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Magnolia Science Academy Santa Ana – Academic Memorandum Response

General Information

School Address: 2840 West 1st Street, Santa Ana, CA 92703-4102

Website Address: www.msasa.magnoliapublicschools.org

County-District-School Code: 30 76893 0130765

Charter Number: 1686

Charter Term: July 1, 2019, through June 30, 2026

School Description: Magnolia Science Academy Santa Ana (MSA-SA) provides a college preparatory educational program emphasizing science, technology, engineering, art, and math (STEAM) in a safe environment that cultivates respect for self and others.

Grade Levels Served: Kindergarten through Grade Twelve

2021–22 Enrollment: 513

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California’s Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	47.14%	41.78%	34.23%	No Data	10 or fewer students tested	36.66%
School Math	32.50%	26.40%	28.61%	No Data	10 or fewer students tested	28.67%

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	7.69%	No Data	9.09%	33.77%	12.77%
School Math	5.21%	No Data	0.00%	25.85%	12.50%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	High	Very High
Suspension Rate	Low	Medium
English Learner Progress	Medium	Medium
Graduation Rate	High	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Low	Low

Areas of Greatest Progress and Need

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

At MSA-SA, the SBE approved and verified internal assessments being used in grades two through eleven are NWEA MAP assessments in math and reading. We administer Fall MAP within the first two weeks of school starting in August. That results and data are then analyzed and teachers use that to inform instruction and tiered support programs. We administer the spring MAP shortly after the SBAC in the last couple of weeks of school. This is used as measured progress from fall to spring in terms of RIT and CGI growth.

Quarterly, for grades 3 through 11, Interim Assessment Blocks (IABs) are used to support teachers with content mastery. IABs are administered four times per year in each math and ELA for secondary grades. In grades 3-6, only two ELA IABs are given and three math IABs. Teachers then utilize these results to differentiate instruction and to support varying abilities. Teachers also use these results to reteach concepts that the students didn't quite master to increase proficiency.

EL students are also given the summative ELPAC every spring so that teachers can support ELD instruction whether it be designated protected time or integrated within all subjects.

NWEA MAP and ELPAC are listed on the approved verified data list.

2. Identify the school's areas of greatest progress:

Our greatest progress is the fact that our students overall did not drop below the SBAC proficiency levels which we had achieved before the pandemic. We gained 2% proficiency in ELA and maintained previous proficiency in math. This shows that our students were still learning during the pandemic despite the challenges of distance learning and an increase in social and emotional trauma. Regarding our performance levels, our suspension rate is low, compared to the state's performance of medium. We attribute such a low suspension rate to our mental health curriculum such as Zones of Regulation and the hiring of a school social worker in addition to our School Psychologist.

MSA SA is a recipient of the California PBIS Silver Implementation Award for 2022. School site leadership and an ACER reviews the PBIS 7 criteria necessary for a submission for state recognition. Criteria include:

1. Completed the Tiered Fidelity Inventory (TFI)
2. Provide data associated with Major Office Discipline Referrals (ODR)
3. Review of materials associated with equity and mental health
4. Documentation of an Action Plan to refine PBIS practices

5. Identification of Tier 2 and 3 Interventions in place (only for Gold and Platinum)
6. Presence of a tool to monitor academic impact (MPS uses NWEA MAP)
7. Classroom Walkthrough by the ACER

MSA SA is proud of this reflective work and looks forward to continually refining practices and applying for higher levels of recognition in the near future.

We continue to look for partnerships like Start Well, CareSolace, and restorative justice practices to ensure that there are other alternatives to suspension.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Our overall ELA score from the 2018-19 school year was 34.23%, and last year, in 2021-22, our overall was 36.66% - this was a 2% growth. Our overall math score in 2018-19 was 28.61% and in 2021-22, we had a slight increase of 28.67%.

4. Identify the school's areas of greatest need including references to student sub-groups:

The ELL subgroup at MSA-SA is one of the greatest areas of need. 7.69% of our English Learners met or exceeded standards for ELA and 5.21% met or exceeded standards in math. Another one of our greatest need areas is for the subgroup Students with Disabilities, with 12.77% of this student group meeting and exceeding standards for ELA, and for math, only 12.50% of Students with Disabilities meetings and exceeding standards

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

6. How is the school addressing these areas of need? Include references to student sub-groups.

In addition to standards-based teaching in all grade levels, we are utilizing IXL and Myon as both supplemental supports for our students with disabilities and ELL students. IXL is an interactive platform for both math and ELA. In this program, students take a diagnostic test at the beginning, which then starts at their level of need and then progresses them through the levels. IXL is used daily across all grade spans to show skill practice, proficiency, and ultimately skills that they master. Myon is a digital literacy platform that enables our students to access any book genre or digital magazine at their interest and reading level. In addition to reading these books, students can also have the books read to them which is a great differentiation tool.

