



Board Agenda Item #	Agenda IVA
Date:	September 13, 2018
To:	Magnolia Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Motion

None

Background and Introduction

This is a continuation item from the August 7, 2018 Academic Committee meeting. MPS Chief Academic Officer will continue updating the committee members on recent developments and activities in the Academic Department as well as respond to additional requests from MPS board members including;

- Governing Board training on procedures for student expulsion, including due process rights for students.
- Special Education Programs - Historical and Current data, services, funding and expenses, issues
- Health Education in Magnolia Public Schools

Budget Implications

None

Exhibits (attachments):

- MPS Academic Department Power Point presentation
- Governing Board training on procedures for student expulsion, including due process rights for students.
- Special Education Programs - Historical and Current data, services, funding and expenses, issues
- Health Education in Magnolia Public Schools

MPS

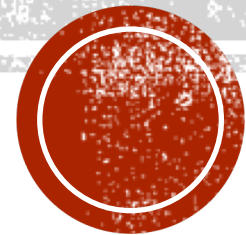
ACADEMIC

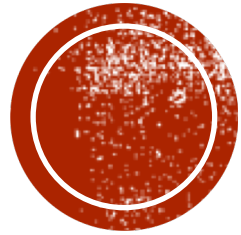
DEPARTMENT 18-19

BOARD ACADEMIC COMMITTEE PRESENTATION

August 7, 2018

continuation on September 12, 2018





ACADEMIC DEPARTMENT UPDATES

BOARD AGENDA - ITEM III A

2018 CAASP SBAC – STATE TEST RESULTS

		ELA		MATH	
	Total #	2017 Score	2018 Result	2017 Score	2018 Result
MSA1	330	48%	No Change	30%	High Increase
MSA2	303	33%	Low Increase	24%	Low Increase
MSA3	306	40%	Low Increase	22%	Low Decrease
MSA4	96	31%	Low Increase	17%	High Decrease
MSA5	165	33%	Very High Increase	16%	Very High Increase
MSA6	155	43%	High Increase	25%	Very High Increase
MSA7	156	48%	Low Increase	39%	High Decrease
MSA8	486	45%	High Decrease	22%	Low Increase
MSA SD	397	69%	High Decrease	59%	High Decrease
MSA SA	433	47%	High Decrease	33%	High Decrease
MPS Ave	2827	46%	Low Decrease	31%	Low Decrease
LAUSD Ave		40%		30%	
SAUSD Ave		28%		22%	
SDUSD Ave		56%		46%	
STATE Ave		49%		38%	

Still embargoed. Will be presenting detailed results at the next available board meeting once released.

% met and exceeded. Grades 3-11 only.



2017-2018 NWEA MAP — INTERNAL ASSESSMENT DATA

- See attached
 - NWEA MAP Student Growth Summary Report (Fall 2017-Spring 2018)



VACANT STAFF POSITIONS

AS OF AUGUST 6, 2018

Location	Position	Status
MSA-1	PE Teacher	Interview Process
MSA-1	Title 1 Math	Job Application
MSA-2	English Teacher	Waiting for Credential Results
MSA-2	Computer Science Teacher	Waiting for Credential Results
MSA-3	PE Teacher	Offer Letter Pending
MSA-3	Social Studies Teacher	Sub-Teacher on Maternity Leave
MSA-3	Biology Teacher	Offer Letter Pending
MSA-4	History / Social Studies Teacher	
MSA-4	Spanish Teacher	Offer Letter Pending
MSA-5	ELA Teacher	Interview Process
MSA-5	ELA Teacher	Interview Process
MSA-5	PT Psych	Interview Process
MSA-6	X	No Vacant Position
MSA-7	Janitor (Part-time)	Interview Process
MSA-7	Teaching Aide (Part-time)	Interview Process
MSA-8	Spanish Teacher	Waiting for Credential Results
MSA-8	Science Teacher	Job Application
MSA-8	Math Teacher	Job Application
MSA-SD	X	No Vacant Position
MSA-SA	SPED	Offer letter is in process
MSA-SA	ELA	Interview Process

