

Mid-Cycle Visiting Committee Summary Report

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR
MAGNOLIA HIGH SCHOOL
2450 W. Ball Road
Anaheim, CA 92804
March 14-15, 2022

Visiting Committee Members

Vladimira Chavez
Chair, Principal, Barstow STEM Academy

Dr. Charil Macaraeg
Member, Principal, Rancho Verde High School

SUMMARY

Include:

- General comments about the school, including summary of achievement data
- Significant changes and/or developments and their impact on the school
- School's follow-up process and process used to prepare the mid-cycle report
- Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.

I: Student/Community Profile Data

Anaheim, the first city founded in Orange County, found itself exploded after World War II. Magnolia High School opened in the 60s, welcoming students in the fall of 1961. Magnolia High School finds itself in the same city as the "happiest place on earth" Disneyland.

Tourism plays a pivotal role in all city decisions. With attractions such as Disneyland, Knott's Berry Farm, The Ducks, and the Los Angeles Angels of Anaheim, over 25 million visitors annually spend their dollars here. Its population is over 346,000 making it the second largest city in the county.

The demographics of the city break down in this manner:

- 53% Latino/Hispanic
- 24% White
- 15% Asian
- 2% African-American

The city of Anaheim also has significant Pacific Islander and Middle Eastern populations.

The median age in Anaheim is 34.5 years and the median household income is \$71,763, with 14% of the population living in poverty (United States Census Bureau); however, 24% of all children in Anaheim live in poverty. Further, the attendance area that feeds into the high school has been noted as having the highest concentration of impoverished children in Orange County ("Poverty Figures Rise Among OC Schoolchildren," *OC Register*). The community has the highest mobility rate in the district and the greatest ratio of special education students to general ed students in the district as well.

Due to the pandemic, the community that Magnolia High School is located in an area that was especially hard hit. School was taught online for the entirety of the 2020-21 school year. Magnolia's attendance area had the highest positivity rate in the county at one point. This year, students attend school every day of the week with masking and other safety protocols in place.

Covid-19 has had a significant impact on the neighborhoods surrounding Magnolia High School. Many students' lost family members to the disease, and nearly everyone knows someone who was afflicted with the virus. The Magnolia High School attendance area had one of the highest rates of positivity in the county, the job market for many of our parents shut down as the hospitality and entertainment industries paused for several months last year. During this same period of time, the crime rate skyrocketed and gang activity saw a substantial increase. As of September 30, 2021, the Anaheim Police Department recorded a 133% increase in homicides, an 18% increase in aggravated assaults, a 6% increase in rapes, and a 5% increase in robberies year to date compared to 2019.

MHS returned to full in-person learning for the 2021-22 school year. The school year is divided into two eighteen-week semesters with six periods per day. Zero period options are also available to students, and JROTC has a class after the end of the school day. A typical week has two bell schedules (there are others for minimum days and finals) and a later start time of 8:30am was implemented this year.

Student Learner Outcomes (SLOs)

Driving Values:

- Critical Thinking
- Collaboration
- Creativity
- Communication
- Civic Engagement / Character
- Digital Age Proficiency
- Self-advocacy / voice

Academic Performance since last WASC visitation:

II. Significant Changes and Developments

1. *Turnover in administration, counselors-All but one member of the administration and counseling office has changed since 2019.*
2. *eKadence- The previous program was Learning Management System and it was replaced with eKadence. This program was easier for the school to run and use.*
3. *Cybersecurity- The program was expanded to the honors track.*
4. *Class size reduction- The school used one time pandemic money to lower class sizes, only SWD had classes increase.*
5. *SAFE- Sentinel Assistance Funding Essentials was created due to the pandemic and needs of the students and families.*
6. *CPSF-Career Preparations Systems is a district wide system that is used to build skills in the 5 Cs. teaching hard skills, and creating opportunities for students to have a voice and purpose.*
7. *Educational Technology Coach/Team was created to give technical support to teachers during the pandemic.*
8. *Discontinuing WELD because it violated the teacher contract and no new avenues have been created for advisement.*
9. *GEARUP is a federal program focused on getting under-represented groups into postsecondary education.*
10. *Civic Engagement students are given the opportunity to participate in civic action projects at least once in high school.*
11. *MACC- Magnolia Agriscience Community Center is a n urban agricultural center where students can participate in civic engagement.*

12. Vietnamese Dual Language Immersion is a program that helps build proficiency in both English and Vietnamese. This program received the 4 Golden Bell Award.

