



Agenda Item:	IV I: Action Item
Date:	September 12, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Approval of Magnolia Science Academy-3 Action Plan for Success

Action Proposed:

MPS staff recommends that the Board approve the implementation of the Magnolia Science Academy-3 Action Plan for Success for the 2024-25 school year and beyond.

Purpose:

The MSA-3 site leadership and staff, in collaboration with MPS Home Office teams, conducted a thorough review of the school’s data and developed a comprehensive action plan aimed at improving student outcomes. This plan focuses on enhancing academic achievement in Math, and the College and Career Indicator (CCI), reducing chronic absenteeism and suspension rates, and addressing the performance gaps among African-American, Hispanic, and socioeconomically disadvantaged students.

Key components of the plan include targeted academic programs, professional development for teachers, mental health support initiatives, and data-driven strategies, all anchored in the PDSA (Plan-Do-Study-Act) cycle to ensure continuous improvement.

The purpose of this initiative is to foster increased student engagement, boost academic performance, and support student well-being by addressing key challenges such as math proficiency, CCI, absenteeism, and suspensions. The plan aims to ensure equitable access to quality education and success for all students, particularly those from historically underinvested backgrounds.



Background:

Based on the 2022-2023 California Dashboard data, MSA-3 demonstrated varied performance levels across different areas, with challenges particularly evident in math, chronic absenteeism, and suspension rates. Despite these challenges, the 2023-2024 academic year saw significant progress, with improvements in student proficiency in both Reading and Mathematics, and steady gains in other key performance areas. While notable success was achieved, such as consistently high proficiency in Grade 11 Reading, areas like Grade 11 Mathematics and Grade 6 Mathematics continue to require focused attention. Additionally, other academic indicators, including science scores, showed encouraging growth, demonstrating the impact of targeted interventions and the commitment to continuous improvement.

Analysis:

MSA-3's Action Plan for Success, developed in collaboration with MPS leadership, focuses on key areas such as improving math performance, reducing chronic absenteeism, and lowering suspension rates. Significant efforts are being made to enhance student outcomes through existing programs like Power Math classes, Saturday School, and targeted interventions, along with the adoption of a new math curriculum and instructional rounds. Preliminary data from the 2023-24 school year shows improvements in math performance and reductions in chronic absenteeism and suspension rates, indicating that these strategies are proving effective. For the 2024-25 academic year and beyond, the school will further strengthen its focus on math proficiency through targeted after-school interventions, professional development for teachers, and continued use of the PDSA cycle to refine and improve instructional practices. Additionally, the introduction of the African American Success Coordinator and a Family Success Coordinator will ensure consistent engagement with African American students and their families, addressing specific challenges in academic achievement and attendance. MSA-3's commitment to data-driven instruction, ongoing collaboration with MPS leadership, and targeted support systems will drive continued progress in academic outcomes and student well-being.

Impact:

The comprehensive action plan at MSA-3 is expected to lead to measurable improvements in key academic and behavioral outcomes, particularly for African-American, Hispanic, and socioeconomically disadvantaged students. The targeted interventions in math, such as



after-school support, Saturday School, and rigorous professional development for teachers, will help students reach grade-level proficiency and experience academic growth. Additionally, the introduction of the African American Success Coordinator and Family Success Coordinator will strengthen family engagement and ensure consistent monitoring and support for African-American students. These initiatives are anticipated to reduce chronic absenteeism, lower suspension rates, and increase participation in advanced coursework and dual enrollment programs, thereby enhancing the College and Career Indicator (CCI). The ongoing use of the PDSA cycle will provide a structured approach to continuously assess and refine these strategies, ensuring that MSA-3 remains responsive to the evolving needs of its students and fosters an equitable and supportive learning environment for all.

Budget Implications:

There are no new budget implications compared to the board approved preliminary budget approved by MPS Board of trustees.