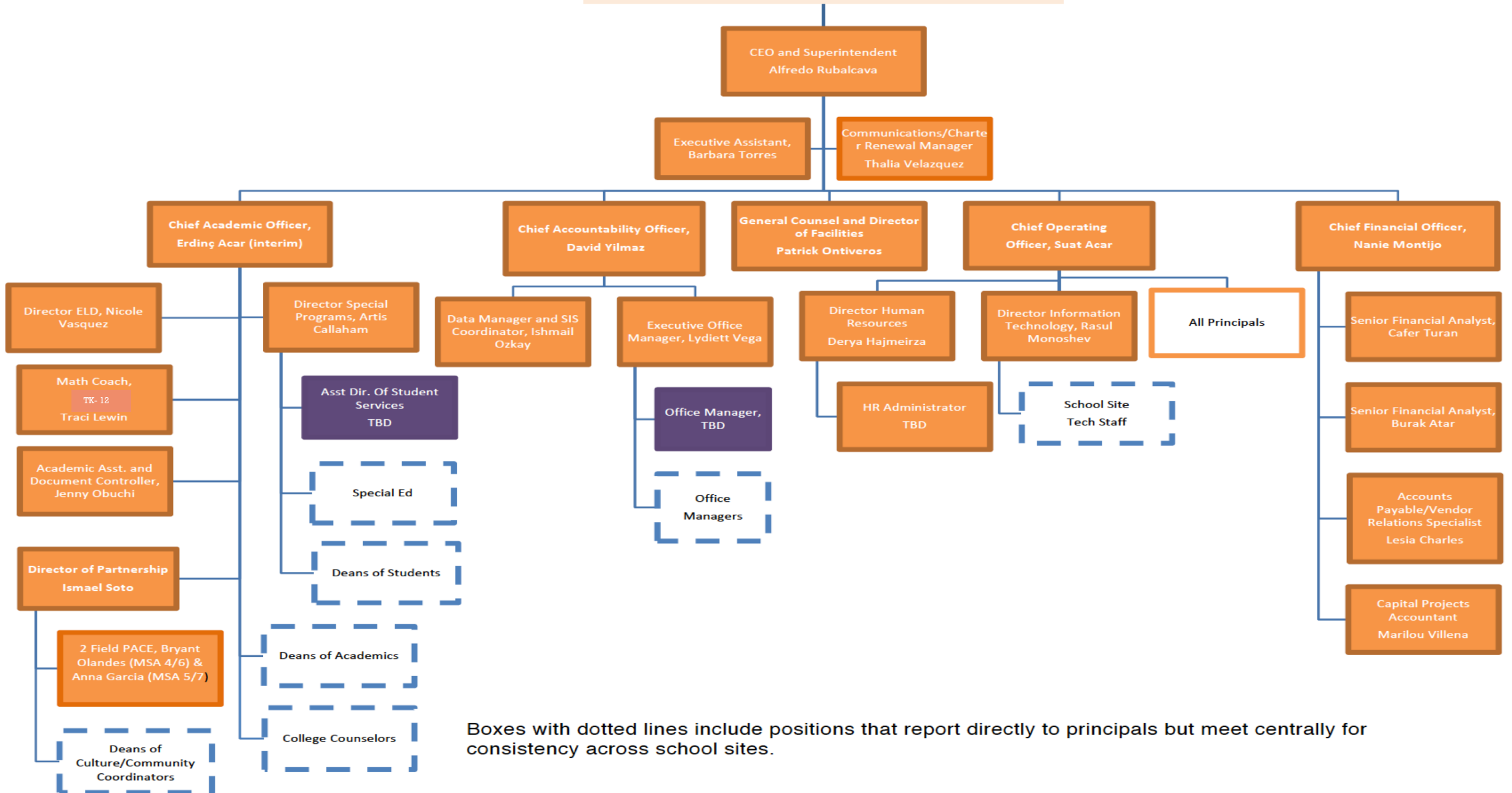


STAFFING UPDATES – ORG CHART

- New Assistant Director of Student Services, Dr. Brenda Lopez
- New Student Services Director, Dr. Artis Callaham
- Director of Partnership – Academics
- New CAO, Erdinc Acar



Board of Directors



PROGRAM UPDATES

- **New**

- CA SUMS Multi-Tiered System of Support (MTSS) Grant (\$150K) and Implementation
 - National Professional Learning Institute attendance (11 staff)
- Odysseyware Online Courses
 - To be approved by the board

- **Continuing Implementation**

- Core curriculum: McGraw-Hill StudySync ELA and ConnectedED Math
- MyOn Reading Program
- Illuminate Data and Assessment System
- NWEA MAP Assessments
- Teachboost Staff Development and Evaluation
- Naviance College and Career Counseling



EVENTS

- Summer Leadership In-Service, July 30
- Summer In-Service for all Staff, August 1 and 2
- School in-services August 3- 10
- First day of school August 14



COMING THIS YEAR

- Math focus. Math course level collaboration, professional development, capacity building, intervention programs
- Data conversations and continuous improvement
- MTSS awareness, design and develop phase
- School Psychologists to address social-emotional needs
- First year of live Science testing
- New science curriculum review and adaption
- More school-wide STEAM/Science events
- Strategic Fundraising and effective Marketing to build a development department





ACADEMIC DEPARTMENT GOALS, PRIORITIES AND ACTION PLANS

BOARD AGENDA ITEM III B

MPS-WIDE GOALS 2018 -19

1. 100% four-year cohort Graduation Rate and 100% UC/CSU A-G Course Completion Rate across all MPS.
2. All student groups across MPS will show growth on the CAASPP-ELA/Literacy and Mathematics assessments by a 3-point or more increase from the prior year.
3. 50% or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.
4. 60% or more of all MPS students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the ultimate goal of 100%.
5. All students across MPS will meet their expected growth targets in Reading as measured by the Lexile metrics.
6. All MPS sites will organize a STEAM Festival/EXPO, with 100% of MPS students creating and demonstrating a STEAM focused project, experiment, model or demo.
7. Average Daily Attendance (ADA) Rate of 97% or more across all MPS, with the ultimate goal of 100% ADA Rate.
8. MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.
9. 25% or more of all MPS students will be home-visited by the teachers and staff across all MPS.
10. School experience survey participation and satisfaction rates of 85% or more for students, parents, teachers, and staff across all MPS, with the ultimate goal of 100% participation and satisfaction rates.