13. Vital Link is the name for the Link Crew program to help freshmen positively transition into high school with the help of upperclassmen.

14. Social-emotional concerns- 81% of the student body participated into the survey. Several campaigns and events have been created to deal with the overwhelming amount of social emotional concerns

- **School's follow-up process and process used to prepare the mid-cycle report**
- **Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.**

Critical Student Learning Need #1: Stakeholders have indicated that there is a negative perception in the community regarding MHS. Faculty and staff need to develop strategies to enhance the school's reputation and promote MHS in the community.

Magnolia High School has worked to change the perception of the community. They have increased the number of Parent Learning Walks. In addition, they have used the Magnolia Agricultural Community Center to involve community members. The school continues to utilize the Family and Community Specialist Program to elicit parent participation. Parents receive regular and frequent communication and announcements from the school. There have been many meetings and training for parents to participate in, including helping work in the new Magnolia Agricultural Community Center.

Physically, Magnolia High School upgraded the marquee to an electronic one to increase community messaging. The campus has also had many areas renovated and/or remodeled. The district has future plans for construction on a building that will be the central focal point for the cybersecurity program.

Critical Student Learning Need #2: Stakeholders have indicated that the sheer number of students struggling, and too often failing, in math classes requires additional

interventions. Faculty and staff need to improve and increase interventions for students struggling in math. The staff is cautioned not to interpret this area for follow-up as justification to reduce the focus on First Best Instruction (FBI).

Over the last three year Magnolia High School continues to focus on providing interventions for their students struggling in Mathematics. They have established an afterschool math lab to support students. Students are provided support from the math teaching staff.

In addition, they have restructured the curriculum for students who struggle with Mathematics. Students enrolled in these intervention courses are provided with high collaboration and hands-on learning opportunities. Many of the classes focus on project based learning activities to engage students in mathematics.

Critical Student Learning Need #3: Stakeholders have noted that students at MHS struggle with both reading and writing. As a result, faculty and staff need to improve reading/writing support in all classes. MHS is encouraged to deepen the work done with the Writing Journey/E-portfolios.

Magnolia High School has made an effort to improve student literacy. An emphasis on writing in all content areas has included all subject areas, including physical education and world languages. Upon returning to in person learning, AUHSD utilized federal and state monies to hire additional teachers to lower class sizes. This has allowed teachers to provide more in class intervention and support to students. Professional development has focused on writing across content areas. The teaching staff has participated in The Writing Journey, which focuses on how to encourage writing in all subject areas. As a result, departments such as physical education and mathematics have incorporated writing into their instruction.

Critical Student Learning Need #4: Stakeholders must agree on a model for Advisement/SSR/Tutorials (WELD) and then consistently implement it across all departments.

The advisement program (WELD) has been suspended, but a current committee is researching and preparing proposals for an advisement program which the staff will vote on. As students returned back to campus, a focus was made on relationship building and ensuring that students transition smoothly. Staff participated in training that focused on relationship building, including Capturing Kids Hearts and restorative practices. These strategies have been embedded in many of the teachers' classrooms, allowing for some of the activities that would

have typically occurred in an advisement period to still occur. Currently all English classes start the first 10 minutes with SSR. Classes have developed book clubs to encourage independent reading.

Critical Student Learning Need #5: MHS needs to strengthen the academic supports in the four core disciplines for English Learners, including those Long-Term English Learners that are no longer in ELD courses.

Since the 2019 visit, Magnolia High School has worked towards addressing the needs of English Learners. This includes dedicating a release period so that the ELD Department Chair can progress monitor and support EL students. There has been a school wide emphasis on improving student speaking skills. In addition, Magnolia High School began the Saturday Language Academies, with a focus on increasing language acquisition with culturally relevant literature and activities.

