<p>Desired Outcome for 2022-2023</p> <p>All students (Schoolwide): 69%</p> <p>English Learners: 32%</p> <p>Socioecon. Disadv./Low Income Students: 67%</p> <p>Foster Youth: *</p> <p>Students with Disabilities: 34%</p> <p>Asian Students: *</p> <p>Latino Students: 67%</p> <p>White Students: *</p> <p>Outcome for 2022-2023:</p> <p>Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:</p> <ul style="list-style-type: none"> -All Students: 68.5% -English Learners: 70.0% -Socioeconomically Disadvantaged: 67.3% -Foster Youth: * -Students with Disabilities: 79.2% -Asian: * -Hispanic: 68.9% -White: 60.0% 	<p>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.</p> <p>As interventions, we have created intervention classes based on the IAP and Fall MAP results. Since the intervention classes are offered during the elective period, we have been motivating our students to perform better in the MAP tests so they can exit the intervention program and choose their non-academic electives. This process is a testament to our data-driven decision making. Moreover, based on the students' MAP test scores, students are placed in IXL's review paths. So, the students can review their areas of growth over time.</p>

18	4	Outcome #10: EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.	<p>Desired Outcome for 2022-2023: 75%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 63.2%</p>	Due to the learning gap caused by the pandemic, EL students' language acquisition progress has not shown substantial growth. MSA-5 has started small intervention groups and a co-teaching model in ELA classes to support EL students.
20	4	Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	<p>Baseline: 2018-19:</p> <ul style="list-style-type: none"> -All Students: 11.54% -English Learners: 0.00% -Students with Disabilities: 11.63% -Hispanic: 9.30% <p>Desired Outcome for 2023-24: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 16.00% -English Learners: 10.00% -Socioeconomically Disadvantaged: 16.00% <p>Year 1 Outcome: 2021-22: CAST assessments were waived during the 2019-20 and 2020-21 school years.</p> <p>Year 2 Outcome: 2022-23:</p> <ul style="list-style-type: none"> -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -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)	<p>Baseline: 2018-19: N/A</p> <p>Desired Outcome for 2023-24: 2021-22: 70.00%</p> <p>Year 1 Outcome: 2021 Dashboard CCI data is not available.</p> <p>2021-22: (Projected as of 5/13/22) 48.1%</p> <p>Year 2 Outcome: 2022-23: (2023 Dashboard) 60.5%</p>	<p>Magnolia Science Academy 5 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 students up for college courses through 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.</p>
24	4	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	<p>Baseline: 2019-20: 67.9%</p> <p>Desired Outcome for 2023-24: 2022-23: 70.0%</p> <p>Year 1 Outcome: 2020-21: 55.0%</p> <p>Year 2 Outcome: 2021-22: 16.2%</p>	<p>MSA-5 has evaluated the AP Course offering and sent teachers to the College Board Summer Institutes to equip them with content-related skills.</p>

25	4	Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.	<p>Desired Outcome for 2022-2023: 40%</p> <p>Outcome for 2022-2023: 11.1%</p>	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
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)	<p>Baseline: 2020-21: (As of 4/16/21) 2%</p> <p>Desired Outcome for 2023-24: 10%</p> <p>Year 1 Outcome: 2021-22: (As of 5/13/22) 1%</p> <p>Year 2 Outcome: 2022-23: (As of 5/12/23) 6%</p>	MSA-5 has plans to hire a math specialist to offer more advanced courses.
42	5	Outcome #8: Charter School will maintain a high ADA rate.	<p>Desired Outcome for 2022-2023: 95%</p> <p>Outcome for 2022-2023: (P-2 ADA) 90.44%</p>	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	Outcome #9: Charter School will maintain a low chronic absenteeism rate.	<p>Desired Outcome for 2022-2023: 1%</p> <p>Outcome for 2022-2023: (2023 Dashboard) 30.8%</p>	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	Outcome #11: Charter School will maintain a low high school dropout rate.	<p>Desired Outcome for 2022-2023: 0%</p> <p>Outcome for 2022-2023: (CDE DataQuest) 7.9%</p>	<p>In order to decrease the drop out rate at MSA5, we're implementing proactive measures by closely monitoring the academic progress of our senior class. We're also taking early action in 10th grade for students facing credit deficiency issues, ensuring they're placed in appropriate grade levels in accordance with our student handbook.</p> <p>Additionally, the administration and the college counselor will collaborate with struggling students and their parents/guardians to identify the most suitable pathway to graduation for their individual needs. For that purpose, we will hold parent meetings for those specific students who are not on track to graduate on time.</p>