TRACI LEWIN, MATH COACH

FOCUS AREA 1: MATH TEACHER DEVELOPMENT AND CAPACITY BUILDING

Performance Goals:

- All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a 3-point or more increase from the prior year.
- 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.
- 60% or more of all MPS students will meet their growth targets on the MAP-Mathematics assessments, with the ultimate goal of 100%.
 - Provide monthly support to schools based on MPS-wide needs and individual school needs.
 - Develop professional learning opportunities based on individual teacher and school site needs to increase math department chair and math teacher capacity.
 - Create and maintain a space for online collaboration and resources for MPS math teachers.
 - Oversee the use of common mathematics benchmarks at all MPS schools (through the use of Interim Assessment Blocks and pacing)



TRACI LEWIN, MATH COACH

FOCUS AREA 2: INTERVENTION PROGRAMS AND SUPPORT FOR STUDENT GROUPS

Performance Goal: All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a 3-point or more increase from the prior year.

- Strengthen Power Math classes by aligning curriculum and teaching strategies utilized in Power Math classes to increase student achievement
- Provide training and support to teachers to ensure compliance with integrated ELD, applicable curriculum, and CHATS framework for ELLs.
- Ensure that all teachers receive ongoing training and coaching for providing accommodations and modification for students as designed in their IEPs and 504 plans as it relates to the mathematics classroom.



ARTIS CALLAHAM - DIRECTOR OF STUDENT SERVICES

FOCUS AREA 1: SPECIAL EDUCATION

Performance Goal: Establish more cost effective and comprehensive SPED services; Reduce the number of Litigious Cases by at least 70% Magnolia Wide.

- Establish more cost effective and student friendly Psychological Svcs
- Provide Supervision of Interns (USC and Alliant Universities)
- Development of a Psych Services and Speech and Language Unit (Magnolia wide)



ARTIS CALLAHAM- DIRECTOR OF STUDENT SERVICES

FOCUS AREA 2: STUDENT SERVICES

Performance Goal: Establish Specialized Academic Instructional Services at all Magnolia Schools using UDL, SEL and Co- Teaching Strategies Schools will implement at 70% by the end of the 18-19 school year and at 80% of all classrooms by the 19-20 school year.

- Seek out funding sources to create Specialized Academic Instructional programs to service the needs of the low incidence / high need students
- In-service all Magnolia Public Schools in UDL, Co-Teaching, SEL, and SAI (2 components of MTSS)



BRENDA LOPEZ - ASSISTANT DIR. OF STUDENT SERV.

FOCUS AREA 1: SCHOOL CLIMATE

Performance Goal: Coordinate the administration, implementation, and evaluation of the Positive Behavioral Support Program, Restorative Justice Implementation and support school Deans to create a positive school climate.

- Analyze the current systems in place at school sites to sustain a positive learning environment
- Promote collaboration between schools so that promising practices are not siloed.
- Provide training to all staff that will illustrate the importance they all play in creating a positive learning environment.
- Leverage the use of PACE coordinators/ Dean of Cultures to promote the importance of building a community school that supports the child holistically
- Monitor Average Daily Attendance structures and develop programs to motivate students to attend school everyday, especially recognizing those that have 97% or more across all MPS, with the ultimate goal of 100% ADA Rate



BRENDA LOPEZ - ASSISTANT DIRECTOR OF STUDENT SERVICES

FOCUS AREA 2: MTSS FRAMEWORK ROLL OUT

Performance Goal: Work collaboratively with all stakeholders to plan and support the implementation of Magnolia's Discipline Policy to create a culture shift that utilizes a restorative MTSS framework.

- Work with every school to roll out the basic foundation of MTSS and how we use tiers to support all learners based on needs
- Support school staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support – Multi-Tiered Systems of Support (MTSS)
- Provides professional development, trainings, coaching and/or presentations to assist school site personnel in the implementation of Restorative Justice practices.
- Collaborate with community agencies and provides a range of services that support academic, behavior and socio-emotional student needs
- MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS frameworks that engages all systems leading to improved student outcomes.



NICOLE VASQUEZ - EL/TITLE III COORDINATOR

FOCUS AREA 1: ENGLISH LANGUAGE LEARNERS

Performance Goal: Each MPS school will meet or exceed their individual LCAP goals for EL achievement.