Exhibits:

- MSA-3 Action Plan for Success

MAGNOLIA SCIENCE ACADEMY 3 ACTION PLAN FOR SUCCESS

FOCUS AREA #1: MATH PERFORMANCE

GOAL #1: Magnolia Science Academy (MSA-3) students will demonstrate grade-level proficiency and growth in math, schoolwide and for all statistically significant student groups. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: Schoolwide and all statistically significant student groups in grades 3-8 and 11 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metric 2.8) Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (*Source: CDE DataQuest*)

	<u>Baseline (2022-23)</u>	<u>LCAP Target for 2025-26</u>	
All Students (Schoolwide)	8.50%	≥ 20.00%	(About 3.83 percentage points increase per year)
English Learners*	0.00%	≥ 7.00%	(About 2.33 percentage points increase per year)
Socioeconomically Disadvantaged	10.45%	≥ 20.00%	(About 3.18 percentage points increase per year)
Students with Disabilities*	0.00%	≥ 7.00%	(About 2.33 percentage points increase per year)
African American	6.41%	≥ 20.00%	(About 4.53 percentage points increase per year)
Hispanic	9.64%	≥ 20.00%	(About 3.45 percentage points increase per year)

Outcome #2: All schoolwide and statistically significant student groups in grades 3-8 and 11 will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

Metric/Method for Measuring: (LCAP Metric 2.9) Distance from Standard (DFS) on the CAASPP-Mathematics assessments (*Source: CA School Dashboard*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>	
All Students (Schoolwide)	109.5 points below standard	94.0 points below standard	(About 5 points increase per year)
English Learners*	156.8 points below standard	135.0 points below standard	(About 7 points increase per year)
Socioeconomically Disadvantaged	106.8 points below standard	91.0 points below standard	(About 5 points increase per year)
Students with Disabilities*	175.1 points below standard	145.0 points below standard	(About 10 points increase per year)
African American	120.7 points below standard	102.0 points below standard	(About 6 points increase per year)
Hispanic	104.2 points below standard	89.0 points below standard	(About 5 points increase per year)

Outcome #3: All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

Metric/Method for Measuring: (LCAP Metric 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>LCAP Target for 2026-27g</u>
		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
All Students (Schoolwide)	55.4%	≥ 50.0%
English Learners*	64.3%	≥ 50.0%
Socioeconomically Disadvantaged	57.6%	≥ 50.0%
Students with Disabilities*	58.5%	≥ 50.0%
African American	46.2%	≥ 50.0%
Hispanic	61.8%	≥ 50.0%

* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the CAASPP-Mathematics assessment/Dashboard Academic Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

Existing Programs and Interventions (2023-24):

- **Embedded Power Math Class:** This specialized course is tailored for Middle School students who are in the "Nearly Met" range on the SBAC exam. It focuses on enhancing their math skills through targeted instruction.
- **Saturday School:** Offered to students of all grade levels, Saturday School provides additional academic support, with a focus on Math and enrichment activities, beyond regular school hours.
- **New Math Curriculum:** The adoption of the HMH math curriculum includes bimonthly teacher training sessions to ensure successful implementation and integration into our teaching practices.
- **Intersessions and Summer School:** We provide Winter Intersessions and Summer School programs to extend learning opportunities and address any gaps in understanding.
- **Instructional Rounds:** The MPS home office and MSA-3 administration team conduct classroom walkthroughs, offering feedback to improve teaching and learning outcomes.

Data Supporting Effectiveness (2023-24 School Year):

Preliminary SBAC results indicate a significant overall improvement in Math, with MSA-3 students expected to demonstrate an 8% increase in Math CAASPP scores. Official results are anticipated in November-December.

Planned Changes and Activities for 2024-25 and Beyond:

- **Targeted After-School Math Intervention:** Math intervention sessions will be offered twice a week for 6th and 7th grade students, providing additional support to reinforce classroom learning.
- **Saturday School (Targeted Math Intervention):** Saturday School will focus specifically on providing extra math support and reviewing the claims and content and skills in The Number System, Ratios & Proportional Reasoning, and Expressions and Equations for 6th and 7th grade students. These targeted interventions are designed to reinforce classroom instruction and address gaps in foundational mathematical understanding, helping students develop the critical skills necessary for success in higher-level math courses.