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

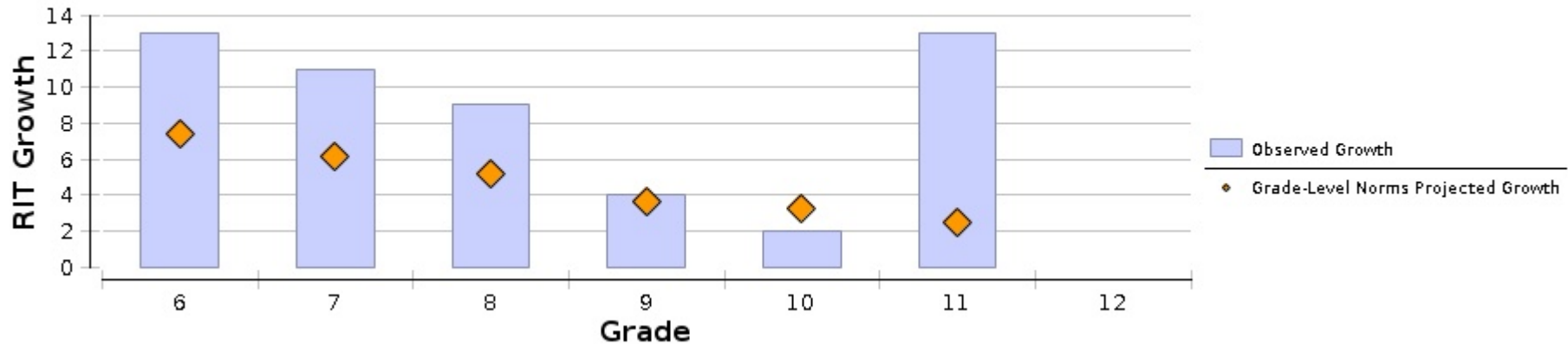
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Magnolia Science Academy 5

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events [‡]	Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	24	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

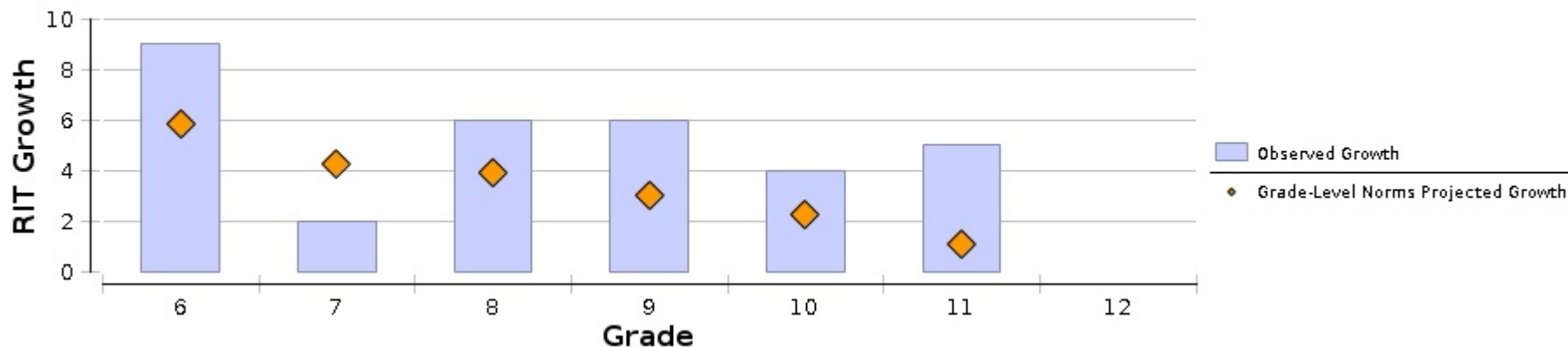
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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‡	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	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

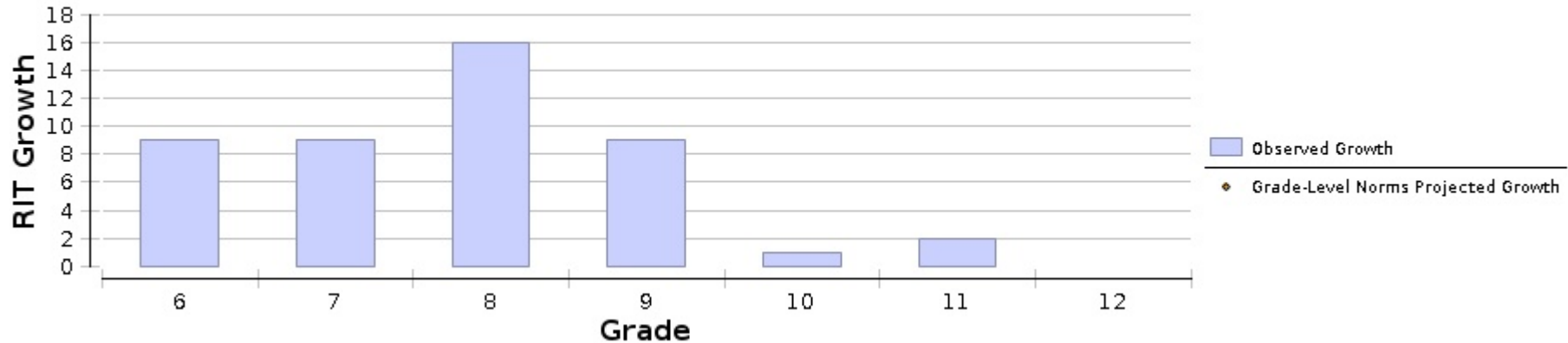
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

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‡	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	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

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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		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)	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 Language 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 Language 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 cannot be aggregated above the program level														

Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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‡	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
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 cannot be aggregated above the program level															

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
Reading

Grade (Spring 2023)		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6		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 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 be aggregated above the program level														

Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: Yes

Magnolia Science Academy 5

Language Arts:
Reading

Reading		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events†	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	
English Language 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 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 Language 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 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

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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‡	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)	3	197.0	15.6		206.0	15.6			9	0.0				3	2	67	60
Free and Reduced Lunch (FRL)	3	197.0	15.6		206.0	15.6			9	0.0				3	2	67	60
7		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	168.0			177.0				9					1	0	0	0
Free and Reduced Lunch (FRL)	1	168.0			177.0				9					1	0	0	0
8		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	204.0			220.0				16					1	1	100	0
Free and Reduced Lunch (FRL)	1	204.0			220.0				16					1	1	100	0
9		Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	4	208.3	13.5		217.3	13.1			9	2.3				0			
Free and Reduced Lunch (FRL)	4	208.3	13.5		217.3	13.1			9	2.3				0			
10		Statistics cannot be aggregated above the program level															



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Program
Small Group Display: 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‡	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
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 Language Learner (ELL)	3	213.0	5.0		214.7	13.2		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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	24	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

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

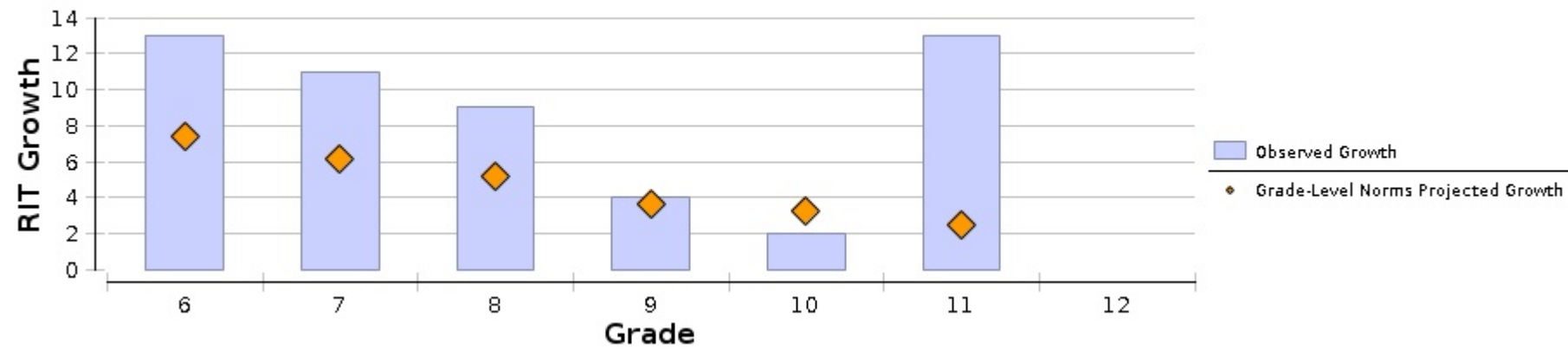
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

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‡	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

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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 Number of Growth Events‡	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	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	**			**			**					**				

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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 Number of Growth Events‡	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

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: 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‡	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	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

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

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

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Magnolia Public Schools

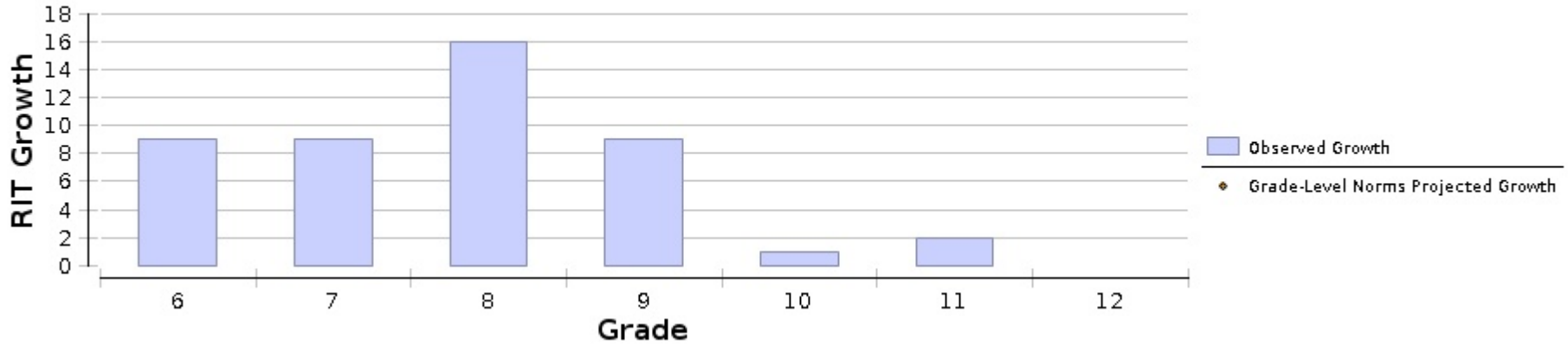
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: Yes

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‡	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

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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