- Strengthen and reinforce the EL Program and Master Plan with research-based strategies that facilitate EL achievement and success
- Designate and train EL Coordinators at each school site in order to bridge communication and address areas of need, as well as facilitate training and collaboration
- Ensure that all teachers receive ongoing training and coaching for integrated ELD and applicable curriculum, and ensure that all teachers receive support in implementing the EL Master Plan
- Work with site-level EL Coordinators to regularly monitor and assess EL students to ensure progress. Collaborate, notify parents, and create action plans as needed.
- Professional development calendar will be created for the upcoming school year.



NICOLE VASQUEZ - EL/TITLE III COORDINATOR

FOCUS AREA 2: TITLE III COMPLIANCE

Performance Goal: 100% of MPS schools will comply with Title III requirements, and keep all relevant documents organized and up-to-date for district visits and audits.

- Title III Improvement Plan will be updated to reflect changes to the MPS Master Plan.
- MPS EL Coordinator will maintain Title III folders for all school sites.
- All schools will accurately report all EL data in a timely manner.
- MPS EL Master Plan will be updated to reflect ESSA and Title III changes.
- MPS EL Coordinator and site level EL Coordinators will meet to discuss upcoming changes and provide feedback on EL Program.



ERDINC ACAR - SCIENCE

FOCUS AREA: SCIENCE PROGRAMS

Performance Goal 1: Improve STEM Instructional Practices in all MPS

- All MPS schools will offer integrated STEM curriculum, aligned with state, national (NGSS and CCSS), international and industry standards.

Performance Goal 2: Increase STEM Enrichment Programs in all MPS

- Increase/enhance # of STEM After School programs
- Increase/enhance # of STEM Post-secondary connections
- Increase/enhance # of STEM Community/Industry engagement



ISMAEL SOTO - DIRECTOR OF PARTNERSHIPS

FOCUS AREA 1: DEVELOPMENT

Performance Goal: Shape, manage and drive the implementation of a successful fundraising strategy to support organizational needs.

- Build Relationships and Inspire Investment
- Present a compelling case to catalyze interest, link donor aspirations to needs and secure support
- Create and implement cost-effective fund development program involving individuals, businesses and private foundations
- Develop calendars, plans, and marketing material for fundraising events and appeals
- Plan, implement, and evaluate specific fund development programs and campaigns
- Grant proposals
- Meet donor needs
- Recognize the power of effective stewardship and development
- Cultivate and solicit contributions from prospective and current individual and corporate donors, and secure private grants
- Engage with donors year-round, recognizing impact of gift, communicating progress and results, inspiring involvement and ensuring quality experience



ISMAEL SOTO - DIRECTOR OF PARTNERSHIPS

FOCUS AREA 2: MARKETING

Performance Goal: Shape, manage and drive the implementation of an effective marketing campaign to educate and cultivate community support.

- Develop and implement cost-effective marketing strategy to communicate with a range of constituencies through printed and electronic media
- Supplement marketing efforts at all Magnolia Science Academy sites
- Manage vendor relations to cultivate the best relationship



ISMAEL SOTO - DIRECTOR OF PARTNERSHIPS

FOCUS AREA 3: COMMUNICATIONS

Performance Goal: Effective, Engaging and Innovative Communication.

- Update and maintain organization's website, and social media.
- In collaboration with partner Larson Communications, create, write, edit and produce press releases, publications, and printed materials.
- Distill complex information into a simple, clear message using examples, stories, and community information that are relevant and resonate with the communities that Magnolia Public Schools serves
- Write clearly and concisely, using multiple platforms to reach diverse audiences, effective public speaker and presenter
- Develop and implement a comprehensive year-round communication plan to keep donors, supporters, and partners informed and engaged
- Execute the development and implementation of social marketing, public and media relations, website content, communication/resource development materials and brand management



DAVID YILMAZ - CHIEF ACCOUNTABILITY OFFICER

FOCUS AREA 1: ACCOUNTABILITY PLANS

Performance Goal: All MPS schools will have high quality accountability plans, i.e., LCAP, LCAP Addendum, and SPSA.

- 100% of MPS schools will establish a culture of making their accountability plans living documents.
- 100% of MPS principals will meet internal deadlines for creation and submission of accountability plans.
- 100% of MPS schools will have at least quarterly SSC/PTF meetings.
- 100% of MPS schools will conduct annual stakeholder experience surveys.
- 100% of MPS schools will be WASC accredited.



