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**MAGNOLIA SCIENCE ACADEMY-SANTA ANA**

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Friday, May 29, 2020

**RE: Magnolia Science Academy Santa Ana's response to SBE Academic Information Memo**

Dear Members of California State Board of Education,

Magnolia Science Academy Santa Ana (MSA-SA) is grateful for the opportunity to explain its story, progress and plans as a response to the Academics Memos to be presented to the State Board of Education and public.

Since 2009, our school has been proudly serving the Orange County and surrounding communities with high quality and high achieving programs focusing on Science, Technology, Engineering, Arts, and Math (STEAM.) With a 92% graduation rate and 92% UC readiness rate, our students continue performing higher than the local school district and neighboring schools in the SBAC assessments.

In its new location, the school added a new elementary grade span TK-6 to its programs. The relocation and significant expansion to 675 students in grades TK-12 in 2016 resulted in the school attracting more students with higher needs than when the school was serving 144 students in its Costa Mesa location in 2015. For the past four years, MSA-SA and Magnolia Public Schools CMO have been implementing programs and providing assistance including Multi-Tiered System and Support (MTSS) to address the challenges that came with this rapid growth and expansion.

MSA-SA Spring 2017 Dashboard had been all BLUE before its relocation. At its new site, on the other hand, our Fall 2019 Dashboard data shows four areas of concerns. Although our school is still performing higher than the district average, the ELA and MATH scores in the 2019 SBAC tests showed a decrease consistent with the demographics change. 2019 Chronic absenteeism shows an increase of 1.2% to 8.5%. MSA-SA still maintains a low suspension rate of 0% while it is a decrease from 2.5 % from the 2018-19 school year.

MSA-SA's school improvement team consisting of school admin, teachers and CMO staff, worked on protocols, inquiry processes, analyses and action plans to address the areas for improvement as noted in the Fall 2019 Dashboard. A detailed improvement plan has been developed and updated to address the needs of concerns after the inquiry process and root cause analyses. This document highlights the areas addressed in the plan of action.

**Greatest Progress for 2019-2020**

According to the Fall 2019 California accountability dashboard data, we decreased our College/Career indicator by 8.8% and continue to have a graduation rate of 92%. In 2019-2020 we implemented a Multi-tiered systems of support (MTSS) program as part of our Positive Behavior Interventions and Supports (PBIS). Teachers utilize MTSS content to teach students academically, behaviorally, and social-emotionally. We have also adapted a variety of alternatives to suspension. For example, Saturday School has changed from being punitive to a more restorative justice practice model. Students are required to attend Saturday school as they reflect on their actions, are taught new skills, and practice their new skills. Additionally, our students help the community with the food drive. Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tiers I and II 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, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive information pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plans and meet continually with our college counselor who has an open-door policy. 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, Embry Riddle, USC, CSUF etc.). The ELAC committee discusses English Learner academic programs and progress. The PTF are instrumental in fundraising and providing celebrations and

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events that are inclusive of the diverse cultures of the student body. This not only speaks to our ability to nurture our students academically but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences. The 2019 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year with NWEA MAPs and SBAC IABs. The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP and IAB assessments. 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 Ed. 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.

### Summary of Concerns

#### **Concern#1 – LCAP Priority 4 (Pupil Achievement)**

Status declined 10.1 points in ELA (grade three through grade eight and eleven). MSA-SA was assigned Red for Students with Disabilities, and Orange for English Learners, Socioeconomically Disadvantaged, Hispanic and Homeless.

#### **Action #1A**

Develop a greater understanding of Wonders/StudySync ELA Common Core curriculum in order to increase student achievement.

#### **Action #1B**

Improve the Lexile levels for all students so that they can be at or above grade level.

#### **Means to Assess Improvement**

Weekly Coordination meetings, Monday PDs, Grade-level/Department check-ins, Grade level collaboration during weekly special activities for elementary and during Prep periods for secondary.

#### **Action #1C**

Improve parent understanding of CCSS ELA.

#### **Means to Assess Improvement**

Continue home visits and workshops for parents including parent college to increase parent involvement.

#### **Concern#2 – LCAP Priority 4 (Pupil Achievement)**

Status increased 8.6 points in Mathematics (grade three through grade eight and eleven). MSA-SA was assigned Orange for English Learners, and yellow for Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and Homeless.

#### **Action #2A**

Develop a greater understanding of our Math Common Core curriculum in order to increase student achievement.

#### **Action #2B**

Math-Improve foundational skills to increase student achievement in math.

#### **Means to Assess Improvement**

Weekly Coordination meetings, Monday PDs, Grade-level/ Department check-ins, Grade level collaboration during weekly special activities for elementary and during Prep periods for secondary.

#### **Action #2C**

Provide Standards Deep Dives workshops to all math teachers.

#### **Means to Assess Improvement**

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MPS Math Coach and Dean of Academics meet monthly to review IAB data and conduct classroom walk throughs and feedback sessions with teachers.

**Action #2D**

Improve parent understanding of CCSS Math.

**Means to Assess Improvement**

Continue home visits and workshops for parents including parent college to increase parent involvement.

**Concern#3 - LCAP Priority 5 (Pupil Engagement)**

Change level increased 1.3% in Suspension Rates (grade nine through grade twelve). MSA-SA was assigned Yellow for Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.

