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MAGNOLIA SCIENCE ACADEMY-SANTA ANA

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Thursday, October 28th, 2021

Ric Reyes, Education Programs Consultant
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814
Phone: 916-323-5833
rreyes@cde.ca.gov

Re: Update on MSA-SA Academic Memo Response

Good afternoon,

Our CDE Education Programs Consultant Ric Reyes asked for an update to the Academic Memo originally submitted on September 15, 2021. Please see below our responses to your questions and let us know if any more information is needed.

Sincerely,

Steven Keskindurk, Secondary Principal/ Campus Director
Maria Rowell, Elementary Principal



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Responses and Updates

1. Any comparison data for the data you originally submitted (e.g. Spring 2020 compared to Spring 2021, or Fall 2020 with Spring 2021) Include all subgroup data:

MSA-SA NWEA MAP FALL 2020 to SPRING 2021 Student Growth Data in Math and Reading

STUDENT GROWTH SUMMARY FALL 2020-21 to Spring 2020-21 School Wide No Grouping			
Math			
Grade	Count with projection	Count met projection	Percent met projection
2	39	3	8%
3	32	4	13%
4	38	10	26%
5	35	9	26%
6	53	37	70%
7	50	22	44%
8	46	18	39%
9	33	13	39%
10	35	21	60%
11	39	25	64%
Overall	400	162	40.50%

Reading			
Grade	Count with projection	Count met projection	Percent met projection
2	39	16	41%
3	33	12	36%
4	38	17	45%
5	35	19	54%
6	53	31	58%
7	45	18	40%
8	45	15	33%
9	35	13	37%
10	34	13	38%
11	36	14	39%
Overall	393	168	42.70%

STUDENT GROWTH SUMMARY FALL 2020-21 to Spring 2020-21 English Learner			
Math			
Grade	Count with projection	Count met projection	Percent met projection
2	13	1	8%
3	16	3	19%
4	10	2	20%
5	13	2	15%
6	21	16	76%
7	18	4	22%
8	8	2	25%
9	13	6	46%
10	12	8	67%
11	7	3	43%
Overall	131	47	35.90%

Reading			
Grade	Count with projection	Count met projection	Percent met projection
2	14	5	36%
3	17	8	47%
4	10	4	40%
5	13	6	46%
6	21	11	52%
7	16	6	38%
8	7	2	29%
9	12	4	33%
10	12	5	42%
11	7	1	14%
Overall	129	52	40.30%



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STUDENT GROWTH SUMMARY FALL 2020-21 to Spring 2020-21 SWD - SPED			
Math			
Grade	Count with projection	Count met projection	Percent met projection
2	11	0	0%
3	2	0	0%
4	4	1	25%
5	7	2	29%
6	11	7	64%
7	8	2	25%
8	9	3	33%
9	7	3	43%
10	5	2	40%
11	12	5	42%
Overall	76	25	32.90%

Reading			
Grade	Count with projection	Count met projection	Percent met projection
2	11	4	36%
3	3	1	33%
4	4	2	50%
5	7	4	57%
6	11	6	55%
7	7	2	29%
8	8	2	25%
9	7	2	29%
10	5	3	60%
11	11	1	9%
Overall	74	27	36.50%

STUDENT GROWTH SUMMARY FALL 2020-21 to Spring 2020-21 FRL			
Math			
Grade	Count with projection	Count met projection	Percent met projection
2	30	1	3%
3	28	3	11%
4	30	8	27%
5	32	9	28%
6	45	33	73%
7	43	17	40%
8	38	15	39%
9	30	11	37%
10	30	17	57%
11	34	22	65%
Overall	340	136	40.00%

Reading			
Grade	Count with projection	Count met projection	Percent met projection
2	30	11	37%
3	28	9	32%
4	30	15	50%
5	32	18	56%
6	45	27	60%
7	39	15	38%
8	37	14	38%
9	32	13	41%
10	30	11	37%
11	32	12	38%
Overall	335	145	43.30%



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STUDENT GROWTH SUMMARY FALL 2020-21 to Spring 2020-21 HISPANIC			
Math			
Grade	Count with projection	Count met projection	Percent met projection
2	37	2	5%
3	26	2	8%
4	35	10	29%
5	35	9	26%
6	50	35	70%
7	48	21	44%
8	41	16	39%
9	31	12	39%
10	26	14	54%
11	36	24	67%
Overall	365	145	39.70%
Reading			
Grade	Count with projection	Count met projection	Percent met projection
2	37	15	41%
3	27	9	33%
4	35	15	43%
5	35	19	54%
6	50	30	60%
7	43	17	40%
8	40	14	35%
9	32	12	38%
10	26	10	38%
11	34	12	35%
Overall	359	153	42.60%

2. A brief (approx. 1-2 paragraphs) explanation of any declines or areas of concern (If this was already included in your Academic Memo, you can use the same text.)