- **Rigor Professional Development:** This initiative aims to cultivate a learning environment where all math teachers are encouraged to challenge students to grow and perform at high levels.
- **MPS TOSA Support:** Teachers on special assignment (TOSAs) in mathematics for middle and high school will support the adoption of innovative math instruction approaches. These TOSAs will also provide professional development for MSA-3 math teachers ,aimed at enhancing math teachers' ability to engage and motivate students to boost student engagement and motivation, leading to improved academic outcomes.
- **Instructional Rounds:** Continued instructional rounds will foster collaboration and reflective practice among math teachers. This process emphasizes student learning, promotes consistency in instruction, and provides immediate feedback, all contributing to ongoing professional development and teaching improvements.

FOCUS AREA #2: CHRONIC ABSENTEEISM

GOAL #2: MSA-3 students will have a high student attendance rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard chronic absenteeism rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

Outcome #1: MSA-3 will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: (LCAP Metric 4.6) Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
All Students (Schoolwide)	33.9%	≤ 20.0% (About 4.6 percentage points decrease per year)
English Learners*	33.3%	≤ 20.0% (About 4.3 percentage points decrease per year)
Socioeconomically Disadvantaged	38.3%	≤ 20.0% (About 6.1 percentage points decrease per year)
Students with Disabilities*	41.7%	≤ 20.0% (About 7.2 percentage points decrease per year)
African American	41.8%	≤ 20.0% (About 7.3 percentage points decrease per year)
Hispanic	30.0%	≤ 20.0% (About 3.3 percentage points decrease per year)

* Please note that MSA-3 had fewer than 30 students in the English Learners and Students with Disabilities student groups for the Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.

Existing Programs and Interventions (2023-24):

A- Basic Needs Support

- **Transportation Assistance:** LA METRO TAP cards and bus tokens are provided to ensure students have reliable transportation to school.
- **Food Assistance:** Food is provided to families through LACOE giveaways to address food insecurity.
- **Uniform Support:** Extra school uniforms are available for students in need.

- **Referrals to External Agencies:** Families are referred to outside agencies for additional support as needed.

B- Welcoming Environment

- **Teacher and Staff Greeting:** Teachers greet students at the door, and staff welcome them as they enter the campus.
- **Expectations Posters:** Clear expectations are displayed in each hallway, classroom, and outside building to promote a positive school culture.
- **Mental Health Check-ins:** Psychologist and Social worker greet the students before school to provide morning SEL support.

C- Student Engagement

- **Expanded Extracurriculars:** Broadened club and sports offerings to increase student participation beyond academics.
- **Attendance Announcements:** Weekly reminders about the importance of attendance during school-wide announcements.
- **Grade-Level Attendance Contests:** Encouraging friendly competition between classes for the highest ADA percentage.
- **Perfect Attendance Rewards:** Recognition and rewards for students with perfect attendance at the end of each semester.
- **Student Tracking:** Providing students with attendance tracking sheets to help monitor their tardiness and absences.
- **Home Visit Program:** Magnolia Public Schools will leverage home visits to target students with chronic absenteeism. Home visits will focus on building relationships with students and families, understanding the root causes of absenteeism, and providing direct support and resources to help improve attendance.

D- Academic Support

- **Tutoring Services:** Academic tutoring is available to support students who need extra help.
- **Viper Success Plans:** Tailored success plans are developed for students who receive Truancy Letter #2.
- **Weekly Admin Team Meeting:** The administrative team meets weekly to strategize support for chronically absent students, ensuring they have access to necessary resources.

E- SEL/Mental Health Support

- **School Counseling:** Dedicated counseling services are provided for students experiencing mental health challenges.
- **Social Worker and Psychologist:** On-site support is available from a social worker and psychologist to address students' mental health needs. We also have the benefit of two Social Worker interns.

F- Family Engagement

- **Orientation Attendance Review:** Attendance expectations are clearly communicated to the school community during student orientation.
- **Automated Attendance System:** A system is in place allowing parents to easily review and address absences and attendance issues.
- **Monthly Newsletter:** Includes an attendance graphic reminder to keep parents informed and engaged.
- **Ongoing Communication:** Attendance expectations are revisited regularly during "Coffee with the Admin" meetings.
- **Truancy Meetings:** In-person meetings are held with families of students who receive Truancy Letter #2 to review attendance expectations.
- **SART Process:** The Student Attendance Review Team (SART) involves parents, school staff, and home office staff to address attendance concerns.