DAVID YILMAZ - CHIEF ACCOUNTABILITY OFFICER

FOCUS AREA 2: PROGRAMMATIC COMPLIANCE

Performance Goal: All MPS schools will implement the programs described in their charter petition and comply with all applicable law and regulations

- 100% of MPS schools will comply with applicable state/federal laws and authorizer regulations.
- 100% of MPS schools will implement 100% of the programs promised in their charter petitions.
- 100% of MPS schools will prepare and submit required reports in a timely manner.
- 100% of MPS school administrators will be knowledgeable of MPS policies and procedures.
- 100% of MPS schools will receive overall satisfactory ratings on authorizer oversight reports



ISHMAIL OZKAY- DATA MANAGER/ SIS COORDINATOR

FOCUS AREA 1: ASSESSMENTS

Performance Goal: All MPS sites will administer MAP and SBAC interim asses

- Schoolwide Fall & Spring MAP test administration.
- All SBAC Interim Assessment Blocks administered by Math and ELA teacher in appropriate time of the year (roughly once a month)



ISHMAIL OZKAY- DATA MANAGER/ SIS COORDINATOR

FOCUS AREA 2: ILLUMINATE SIS TRANSITION

Performance Goal: All MPS staff will utilize Illuminate. Data migration will be completed.

- Transcript data migration will be completed.
- 100% of teaching staff and administrators will utilize Illuminate SIS in everyday operations.
- 100% Dean of Academics, Office Managers, and Principals will be proficient on related Illuminate SIS features.
- Parent outreach to start accessing Illuminate parent accounts



JENNY OBUCHI- ACADEMIC ASSISTANT

FOCUS AREA 1: SCHOOL SITE SUPPORT

Performance Goal: Provide logistical support for ongoing professional development to build teacher and school leader capacity

- Ensure that ALL school sites stay within budget when purchasing common core curriculum
- Summer School Logistics
- District-wide PDs (Summer, Fall and Spring)
- Document Control for SC
- Sponsorship



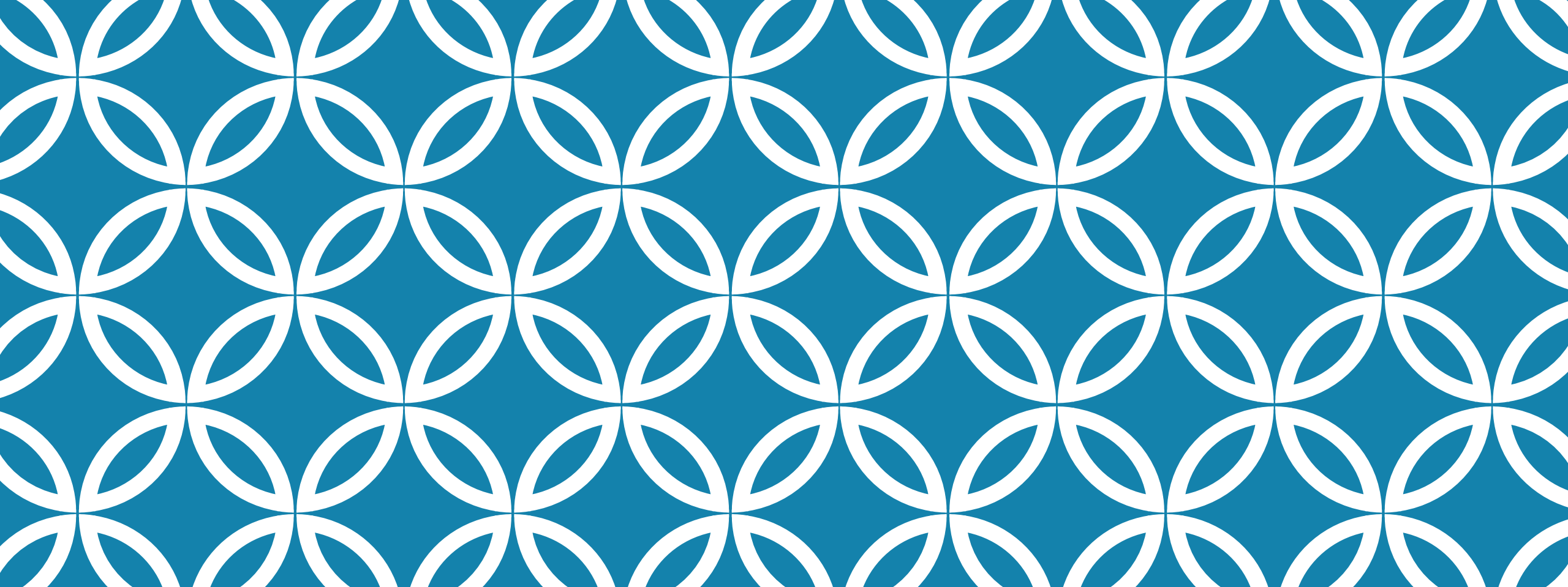
JENNY OBUCHI- ACADEMIC ASSISTANT

FOCUS AREA 2: ACADEMIC SUPPORT

Performance Goal: Provide Support to Academic Team and School sites to ensure access to student services and resources