Teachers also give quarterly IABs to gauge where students land in the mastery of Reading and Math state standards. They are able to reteach where necessary to make sure that students are performing at grade level. In supporting EL and/or SPED student groups, we have power classes and designated ELD classes at the secondary level that support ELA and Math. In elementary we have specifically designated and integrated

EL supports for ELA and math. As for SPED supports at the elementary/secondary level we have a full inclusion model with push-in/pull-out support from our ed specialists and paraprofessionals.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

MSA-Santa Ana will pursue the following student outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including CA CCSS) and reflect proficiency measures required by the CAASPP, California Science Test (CAST) and California Alternative Assessment (CAA), as well as state priorities detailed in California Education Code § 52060(d). Such As:

- Goal: English Learners will progress at least one level on the ELPAC each year.
 - Update:
 - MSA-SA's 2022 EL Performance Indicator (ELPI) level is Medium, at 48.2% vs. Medium 50.0% in SAUSD vs. Medium 50.3% in State
- Goal: English Learner reclassification rates will meet or exceed the District's reclassification rate.
 - Update:
 - MSA-SA's 2020-2021 RFEP rate was 6.1% vs. 1.4% in SAUSD vs. 6.9% in State
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
 - Update: Special education case managers and providers create internal systems to track goal progress on a weekly basis. The data is used in goal progress reports sent to parents at least 3 times annually. If students are not making sufficient progress or surpassing expected progress, an IEP meeting is convened to address these needs and make adjustments to the IEP.
 - MSA SA's CAASP Student Growth indicates 94.0% for SWD's in Mathematics
 - MSA SA's CAASP Proficiency Rate is 14.86 for SWD's in ELA
- Goal: MSA-Santa Ana will maintain at least 95% Average Daily Attendance. (Source: CALPADS, CDE DataQuest)
 - Update:
 - MSA-SA's P2 ADA is 94.2% in 2021-22
 - 2021-22 Chronic Absenteeism rate for MSA-SA is 12.0% vs 32.0% in SAUSD vs 30.0% in State
- Goal: Suspension and expulsion rates will be lower than comparable surrounding schools in the District. (Source: CALPADS, CDE DataQuest)
 - Update:
 - 2021-22 Suspension rate for MSA-SA is 2.0% vs 3.7% in SAUSD vs 3.2% in State

- 2021-22 Expulsion rate for MSA-SA is 0.2% vs 0.0% in SAUSD vs 0.1% in State
- Goal: Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History. (Source: CALPADS, CDE DataQuest)
 - Update:
 - Percentage of cohort graduates meeting UC/CSU requirements is 71.1%
 - 2021-22 4-year Cohort Graduation rate for MSA-SA is 92.5% vs 91.6% in SAUSD vs 87% in State
 - 2021-22 4-yr College Going rate for MSA-SA is 63.0% vs 63.3% in SAUSD vs 62.7% in State
- Goal: Students will meet their growth targets for SBAC in ELA and math. (Source: CALPADS, CDE DataQuest)
 - Update:
 - Overall ELA scores from the 2018-19 school year was 34.23%, and last year, in 2021-22, our overall was 36.66% - this was a 2% growth. Our overall math score in 2018-19 was 28.61% and in 2021-22, we had a slight increase of 28.67%.

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for a rigorous, college-preparatory high school. In addition to the specific academic achievement goals detailed above, additional goals over the charter term include: MSA-Santa Ana will realize a high teacher retention rate and high teacher and parent satisfaction rates. (>80% as measured on annual surveys)

- Update:
 - MSA-SA has an overall 88% teacher retention rate from 2021-22 to 2022-23
 - MSA-SA has an overall 88% staff satisfaction rate in 2021-22 (100% participation rate)
 - MSA-SA has an overall 94% parent satisfaction rate in 2021-22 (82% participation rate)

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

According to the Fall 2021 California accountability dashboard data, we continue to have a very low suspension rate and 96% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe, and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, English Learner Advisory

Committee (ELAC), and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned with our graduation requirements for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCI, Cornell, USC, CSUF, etc.).