- **Home Visit Program:** MPS will prioritize and target impacted students and families for home visits. These visits will serve as an opportunity to provide support, build connections, and address any barriers to regular attendance. The visits will focus on creating action plans to support students and improving their attendance rates.
- **Community Support:** Collaboration with the Community School Liaison (CSL) and Community School Coordinator (CSC) to enhance family support.

Data Supporting Effectiveness (2023-24 School Year): Preliminary Data

- **Chronic Absenteeism:** Internal data indicates a reduction in chronic absenteeism, with rates around 26%, down from 34.7% in the 2022-23 school year.

Planned Changes and Activities for 2024-25 and Beyond:

- **Attendance Video Campaign:** We plan to introduce a video campaign to better capture parent attention. While text communication and graphics are regularly used, video content will offer an engaging alternative.
- **Addition of Family Success Coordinator:** A new role will be introduced to enhance family engagement and support, with specific tasks focused on improving attendance and student success our African- American students and families.

FOCUS AREA #3: SUSPENSION

GOAL#3: MSA-3 students will have a low student suspension rate, schoolwide and for all statistically significant student groups. This goal, measured by the CA School Dashboard suspension rate, reflects our dedication to creating a welcoming environment where our students want to show up to campus daily and engage with all aspects of school including academics, sports and activities.

Outcome #1: MSA-3 will maintain a low student suspension rate.

Metric/Method for Measuring: (LCAP Metric 4.10) Student Suspension Rate *(Source: CA School Dashboard, CALPADS)*

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
All Students (Schoolwide)	6.8%	≤ 2.5% (About 1.4 percentage points decrease per year)
English Learners	8.8%	≤ 2.5% (About 2.1 percentage points decrease per year)
Socioeconomically Disadvantaged	6.0%	≤ 2.5% (About 1.2 percentage points decrease per year)
Students with Disabilities	8.0%	≤ 2.5% (About 1.8 percentage points decrease per year)
African American	8.4%	≤ 2.5% (About 2.0 percentage points decrease per year)
Hispanic	6.3%	≤ 2.5% (About 1.3 percentage points decrease per year)

Existing Programs and Interventions (2023-24):

- **YVAPE Partnership:** MSA3 collaborates with the [YVAPE](#) program as an alternative to suspension for students involved in using, possessing, or distributing VAPE devices or paraphernalia. This program provides education and intervention rather than punitive measures.

- **Vector Solutions Consequence Platform:** MSA3 uses the program called [VectorSolutions](#) as an alternative to suspension. Students who commit suspendable offenses are given the opportunity to correct their behavior by completing assignments on this platform, fostering accountability and learning.
- **Saturday School Reflections:** As another alternative to suspension, Saturday School offers students the chance to reflect on their actions. Students make up missed class time and complete reflection assignments based on the offense committed.
- **Expanded Sports and Clubs Offerings:** MSA3 has increased the variety of extracurricular activities available, providing students with positive outlets to channel their energy and interests.
- **School-Wide Shared Vision:** A unified school vision centered around the new school logo and values has been established, promoting a strong school culture. This vision is reinforced through artwork displayed across the campus.
- **LAIRP Dean Mentoring Training Program:** The Dean of Students has participated in specialized training focused on key aspects of school-based leadership, including safety, Positive Behavioral Interventions and Supports (PBIS), and attendance.

Data Supporting Effectiveness (2023-24 School Year):

- **Suspension Rates:** Internal data shows a significant reduction in suspension rates, dropping from 6.8% in the 2022-23 school year to 2.2% in the 2023-24 school year.

Planned Changes and Activities for 2024-25 and Beyond:

- **Classroom Reflection Stations:** Each classroom will have a designated reflection station, allowing students to address issues before they escalate to more serious infractions.
- **Grade Level Celebrations:** Monthly celebrations for Middle School (MS) and quarterly celebrations for High School (HS) will be introduced to recognize and reward positive behavior and achievements.
- **Consistent SEL Curriculum:** Social-Emotional Learning (SEL) curriculum will be consistently implemented across all grade levels to support student well-being and development.
- **Crisis Prevention (CPI) Training:** Staff will undergo Crisis Prevention Institute (CPI) training to better manage and de-escalate situations that could lead to behavioral issues.
- **CA-ISP Partnership:** A new partnership with CA-ISP (California Institute for School Performance) will be established to further enhance student support and intervention strategies.