- Weekly Newsletter
- Monthly Meeting Support





SUSPENSION/EXPULSION DATA, PROCEDURES AND GOALS

Presented by: Dr. Brenda D.
Lopez & Dr. Artis Callaham

DATA: NATIONAL

- Black students are 3.8 times more likely to be suspended than white students
- Black girls are 6 times more likely to be suspended than White girls
- Latino students represent 21% of suspensions and 25% of expulsions
- One in every 13 Native American students is suspended nationally
- Black boys with disabilities have a 33.8% chance of being suspended compared to only a 16.2% chance for white boys with disabilities
- 9% of LGBTQ students were disciplined for simply identifying as LGBTQ

DATA: CALIFORNIA

- The statewide suspension rate for Black males is 3.6 times greater than that of the statewide rate for all students
- While African Americans account for only 5.8% of the state's public-school enrollment, they represent 17.8% of students who are suspended in the state
- While 3.6% of all students were suspended in 2016-2017, the suspension rate for Black boys and young men was 12.8%
- In sum, the black suspension rate stands out on the high side, the Asian rate stands out on the low side, and Hispanic and white rates are near the state average

Get Out! Black Male Suspensions in California Public Schools
Wood, Harris III, & Howard, 2018

Brown Center Report on American Education: Race and school suspensions, 2017

MPS DATA

57 -Overall Out of school Suspensions 2017-18 School Year

31 -Overall In school Suspensions 2017-2018 School Year

2 -Overall Expulsions 2017-18 School Year

CALIFORNIA SCHOOL DASHBOARD

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.5%	Declined -1.1%
English Learner Progress (K-12)		Low 62%	Increased +1.5%
Graduation Rate (9-12)		Medium 86%	Increased +5%
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		Low 60 points below level 3	Declined -10
Mathematics (K-8)		Very Low 15 points above level 3	Declined Sig. -25






CALIFORNIA SCHOOL DASHBOARD

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	Student Performance	Number of Students	Status	Change
All Students		577	Very Low 0%	Maintained -0.2%
English Learners		71	Very Low 0%	Maintained 0%
Foster Youth		0	*	*
Homeless		12	Very Low 0%	*
Socioeconomically Disadvantaged		520	Very Low 0%	Maintained -0.2%
Students with Disabilities		88	Very Low 0%	Maintained 0%
African American		1	*	*
American Indian		0	*	*
Asian		24	Very Low 0%	Maintained 0%
Filipino		16	Very Low 0%	Maintained 0%
Hispanic		489	Very Low 0%	Maintained 0%
Pacific Islander		0	*	*
Two or More Races		4	*	*
White		43	Very Low 0%	Declined Significantly -2.2%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

[hooldashboard.org/#/ReportGroup/19647336119945/3/14](#)
 n 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any

SUSPENSION OFFENSES & PROCEDURE

- Enumerated Offenses, Discretionary Suspension Offenses (Student/ Parent Handbook, p.32-34)
- Mandatory Suspension Offenses (p. 34-35)
- Suspension Procedures (p. 35): Conference> Notice to Parent/ Guardian> Suspension Appeals> Uphold Suspension or Determine Suspension is overturned
- Recommendation for placement/ expulsion (p.35-36)

EXPULSION OFFENSES & PROCEDURE

- Expulsion (Discretionary Offenses p. 36-38)
- Expulsion (Mandatory Offenses p. 38)
- Expulsion Procedure (p. 39-42) : Recommendation for expulsion> Expulsion hearing> Record of Expulsion Hearing> Presentation of Evidence> Written Notice to Expel> Disciplinary Records> Expulsion Appeals>Required Notification (If pupil is expelled)
- Interim Placement during process (p. 41)
- Additional provisions (p. 41-42)

BOARD LEVEL INVOLVEMENT

Expulsion Appeal

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

MOVING FORWARD

- Proactive not Reactive
- Structured Process to track supports and Data
- Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Intervention Structures (PBIS) program development and roll out process
- Research based approach to addressing student behavior
- Student Support Services
- Focus on the mindset of the adults as well as children



SPECIAL EDUCATION PROGRAMS

MAGNOLIA PUBLIC SCHOOLS

STUDENT SERVICES DEPARTMENT

HISTORICAL PROGRAM

- ALL SCHOOLS FUNDING A SPED COORDINATOR
- SPED TEACHER ASSISTANTS
- VIRTUALLY ALL OTHER SERVICES CONTRACTED OUT TO NON PUBLIC AGENCIES
 - COUNSELING
 - CRISIS INTERVENTION
 - MEETING ATTENDANCE,
 - PSYCH ASSESSMENTS
 - DIS SERVICES – SPEECH, ADAPTIVE P.E., O.T., BII, BID,
 - ACADEMIC ASSESSMENTS
- COST FOR SERVICE PROVISION ONLY: OVER \$100,000.00 AVERAGE MONTHLY
- ALL HIGHLIGHTED SERVICES ARE NO LONGER BEING PAID TO EDLOGICAL FOR MOST SCHOOLS

