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**MAGNOLIA SCIENCE ACADEMY-SANTA ANA**

Phone: (714) 479 0115

FAX: (714) 242 1449

Thursday, April 12, 2018

RE: Magnolia Science Academy Santa Ana's response to Academic Memos

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 100% graduation and over 95% UC acceptance rates, our students continue performing higher than the local school district and all neighboring schools in the SBAC assessments.

To fulfill its charter and promises to its students and parents, MSA-SA moved to its new location at 2840 W 1st Street in the City of Santa Ana in Orange County in the 2016-2017 school year with the help of Charter School Facilities Program Proposition 1D program. The campus includes a two story facility totaling 48,353 square feet with 33 classrooms with state of the art science and computer labs, library and learning centers on a lot of 2.68 acres. Current Phase II construction covers a 6,509 square feet gym with cafeteria, shade structures and a playground.

In its new location, school added a new elementary grade span TK-5 to its programs. The relocation and significant expansion to 635 students in grades TK-12 resulted in school attracting more students with higher needs than when the school was serving 144 students in its Costa Mesa location. For the past two 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 has been all BLUE in its previous location. On the other hand, our Fall 2017 Dashboard data shows three areas of concerns. Although our school is still performing higher than the district average, the ELA and MATH scores in the 2017 SBAC tests showed a decrease consistent with the demographics change. MSA-SA still has very low suspension rate (0.9%) while it's an increase from 0% during the 2015-16 school year.

Below pages explain, MSA-SA's protocols, inquiry process, analysis and action plan to address the areas for improvement as noted in the Fall 2017 Dashboard. Again we thank you for this opportunity and look forward providing you with additional data and info if needed.

About Magnolia Science Academy-Santa Ana

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA- SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students.

Relocation and Significant Expansion

During the 2015-16 academic year, MSA-SA used to serve 144 students in grades 6-12. The school moved to its brand new campus at 2840 West 1st Street, Santa Ana for the 2016-17 school year. Grades TK-5 were added to grades served (6-12) while growing to 635 students served in the 2016-2017 school year. MSA-SA's current enrollment is 725 students in grades TK-12.

Change in the Demographics of Students Served

As a result of the relocation and significant expansion, MSA-SA's student demographics considerably changed. With the graduating seniors in 2015-16, more than 500 new students enrolled to school. In 2015-16, the school used to serve a total of 144 students in grades 6-12 with 13% as English Learner and 60% as Socioeconomically Disadvantaged. The student population increased to 635 in grades TK-12 with 35% as English Learner and 79.5% as Socioeconomically Disadvantaged, 18% as Homeless/Foster Youth and 15% as Students with Disabilities (with many of them being moderate-to-severe) in 2016-17. The shift in demographics necessitated more support and wrap around services in the 2016-17 school year.

Method for Measuring Pupil Outcomes Assessments

The admin team, staff, and teachers of MSA-SA are held accountable by the MPS Board of Directors for meeting student outcome goals. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-SA administers both the Interim Comprehensive Assessments ("ICAs") and Interim Assessment Blocks ("IABs") to assess student learning and inform instruction. Digital Library resources help teachers support classroom-based formative assessment processes.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE's website), and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill's publisher's resources, ConnectED Math and Aleks programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. Teachers also, with the help of published

materials, create standards-aligned formative assignments and tests using Illuminate Data and Assessment portal. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Data analysis and Reporting

Teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-SA utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate

continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long range planning of the Board of Directors.

The staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the school's curriculum and other programs as needed.

Parents are apprised of their students' progress through quarterly report cards. MSA-SA records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-SA has computers on campus available for parent use.

Greatest Progress for 2017-18

According to the fall 2017 California accountability dashboard data, we continue to have a very low suspension rate and 100% graduation rate. In 2017-18 we implemented a character education program called Character Counts! Teachers utilize this content to teach students the six pillars of the program which are trustworthiness, respect, responsibility, caring, fairness, and citizenship. We have also adapted a variety of alternatives to suspension. For example, students help the community by volunteering at a weekend food drive and reflecting on how their behavior impacts our school. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and afterschool workshops. During these events, parents and students receive education regarding the A-G requirements which are aligned to our graduation requirements. All students have 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 etc.). 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.

2017-18 year was a year in which we developed targeted intervention groups. 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 supported our students throughout the years. We continued to use internal data to measure growth throughout the year (NWEA MAPs, SBAC IABs and ICAs). The effectiveness of intervention programs during school and afterschool have increased this year. Our Deans of Academics and RTI Coordinator work diligently to update and analyze student performance with MAP, IAB, ICA, and SBAC prep. Staff utilize 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.

Greatest Need for 2017-18

Based on our change of color from Blue to Orange in English Language Arts and Math our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our targeted intervention specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2017 results and our internal MAP data. These groups include Study Skills, our Power English/Math course for Tier III students, our SSR Math/Writing group for Tier II students, and our ELD courses for ELLs. Our elementary intervention grouping is based on the Spring SBAC and Fall Map Data as well as the ICA in mid Winter. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASP standards nearly met and not met. These interventions are revisited quarterly and changes are made depending on student progress.