FOCUS AREA #4: 6TH GRADE PERFORMANCE

GOAL#4: MSA-3 sixth graders will demonstrate grade-level proficiency and growth in ELA and math. This goal, measured by the CAASPP assessment, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-ELA/Literacy assessments.

Metric/Method for Measuring: (LCAP Metric 2.4) Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)

	<u>Baseline (2022-23)</u>	<u>Target for 2025-26</u>
Grade 6	23.34%	≥ 33.00% (About 3.22 percentage points increase per year)

Outcome #2: Students in grade 6 will demonstrate **grade-level proficiency** on the CAASPP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metric 2.8) Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)

	<u>Baseline (2022-23)</u>	<u>Target for 2025-26</u>
Grade 6	10.00%	≥ 20.00% (About 3.33 percentage points increase per year)

Outcome #3: Students in grade 6 will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading and MAP-Mathematics assessments.

Metric/Method for Measuring: (LCAP Metrics 2.6 and 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

	<u>Baseline (2023-24)</u>	<u>Target for 2026-27</u>
MAP-Reading		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	46.5%	≥ 50.0%
MAP-Mathematics		Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year.
Grade 6	33.3%	≥ 50.0%

Existing Programs and Interventions (2023-24):

- **Saturday School:** Students receive homework support and additional academic assistance to reinforce classroom learning.
- **Power Math and ELA Classes:** Targeted support classes are offered for students who are close to meeting standards ("Nearly Met") in Math and ELA, providing them with extra help to bridge learning gaps.
- **Summer Bridge Program:** This program helps students develop study skills and provides tips on adjusting to middle school culture, ensuring a smoother transition for incoming students.

Data Supporting Effectiveness (2023-24 School Year):

- **SBAC Results:** Preliminary SBAC data shows improvements, with 31.37% of students meeting standards in Reading and 15.69% in Math. These results align with the target LCAP goals.
- **NWEA MAP:** Data from the NWEA MAP assessments is also used to monitor student progress and inform instructional adjustments.

Planned Changes and Activities for 2024-25 and Beyond:

As part of our ongoing efforts to enhance academic performance, we are introducing several initiatives to boost 6th-grade achievement, especially for students performing at level 2.

- **Power ELA and Power Math Courses:**
 - Target Audience: 6th-grade students performing at level 2.
 - Focus: These courses will address learning gaps identified through IXL diagnostics.
 - Resources: Teachers will use IXL diagnostic tools to identify specific areas for improvement and tailor instruction accordingly.
- **Targeted Math and English Interventions:**
 - 6th grade(African American) students
 - All African American Students, SWD, students with poor attendance
 - Will run concurrently with Saturday School.
 - Targeted After School Schedule Intervention sessions will be held after school bi-weekly
 - Student Identification: Students will be selected for these interventions based on their NWEA MAP reading and math scores.
- **Bridge Program Enhancements:**
 - Math and ELA Integration: The summer Bridge program will now include embedded Math and ELA support to better prepare students for the transition from elementary to middle school.
 - Increased Participation: Efforts will be made to boost student participation in the Bridge program, ensuring more students benefit from this critical support.
- **Intersession Programs:**
 - Winter and Spring Intersessions: Targeted Math and English support will be offered during these sessions, with a focus on 6th-grade students needing additional assistance.

FOCUS AREA #5: AFRICAN AMERICAN STUDENT GROUP PERFORMANCE

GOAL#5: MSA-3 African American student group will demonstrate growth on the following state indicators: Mathematics, College and Career Indicator (CCI), Chronic absenteeism, and Suspension. This goal, measured by the state indicators, reflects our dedication to advancing our students' literacy and mathematical skills and critical thinking abilities, building upon the continuous growth observed in previous years.