**Action #3A**

Implement three-tiered system of intervention and support

**Means to Assess Improvement**

Continue implementing MTSS-SEL

**Action #3B**

Continue home visits

**Means to Assess Improvement**

All teachers and staff will work on scheduling home-visits with par

**Action #3C**

Continue with independent study programs

**Means to Assess Improvement**

Weekly and monthly monitoring of program data and reports.

**Action #3D**

School wide incentives to grades which meet the daily attendance goals.

**Means to Assess Improvement**

Weekly and monthly monitoring of program data and reports.

**Concern#4 - LCAP Priority 6 (School Climate)**

Change level increased 1.2% in Chronic Absenteeism (grade three through grade twelve).

**Action #4A**

Increase Positive Behavior and Student support Services (PBIS)

**Means to Assess Improvement**

- Weekly and monthly monitoring of program data and reports.
- Token economy positive incentive system for TK-12th grade.
- Weekly Pirate Store incentive
- Full-time School Psychologist to educate, address, and support with socio-emotional and mental health needs of the school community
- Conduct intervention check in meetings
- Hold mediation sessions; student-to-student, staff-student
- Holds Restorative Circles among students
- Engage students with community service programs
- Implement effective reflection programs
- Using the provided curriculum, students will complete interdisciplinary assignments that are CCSS and NGSS standards based to teach mediation, conflict-resolution techniques and general SEL learning by being the focus of next year.

**Action #4B**

Improve parent engagement and effectiveness

**Means to Assess Improvement**

- Continue home visits and workshops for parents including parent college to increase parent involvement
- Utilize ParentSquare to make communication easier

- Train parents on Illuminate SIS use for continual access to student data



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### Magnolia Science Academy Santa Ana

#### 2020-2021 Academic Memo

**1) A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

Magnolia Science Academy Santa Ana has created a comprehensive distance learning plan to support high-quality learning. Distance Learning Guides and Protocols have been developed and clear expectations for all staff have been communicated to ensure various levels of support for students. Staff has been provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and is updated weekly. Both asynchronous and synchronous learning opportunities are provided to students in order to meet individual needs. Every teacher has created a Google Classroom to post assignments, videos and resources, post discussion questions, and use various online programs to provide learning opportunities. All students have access to online resources, physical resources and assignments. Live sessions are recorded for students who are not able to attend the live sessions. Additionally, teachers conduct virtual office hours/after school tutoring weekly to further support students and provide opportunities for students to receive additional support. Students have been assigned a mentor that checks-in with them on a regular basis and provides additional support as needed. In addition, teachers and staff reach out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our Parent Square messaging system. Finally, to support technology needs, our school has distributed Chromebooks and hot spots to students.

**2) A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.**

MSASA provides Chromebook Devices and Internet Hotspots for all students and families in need of. Several surveys and communications took place leading up to distribution of Chromebook Devices and Internet Hotspots before instruction started. Currently 100% of our students have devices and 100% have access to the Internet.

**3) A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.**

MAGNOLIA SCIENCE ACADEMY SANTA ANA will use an accelerated learning 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 will immediately move into grade level appropriate content rather than repeating material from the prior grade level. ELA and Math Teachers will be provided with vertical alignment opportunities to learn about material they may have not previously taught so they can adjust lessons appropriately. Master scheduling includes activities to help students recover learning loss, dedicated time for SEL lessons, and support for students. In addition, professional development and additional planning time has been scheduled for teachers to ensure time is available to design and implement high-quality instruction. When the students must participate in distance learning due to safety, synchronous and asynchronous instruction focused on grade level standards will be provided to students on a daily basis. Assignments will be high-quality, relevant and aligned to the rigor of what is offered during in-person instruction. Set schedules and expectations will be established for students that allow for daily interaction with certificated staff and peers.



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In order to measure learning status, the MAGNOLIA SCIENCE ACADEMY SANTA ANA 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.

MAGNOLIA SCIENCE ACADEMY SANTA ANA 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 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 MAGNOLIA SCIENCE ACADEMY SANTA ANA Academic Team to guide instruction and ensure teachers are providing high-quality instruction and assessed using a non-biased formative assessment. ELD instruction will focus 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 will receive professional development on providing both Designated and Integrated ELD in their core classes, and teachers will be trained on providing scaffolded supports through SDAIE strategies and the CHATS Framework.

MAGNOLIA SCIENCE ACADEMY SANTA ANA 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, MAGNOLIA SCIENCE ACADEMY SANTA ANA 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 will be 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 will be 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 2020 and will continue to be offered in future years.

#### **4) A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.**

During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and



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helped inform the next steps for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by Orange County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with OCDE, Western Youth Services, Help Me Grow, UCI, Choc, Suicide Prevention, and the ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Magnolia Science Academy Santa Ana will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student might be referred to a mental health provider at school while looping in parent/guardian.

### **5) A description of how the charter school will address the anticipated apportionment deferrals.**

The school reflected all current cash flow deferrals in its cash flow projection schedule. Based on the current schedule of deferrals, the school is able to meet all the cash needs through the end of the fiscal year. Nevertheless, the finance team is working on different financing alternatives in case there are any additional cash deferrals and funding is needed.