CURRENT PROGRAM INFORMATION

Schools MPS	SPED Teachers	SPED Students	School Psychs	Para Profs	
MSA 1	3	98	1	3	
MSA 2	3	88	1	3	
MSA 3	2 + 1?	61	1 intern	4	
MSA 4	1	40	.5	3 +.5 math	
MSA 5	2	51	1 intern +.5?	4	
MSA 6	1	30	.5	1	
MSA 7	1	37	+ .5? Ed logical	4	
MSA 8	2	53	1	2	
MSA SA	4	101	1 + Ed logical	9	
MSA SD	2	59	1 from agency	2 four partial	

SERVICE IMPACT

- NEW PROGRAM IMPLEMENTATION

EVALULOGIX – IMPROVED ACCOUNTABILITY, INCREASED COLLABORATION

SCHOOL PSYCHOLOGISTS – ONSITE DIS COUNSELING, CRISIS INTERVENTION, PSYCHO-EDUCATIONAL EVALUATIONS, ONSITE SOCIAL EMOTIONAL LEARNING GROUPS

SPED TEACHERS – CASE MANAGERS AND ACADEMIC EVALUATIONS

- STUDENT SERVICES WEBSITE

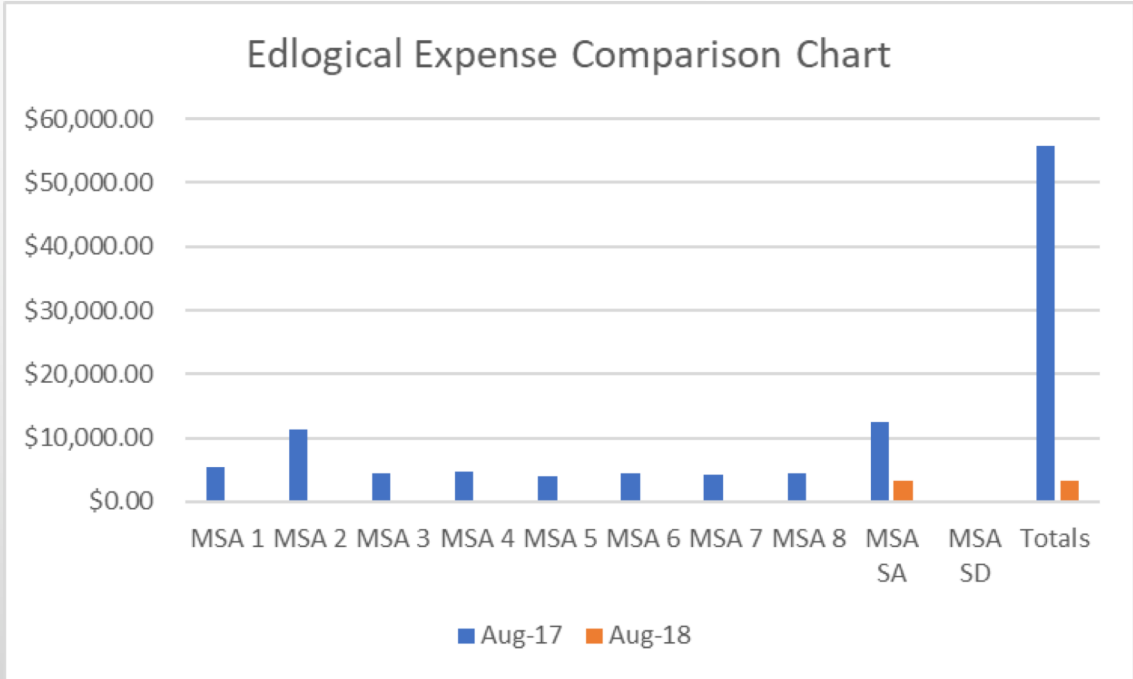
- [HTTPS://SITES.GOOGLE.COM/MAGNOLIAPUBLICSCHOOLS.ORG/MPSTUDENTSERVICES/HOME](https://sites.google.com/magnoliapublicschools.org/mpsstudentservices/home)

- WEEKLY GO TO MEETINGS

- [HTTPS://GLOBAL.GOTOMEETING.COM/JOIN/822623949](https://global.gotomeeting.com/join/822623949)
- YOU CAN ALSO DIAL IN USING YOUR PHONE.
- UNITED STATES: +1 (646) 749-3112
- ACCESS CODE: 822-623-949

- MONTHLY SPED UPDATES – NEWSLETTER

FUNDING AND EXPENSES



	Aug-17	Aug-18	Sep-17	Sep-18
MSA 1	\$5,490.58	0	\$4,843.44	
MSA 2	\$11,275.49	0	\$12,155.70	
MSA 3	\$4,387.88	0	14,035.28	
MSA 4	\$4,819.63	0	\$8,878.63	
MSA 5	\$3,983.99	0	\$5,553.64	
MSA 6	\$4,569.85	0	\$3,688.68	
MSA 7	\$4,190.35	0	\$12,989.36	
MSA 8	\$4,532.65	0	\$3,701.51	
MSA SA	\$12,465.95	\$3,355.85	\$18,794.80	
MSA SD				
Totals	\$55,716.37	\$3,355.85	\$84,641.04	