Outcome #1: MSA-3 African American student group will demonstrate **growth** on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.

Metric/Method for Measuring: (LCAP Metric 2.9) Distance from Standard (DFS) on the CAASPP-Mathematics assessments *(Source: CA School Dashboard)*

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	120.7 points below standard	102.0 points below standard (About 6 points increase per year)

Outcome #2: MSA-3 African American student group will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11).

Metric/Method for Measuring: (LCAP Metric 2.10) Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (*Source: NWEA MAP*)

	<u>Baseline (2023-24)</u>	<u>LCAP Target for 2026-27</u>
African American	46.2%	Target is a minimum of 50.0%, with the expectation to increase our percentage from prior year. ≥ 50.0%

Outcome #3: African American students graduating from MSA-3 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.

Metric/Method for Measuring: (LCAP Metric 3.4) Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (*Source: CA School Dashboard*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American*	23.5%	≥ 55.0% (About 10.5 percentage points increase per year)

*** Please note that MSA-3 had 17 students, i.e., fewer than 30 students in the African American student group for the 2023 Dashboard Chronic Absenteeism Indicator and fewer than 30 students are not considered as numerically significant for accountability purposes. However, MSA-3 closely monitors the progress of and sets targets for all our student groups, numerically significant or not.**

Outcome #4: MSA-3 African American student group will maintain a low chronic absenteeism rate.

Metric/Method for Measuring: (LCAP Metric 4.6) Chronic Absenteeism Rate (*Source: CA School Dashboard, SIS*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	41.8%	≤ 20.0% (About 7.3 percentage points decrease per year)

Outcome #5: MSA-3 African American student group will maintain a low student suspension rate.

Metric/Method for Measuring: (LCAP Metric 4.10) Student Suspension Rate (*Source: CA School Dashboard, CALPADS*)

	<u>Baseline (2023 Dashboard)</u>	<u>LCAP Target for 2026 Dashboard</u>
African American	8.4%	≤ 2.5% (About 2.0 percentage points decrease per year)

Existing Programs and Interventions (2023-24):

A- Math Support Programs

- **Embedded Power Math Class:** This specialized class targets Middle School students who are in the "Nearly Met" range on the SBAC exam, providing focused instruction to strengthen their math skills. This intervention is particularly beneficial for African American students.
- **Saturday School:** Available to all grade levels, Saturday School offers additional academic support, including Math homework assistance, outside of regular school hours.
- **New Math Curriculum:** The HMH math curriculum has been adopted, with bimonthly teacher training sessions to ensure effective implementation and integration into classroom practices.
- **Intersessions and Summer School:** Winter Intersessions and Summer School are offered to provide extended learning opportunities and address gaps in students' understanding.
- **Instructional Rounds:** The MPS home office and MSA-3 administrative team conduct classroom walkthroughs to provide feedback on teaching and learning practices.

B- College and Career Indicator (CCI)

- **Dual Enrollment:** College courses are offered to students in grades 9 through 12, enabling African American students to take college courses early in their high school years.
- **Saturday School:** Supports all students, including African American students, in mastering Math and ELA concepts, which helps improve CAASPP ELA and Math scores.

C- Chronic Absenteeism

Family Engagement

- **Orientation and Communication:** Attendance expectations are reviewed during student orientation and reinforced through an automated system that allows parents to address absences easily.
- **Monthly Newsletter:** An attendance graphic reminder is included to keep parents informed.
- **Coffee with the Admin:** Ongoing meetings where attendance expectations are reviewed.
- **Truancy Interventions:** In-person meetings with families of students who qualify for Truancy Letter #2, along with a School Attendance Review Team (SART) process involving parents, school staff, and home office staff.

Student Engagement

- **Expanded Extracurriculars:** Increased club and sports offerings to engage students in school activities.
- **Attendance Contests:** Grade-level contests to compete for the highest Average Daily Attendance (ADA) percentage, with rewards for Perfect Attendance each semester.
- **Self-Tracking:** Students are provided with attendance tracking sheets to monitor their own tardiness.

SEL / Mental Health Support

- **Counseling Services:** School counseling is provided to students experiencing mental health challenges, with additional support from a social worker and psychologist.