Although we maintain a very low suspension rate (0.9%), our Dashboard data displays an increase (0.9%) in suspension in grades nine through twelve for our socioeconomically disadvantaged and Hispanic students. As we grow in the Santa Ana community, we will continue to provide social emotional support for our students. This year we have partnered with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for our Little's. Our goal is for these partnerships, along with the Character Counts! Curriculum will help decrease the suspension rates for socioeconomically disadvantaged and Hispanic students. Currently,

our Foster and Homeless liaison continues to partner with the community resources to help provide aid and resources to our "at risk" populations (e.g. school supplies, food, clothes, mental health free community services etc.)

Response from Magnolia Science Academy Santa Ana

Measurable Pupil Outcomes and Action Plan

Goal 1: Increase student academic performance in all grade levels and student groups by 5% in ELA as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show only 47% of our students meeting and exceeding the standards in ELA. Student works in classes reflect the need for academic growth in the areas of reading, writing, listening and research/inquiry.

Critical Need: Our English Learner and Students with Disabilities groups perform much lower than other groups compared.

Supporting 2016-17 Data:

Fall 2017 Dashboard shows **significant declines** in All Students (-77.4 pts), English Learners (-67.4 pts), Socioeconomically Disadvantaged (-74.9 pts), Student disabilities (-83.6 pts), and Hispanic groups (-66.5 pts)

2016-2017 SBAC shows 47% met and exceeded for all students

2016-2017 SBAC shows 3% met and exceeded for EL students

2016-2017 SBAC shows 6% met and exceed for students with disabilities

2017-2018 Fall NWEA MAP shows 29.2% met and exceeded for all students

2017-2018 Interim Comprehensive Assessment (ICA) data shows 41% met and exceeded for all students

Growth Targets:

2017-18: Overall target 52% met and exceeded for all students (Exceed state average)

Increase proficiency by 5% in ELA across all grade levels.

Increase proficiency by 5% in our EL student group.

Increase proficiency by 5% in our students with disabilities group.

2018-19: Overall target 57% met and exceeded for all students (Exceed state average)

5% increase in all students meeting and exceeding the standards.

2019-20: Overall target 62% met and exceeded for all students (Exceed state average)

5% increase in all students meeting and exceeding the standards.

School-wide Learner Outcomes Addressed: Students prepared for the college and career standards upon high school graduation

Impact on student learning of academic standards, school-wide learner outcomes, & critical learner need: The increase in ELA skills will positively impact students performance across all subject levels and prepare them for higher level of classes.

Monitor Progress Tools:

- CAASPP Results
- MAP Results
- ICA Results

Power English Class Data
Classroom assessment data

Report Progress:

- Admin meetings
- Dean of Academic Meetings
- Coordination/ Department meeting

RTI and Data meetings

Response from Magnolia Science Academy Santa Ana

Tasks	Responsible Person(s) Involved	Professional Development /Resources/Funding	Means to Assess Improvement	Timeline	Reporting
Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement.	Dean of Academics Department Chairs Grade Level Chairs	Wonders and StudySync trainings, Grade level collaborations/ Department meetings, Monday PDs, Outside PDs, and Magnolia-wide PDs	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.	Ongoing, weekly progress meetings for both elementary and secondary.	Monthly staff meetings. Monthly Dean of Academic meetings.
READING- Improve the Lexile levels for all students so that they can be at or above grade level.	ELD Coordinator Reading Specialist Dean of Academics	Summer In Service Training Train all teaching on the MyOn Program. Focus on MyOn implementation and fidelity.	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.	Ongoing, weekly progress meetings for both elementary and secondary.	Monthly staff meetings. Monthly Dean of Academic meetings. Academic Meeting by monthly to monitor progress. Mid year and end of the WASC meetings

Response from Magnolia Science Academy Santa Ana

Goal 2: Increase student academic performance in all grade levels and student groups by 5% in Math as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show 33% of our students meeting and exceeding the standards in ELA.

Critical Need: Specifically in the area of concepts and procedures. Our English Learner and Students with Disabilities groups perform much lower than other groups compared.

Supporting Data:

Fall 2017 Dashboard shows **significant declines** in All Students (-43.6 pts), English Learners (-29 pts), Socioeconomically Disadvantaged (-28.3 pts), Student disabilities (-124.2 pts), and **declines** in Hispanic groups (-50.3 pts) and White (-6.7pts)
 2016-2017 SBAC shows 33% met and exceeded for all students
 2016-2017 SBAC shows 4% met and exceeded for EL students
 2016-2017 SBAC shows 9% met and exceed for students with disabilities
 2017-2018 Fall NWEA MAP shows 21% met and exceeded for all students
 2017-2018 Interim Comprehensive Assessment (ICA) data shows 21% met and exceeded for all students

Growth Targets:

2017-18: Overall target 38% met and exceeded for all students (Exceed state average)

Increase proficiency by 5% in ELA across all grade levels.

Increase proficiency by 5% in our EL student group.

Increase proficiency by 5% in our students with disabilities group.

2018-19: Overall target 43% met and exceeded for all students (Exceed state average)

5% increase in all students meeting and exceeding the standards.