This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

At MSASA, some of our successes for the 2021-2022 school year include:

- Teachers used IAB data and MAP data to inform their instruction
- Increased College related events and communications
- Provided a high number of AP courses (8)
- Continued Dual Enrollment Program with Santa Ana College
- Continued to hold data driven meetings with teachers
- Improving student engagement and assignment completion by implementing PBIS.
- College Counselor conducted Individual meetings to increase college readiness.
- Increase efficiency of small group interventions with stronger after school program and Saturday School

Every year we conduct a Stakeholder Survey - here is a summary of what our stakeholders "like the most about our school":

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The students enjoy their AP classes. Additionally, students in secondary like having a small class size, and the friends that they've made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment and the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and really enjoy their colleagues. Staff feels that their colleagues are professional, supportive, collaborative and that everyone genuinely wants to improve the school.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: Excellence, Innovation and Connection (EIC) guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on school goals in which incorporated academic, MTSS, and college-going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four-year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA Parent Advisory Committee (PAC) committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after-school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) or now referred as Parents Advisory Committee (PAC) involvement and engagement in the LCAP and school decisions

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school's work to engage community members in the process:

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings,

Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Along with ELAC, such committees provide for representation of students in need (low-income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. In addition, MSA-SA conducts surveys for parents, students, and staff, and MSA-SA staff conducts home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-SA has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities. MSA-SA has held/will hold its periodical meetings this year to gather input from our stakeholders. These include four PAC/PTF meetings, four SSC meetings, four ELAC meetings, and at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. We conducted a family, staff, and student experience survey and an SEL survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. MSA-SA has also made 45 home visits during this school year and sought feedback from the parents for school improvement. Below are a few trends that have influenced the development of the goals and expenses:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training staff members and supplemental support from organizations and cloud-based platforms.
2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavors, usage of programs to identify and intervene in academic areas of need, and providing additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.
3. Stakeholders recognize the mission, vision, and core values of the organization. Stakeholders are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSA-SA will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interests, and career plans to make every learner college- and career-ready. MSA-SA will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services

- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

3. How is the school addressing learning loss from the prior school year?

At Magnolia Public Schools, our SPED/GEN Ed intervention teams review the Criterion-Referenced, MAP, IAB, and ELPAC testing results to assist in determining which students have been significantly, and adversely impacted during the school closures. Additionally, we look at goal progress, academic progress in class, and social-emotional impact on learning and mental well-being. We compare the current achievement data to the data for student functioning prior to the school closures. The students whose academic achievement has decreased in ELA and/or Mathematics receive strategic intervention using small group support and the IXL program. We selected the IXL program after reviewing the data to determine that it addresses individualized, systematic support in all subject areas, follows a scope and sequence for standards-based learning, and allows for embedded accommodations. Some small groups are held either Wednesdays, Saturdays, summer school or a combination thereof depending on the school site. The IXL program allows for obtaining baseline data on all students, embeds accommodations into the students’ interactions, and provides opportunities for review where needed. The data is kept in real-time and specific skills for remediation are identified, supported, and monitored.

All our schools have an SEL component embedded in the LLR program implementation. Our student surveys are completed three times annually to gauge student satisfaction with the school’s educational program. These results assist us in implementing meaningful SEL and mindfulness activities.

In the midst of the global pandemic and surveying all educational partners, there was a tremendous need to hire a full-time school Social Worker in addition to our on-site School Psychologist. Both work cohesively with individual and small group counseling and character building traits to support all of our students on campus.

We have partnerships with Western Youth Services, Help Me Grow, OC Health, OC Family Justice Center, CareSolace, and Start Well. We also provided social emotional health professional development for staff through partnerships with OC Dept. of Ed, Zones of Regulation, El Dorado SELPA, and mental health and wellness surveys triannually.

We continue to offer tutoring before and after school daily. In addition to offering tutoring we hold Saturday school every Saturday. This is offered to all TK-12 students.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

MASA-SA is not offering a long-term Independent Study this school year to any TK-12th grade student. We are still offering short term Independent Study to students that have a medical or family emergency that will exceed five days and/or no more than 14 school days.

In elementary, there are currently five students and in secondary, there are currently three students on short-term Independent Study. Our current ADA is 93.61 with an overall goal of 95%. Our percentage of average daily attendance enrolled in short-term Independent Study is 3%.