Creating a Welcoming Environment

- **Positive Interactions:** Teachers greet students at the door, and staff welcome students as they enter the campus.
- **Visible Expectations:** Expectations posters are displayed in hallways, classrooms, and outside the building.
- **Diverse Teaching Team:** A diverse middle school teaching team equips students with the social and cultural competencies needed to thrive in diverse communities and workplaces.

Academic Support

- **Tutoring:** Available to support students academically.
- **Viper Success Plans:** Personalized plans for students who qualify for Truancy Letter #2.
- **Strategic Meetings:** The admin team meets weekly to strategize on how to support chronically absent students with additional resources.

Basic Needs Support

- **Transportation Assistance:** Provided through TAP cards and bus tokens.
- **Food Support:** Food provided to families through LACOE giveaways.
- **Uniform Assistance:** Extra school uniforms provided for students in need.
- **Referral Services:** Referrals to outside agencies for additional support.

Data Supporting Effectiveness (2023-24 School Year):

- **Math:** Preliminary data shows significant gains in Math compared to the previous year, with an anticipated 8% increase. With 40% of students being African American, the data is expected to reflect improvement in this group as well.
- **Suspension:** Internal data indicates that the suspension rate for African American students has decreased from 8.4% in the prior year to 3.9% this year.
- **Chronic Absenteeism:** The 2022-23 data shows a 32.9% chronic absenteeism rate for African American students. MSA-3's internal data shows a decrease to 26.5% for all students, and it is expected that this decline will also be reflected in the African American student population.
- **CCI:** MSA-3 has significantly increased the number of college courses offered, from four in the 2022-23 school year to 15 in the 2023-24 school year. This increase is expected to improve CCI scores for African American students.

D- Suspension and Culture of Belonging

- **Black Student Union (BSU):** The BSU creates a supportive environment for African American students, offering opportunities to organize activities and trips, fostering a sense of belonging.
- **Black History Month:** School-wide participation in Black History Month activities enhances cultural awareness and inclusion, contributing to a sense of belonging among students.
- **Hiring Practices:** Efforts are made to diversify staff to reflect the student body and support a culturally responsive school environment.

Planned Changes and Activities for 2024-25 and Beyond:

In addition to all the measures taken for the above items, MSA-3 admin will take the following measure to improve the MPOs of African American students in the area of MAP Math and SBAC Math, chronic absenteeism, suspension, CCI.

- The principal will assign a dedicated administrator as the **African American Success Coordinator**, responsible for monitoring the progress of African American students on a weekly basis in key areas such as Math and ELA IAB scores, suspension rates, chronic absenteeism, and College and Career Indicator (CCI) data. All school leaders will support the African American Success Coordinator in analyzing this data and identifying trends. Together, they will collaborate to offer solutions that address any challenges, ensuring African American students receive the necessary support to succeed. This coordinated effort reflects our deep commitment to African American students' academic and personal growth.
- **The Family Success Coordinator**, in collaboration with grade-level chairs and teachers, will reach out to the parents of African American students regularly to ensure open communication and strong family engagement. This consistent contact will create a supportive network around each student, reinforcing our commitment to African American students' success and addressing their concerns proactively.
- The admin team and teachers will **continuously review the academic and behavioral data** for African American students through admin meetings, grade-level meetings, and department meetings. These reviews will ensure that interventions are timely and effective, as the school prioritizes the success of African American students by addressing challenges head-on.
- The MSA-3 admin team launched the **Plan-Do-Study-Act (PDSA) cycle** in June 2024 and will consistently evaluate and refine strategies to enhance the achievement of African American students. Adjustments will be made regularly based on data and feedback to ensure we meet our meaningful performance objectives (MPOs) for our African American students.
- CCI- The Dean of Academics will monitor the **dual enrollment participation data** with a specific focus on encouraging African American students to take advantage of these opportunities. We are committed to increasing the participation of African American students in advanced coursework and college-preparatory programs.
- Grade-level chairs will schedule **Academic Success Planning meetings** with African American students who are falling behind in their grades. These meetings will provide personalized support and actionable strategies for African American students to meet their academic goals.