2019-20: Overall target 48% met and exceeded for all students (Exceed state average)

5% increase all in students meeting and exceeding the standards.

School- wide Learner Outcomes Addressed: Students prepared for the college and career standards upon high school graduation

Impact on student learning of academic standards, school- wide learner outcomes, & critical learner need: Strengthening students' skills in math foundational concept and procedure directly improve students' competencies in all STEM related areas.

Monitor Progress Tools:	Report Progress:
<ul style="list-style-type: none"> • CAASPP Results • MAP Results • ICA Results • Power Math Class Data • Classroom assessment data 	<ul style="list-style-type: none"> • Admin meetings • Dean of Academic Meetings • Coordination/ Department meeting • RTI meetings

Response from Magnolia Science Academy Santa Ana

Tasks	Responsible Person(s) Involved	Professional Development /Resources/Funding	Means to Assess Improvement	Timeline	Reporting
Develop a greater understanding of our ConnectED Common Core curriculum in order to increase student achievement.	Dean of Academics Grade Level Chairs Department Chairs	MyMath training, Grade level collaborations/ Department meetings, Monday PDs, Outside PDs, and Magnolia-wide PDs	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.	Ongoing, weekly progress meetings for both elementary and secondary.	Monthly staff meetings. Monthly Dean of Academic meetings.
Math-Improve foundational skills to increase student achievement in math.	Dean of Academics RTI Coordinator Grade Level Chairs Department Chairs MPS Math Coach	Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach PDs	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.	Ongoing, weekly progress meetings for both elementary and secondary.	Monthly staff meetings. Monthly Dean of Academic meetings. Mid year and end of the WASC meetings

Response from Magnolia Science Academy Santa Ana

Goal 3: Decrease suspension rate for all student groups.

Rationale: Although very low, Fall 2017 Dashboard suspension rates for Socioeconomically Disadvantaged and Hispanic groups show a slight increase. We have also noticed in our surveys that our students have lower than MPS students on growth mindset.

Critical Need: Decrease student suspension rates for Socioeconomically Disadvantaged and Hispanic groups. Increase students percentage of ownership in their education.

Supporting Data:

Spring 2017 Dashboard Suspension Rate of 0.0%

Fall 2017 Dashboard Overall Suspension Rate of 0.9%

Fall 2017 Dashboard Socioeconomically Disadvantaged Suspension Rate: **Status (Low)** 1.1%, **Change (increased)** 1.1%

Fall 2017 Dashboard Student Group Hispanic Suspension Rate: **Status (Low)** 1.1%, **Change (increased)** 1.1%

2016-17: Growth Mindset data was at 65% for elementary and 59% for secondary, with a smaller student population

2017-18: Growth Mindset data is currently at 55% for elementary and 62% for secondary, with 728 students

Growth Targets:

2018-19: Decrease suspension rates in Socioeconomically Disadvantaged and Hispanic groups by 50%.

2018-19: Increase Growth mindset by at least 10%

2019-20: Increase Growth mindset by at least 5%

2020-21: Increase Growth mindset by at least 5% (80% total Growth Mindset)

School-wide Learner Outcomes Addressed: School climate and culture; socio-emotional learning; student behavior and discipline

Impact on student learning of academic standards, schoolwide learner outcomes, & critical learner need: Supporting student socio-emotional needs will support growth mindset and teach students the social skills, coping skills, and other important interpersonal and intrapersonal topics that will address school climate and culture, socio-emotional learning and character education, and student behavior and discipline which all impact student academic achievement.

Monitor Progress Tools:

- CoolSIS/Illuminate SIS
- Referral Forms
- SSPT

Report Progress:

- Reflection Committee
- Parent Conferences
- Panorama Stakeholder Survey

Response from Magnolia Science Academy Santa Ana

Tasks	Responsible Person(s) Involved	Professional Development /Resources/Funding	Means to Assess Improvement	Timeline	Reporting
<p>Increase Positive Behavior And Student support Services (PBIS)</p>	<p>School Psychologist EDGE Coaches Student/ Peer mentorships National Alliance on Mental Illness student club Counseling interns</p>	<p>EDGE coach training offered once a year to staff Involve students in EDGE coach training Continue Adverse Childhood Experiences (ACEs) training for staff Cary students</p>	<p>MSA-SA and the Central Office recognized the need for consistent, on- site socio-emotional and mental health support and hired a full-time School Psychologist for the 2017-2018 school year to educate, address, and support with socio-emotional and mental health needs of the school community MSA-SA has adopted the EDGE Coaching program since the 2015-2016 school year, and EDGE Coaching is now a staple at several Magnolia schools.t4</p>	<p>School Psychologist beginning 2016-17 school year EDGE Coaching beginning 2015-16 school year ACEs training started 2017-2018 school year, surveys to be utilized 2018-2018 school year Counseling intern partnerships started second semester 2017-2018 school year</p>	<p>EDGE coaching schedule and goal tracking ACEs surveys Student incident data Panorama stakeholder survey responses for categories School Connectedness, Social Awareness, Self-Management, Self-Efficacy, and Growth Mindset</p>