Critical Student Learning Need #6: Site administration needs to focus on improving relationships between site administration and site teachers and counselors.

Administration and staff relations continue to be an area of need. Most recently, the entire administrative team has been replaced with administrators who are new to Magnolia High School. As a response to the need to build positive administrative and staff relationships, the Faculty Advisory Committee was reconstituted and provides a space for admin and staff collaboration.

Critical Student Learning Need #7: With the support of district staff, stakeholders must reflect and take deliberate actions to raise expectations for all students. This includes taking actions to increase access and support for Honors and Advanced Placement courses, as well as increasing the accessibility to four year colleges through expanded efforts to develop a college going culture.

Due to the pandemic and distance learning, enrollment in Advanced Placement courses has declined. However, pass rates are higher. Several steps have been taken to meet this learning need and ensure that students are supported in these rigorous courses. The discretionary grant program GEARUP has returned to campus with a focus on supporting low-income students who are prepared to enter and succeed in postsecondary education. The district and Magnolia High School have embraced the 5 C's to prepare students for life after high school. Sites are supported in ensuring instruction and learning focuses on the 5 Cs with the support of a teacher on special assignment, who works with the staff on a comprehensive professional learning plan. As they have returned on campus, Magnolia High School has increased community partnerships, including

collaboration with the local community college. Plans are in place to increase the number of students who are participating in Advanced Placement and Honors courses.

Critical Student Learning Need #8: While the majority of MHS freshmen take Biology, MHS should continue to implement the Next Generation Science Standards, and expand access to the other major domains. (physical sciences, earth and space sciences, engineering, technology and applications of science).

Over the last few years, MHS has expanded their course offerings to courses that cover the three dimensional standards of NGSS. All students take Living Earth as a freshman, Chemistry in the Earth System as a sophomore, and Physics in the Universe as a junior. Juniors and seniors have opportunities to take Advanced Placement science courses. In addition, the new Cybersecurity pathway will allow students to engage in science and technology. This new pathway continues to grow.

Critical Student Learning Need #9: While MHS should work with district office staff to prioritize facilities and maintenance to ensure current facilities are clean and well maintained and to ensure MHS receives the same attention as other district schools with respect to new construction

The Magnolia Agricultural Community Center (MACC), a community garden, has been developed to address the food insecurity needs of the community. This is a major project for the school. In addition, students returned to in person learning and discovered many upgrades to their campus. Covered lunch areas were created with new lunch seating, as well as an amphitheater style area for students to enjoy.

Schoolwide Strengths

1. Since the 2019 visit, Magnolia High School has had a major reconstruction and renovation to their campus. This includes common student areas, shade covering, and the new Magnolia Agricultural Community Center.
2. Expansion of Magnolia's Cybersecurity pathway to include an honors track has allowed the opportunity to bring in more students and teachers into the pathway.
3. Magnolia High School continues to focus on Civic Engagement. In 2021, over 200 graduating seniors earned the State Seal of Civic Engagement by ensuring that every senior had an opportunity to participate in a civic action project before during high school.
4. As Magnolia High School returned full time in person learning, a focus was placed on the social-emotional needs of students.
5. As students returned to in person learning, a focus was made to build relationships and community within the classrooms. This has helped support some of the work that would have

occurred during an advisory time, which is currently not in place, but being researched in a committee.

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

1. Due to the global pandemic many of the goals that were created had to be put on hold or had to pivot focus. Data collection was disrupted but before this occurred all areas of critical need were being addressed.
2. An achievement and opportunity gap exists for most subgroups. (This will most likely have been exacerbated by the Covid-19 global pandemic).

Additional Areas for Growth:

1. Due to the global pandemic many of the goals that were created had to be put on hold or had to pivot focus. Data collection was disrupted but before this occurred all areas of critical need were being addressed.
2. An achievement and opportunity gap exists for most subgroups. (This will most likely have been exacerbated by the Covid-19 global pandemic).