Upon analyzing and synthesizing our Fall 2020 to Fall 2021 internal MAP data we have identified the greatest area of concern is the lower elementary grades second through fifth grade in math and the eighth through eleventh in reading. In second grade 8% of the students met their goal, in third grade 13%, and in fourth and fifth grades 26% met their goals. Our concern with the lower primary grades in math was due to their Distance Learning and or using computerized testing for the first time. Many did not have support at home to navigate this new platform of remote learning. For our secondary students, 33% of eighth graders met their goals, 37% of ninth graders met their goals, 38% of tenth graders met their goals, and 39% of our eleventh graders met their reading overall goals. Our concerns here have to do with lack of engagement, connectivity issues, and the heightened social-emotional issues our students were dealing with at the time. Our English Learner percentage that met projection is lower in the primary grades in math at 8% for second grade, 19% for third grade, 20% for fourth grade and 15% for fifth grades consecutively. Our Students with Disabilities are also an area of concern, as our second and third grade SPED population are both at 0%. For reading our eleventh grade SPED population is only at 9%. Furthermore, our scores have declined due to the fact that our testing sessions were conducted remotely while distance learning. It was rather difficult for our teachers to hold multiple sessions for both in person and distance

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learning students during the MAP administrations. We will use Spring 2021 and Fall 2021 MAP test data to address initial focus area groups and provide targeted intervention to any student needing accelerated learning.

3. A brief (approx. 1-2 paragraphs) your school's plan to address the declines and areas of concern (As with Item 2, if this was already included in your Academic Memo, you can use the same text.)

We are focusing on a growth mindset rather than deficit mindset in dealing with the learning loss as a result of the pandemic. We are using a learning acceleration model with just-in-time interventions to ensure students are learning grade level content while building pre-requisite skills from the prior grade level. Students move immediately into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers are provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Pacing guides for ELA and math curriculum and instruction is based on acceleration principles. Just-in-time scaffolds are embedded into pacing/lesson plans vs. review at the beginning of the year. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. A new program IXL is used to provide individualized support for students in core and supplemental classes for Math and ELA subjects. IXL program is a comprehensive TK-12 curriculum, real time diagnostic, personalized guidance, and actionable analytics. It provides learning in ELA and Math with tools to personalize instruction for students to help students progress faster.

In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement UDL with high-quality instruction. Wednesday PD Calendars are developed for PLC meetings to have time for unit planning to incorporate UDL, just-in-time interventions and scaffolding strategies for units. In order to measure learning progress and achievement status, the MPS assessment cycle consists of ongoing formative assessment throughout the year to monitor learning and inform instruction. NWEA's Measure of Academic Progress (MAP) is administered for reading and math for students in grades 2-11, at least twice a year. In addition, clearly outlined Interim Assessment Blocks (IABs) are given to students as unit assessments in ELA and Math for students in 3rd-11th grade. MSASA has adopted high-quality, standards-based instructional materials for all subject areas, including ELD. The curriculum has both print and digital versions to provide access to all students. Teachers create standards-based lessons using instructional

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materials and embed support and tiered questions within their lesson plans. Lessons are planned using multiple modalities to engage all learners and offer multiple entry points to ensure all students can be successful. For ELA and Math, the instructional content has been prioritized in order to ensure students are able to engage in the essential work of the grade level and do not fall further behind. Pacing guides aligned to Interim Assessment Blocks (IABs) have been created by the MPS Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction focuses on high-quality reading, writing, listening, and speaking skills practice, so that EL students will continue to make progress towards meeting their language acquisition goals and move towards reclassification. Ongoing professional development is conducted with ELA and Math teachers to deep-dive into grade level content standards and assist teachers in creating units and activities that best support the teaching of those standards. All teachers receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded support through SDAIE strategies and the CHATS Framework.

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students. Data from the formative assessments are used to inform tiered interventions for all students. Tier I interventions will be conducted in the classroom by the general education teachers. Teachers have been provided with professional development to help with the planning and implementation of Tier I interventions through both UDL and MTSS training. Additional professional development is conducted throughout the school year to further support teachers in creating just-in-time, Tier I interventions. Tier II and Tier III interventions are in place for students who need further support and are scheduled into students' schedules for interventions conducted during the school day. Tier II and Tier III interventions consist of specialized classes, Power ELA and Math, additional Designated ELD courses, and small group support. In addition, extended school day offerings, such as after-school tutoring and Saturday school, are provided for students to receive further support outside the school day. Summer school, focusing on enrichment and mitigation of learning loss, was also offered to students during the summer of 2021 and will continue to be offered in future years.