Magnolia spent approximately 3 million dollars with Non Public Agencies to support SPED during the 2017- 2018

UPDATES AND CONCERNS

- SCHOOLS NEED MORE COUNSELING SUPPORT
 - WILL IMPLEMENT MORE SEL GROUPS AT EACH SITE
 - IDENTIFYING OUTSIDE AGENCIES FOR FREE SERVICES IF CALLAHAM SIGNS FOR SUPERVISION OF COUNSELORS
- EVALUOLOGIX HAS SOME BUGS TO BE WORKED OUT
 - SPELL-CHECK, CUT AND PASTE OPTION, NAME AND GENDER POPULATION, UPLOADING TEMPLATES
- TESTING MATERIALS
 - HAVE BEEN APPROVED, FINANCE DEPARTMENT IS CURRENTLY ORDERING

STATE OF THE HEALTH EDUCATION IN MAGNOLIA PUBLIC SCHOOLS

A- Compliance

- MPS Schools comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness
- MPS Schools adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan including requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation.
- MPS Schools ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff through Charter SAFE trainings.
- MPS Schools provide all employees, and other persons working on behalf of the schools who are mandated reporters, with annual training on child abuse detection and reporting.
- MPS Schools stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required.
- MPS Schools comply with the of athletic program requirements
- MPS Schools comply with the Healthy Schools Act, which details pest management requirements for schools.

B- Immunization and Health Screening Requirements

- MPS Schools require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code.
- MPS Schools comply with all federal and state legal requirements, including but not limited to the requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. MPS Schools maintain student immunization, health examination, and health screening records on file.

C- Student Health and Wellness

MPS Schools strive to ensure the health and wellness of all students at our school, as a critical component of each student's academic and life success. A nutritious hot lunch program, along with breakfast and snacks, are provided for all students via food vendors through the National School Lunch Program. Students have ample opportunities for physical activity and development of healthy lifestyles through P.E. classes, as well as after-school activities including competitive sports clubs for basketball, volleyball, soccer and flag football.

During weekly middle school students' **Life Skills classes**, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The Charter School conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

School Wellness Policy

Magnolia Public Schools (MPS) is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation,

communication about and monitoring of the policy and its established goals and objectives. This policy applies to all students, staff, and schools in MPS. Specific measurable goals and outcomes are identified in each section below.

MSA-SA invites parents and community to our School Wellness Committees (SWC). Either as members of the SWC or just as participants, we invite and involve the communities we serve to be partners in our school wellness program, attend meetings to establish goals for and oversee school health and safety policies and programs, and review and update our school wellness policy.

Suicide Prevention Support

MPS Schools recognize that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, MPS have developed prevention strategies and intervention procedures. In compliance with Education Code section 215, the MPS Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating MPS’ strategies for suicide prevention and intervention. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

D- Health and Physical Education

Students at grades TK-5 attend weekly PE and health classes. The teacher uses SPARK curriculum which is aligned to grade level physical education and health standards. Students are taught about physical fitness, athletics, health and nutrition, and sportsmanship. Classes are once a week for sixty minutes. In addition, classroom teachers lead their own PE sessions which range from thirty to sixty minutes a week.

In grades 6 through 8, students are offered Physical Education courses as electives.

HEALTH AND PHYSICAL EDUCATION
HEALTH AND PHYSICAL EDUCATION (Non-core, Non-college preparatory)
<p>Courses offered in the Health and Physical Education department are designed to help the students develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students’ will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.</p> <p>The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools.</p>

LIFE SKILLS
LIFE SKILLS (Non-core, Non-college preparatory)
MPS schools use the “Second Step” program in middle grades. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children’s social competence and other protective factors. This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle grade students attends Life Skills one period per week. Life Skills themes are integrated into broader school wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

In grades 9 through 12, students are required to take two years of P.E.

PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)	PHYSICAL EDUCATION II A/B (Non-core, Non-college preparatory)
This course is the first year of the high school physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.	This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.

E- Personnel

In addition to school admin teams and office staff below are staff involved in health of wellness of MPS students;

PE and Health Teachers

PE and Health teachers implement the required PE and Health curriculum in addition to administering the Physical Fitness Test.

School Psychologists

Provide in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students.

Contracted Service Providers

MPS contracts out **Certified Nurse** and **Certified Nurse Aid** needs to third party service providers.

MPS Director of Student Services

The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services.

MPS Assistant Director of Student Services

The Assistant Director of Student Services coordinates the administration, implementation, and evaluation of the MTSS, Positive Behavioral Support Program, Restorative Justice Implementation and support Deans to create a positive school climate.