California Department of Education  
Charter Schools Division  
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Attachment 23

# Magnolia Science Academy Santa Ana Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 2840 West 1st St. Santa Ana, CA 92703-4102
2. **Located within the District Boundaries:** Santa Ana Unified School District
3. **Website Address:** www.msasa.magnoliapublicschools.org
4. **County-District-School (CDS) Code:** 30768930130765
5. **Charter Number:** 1686
6. **Current Charter Term Start Date:** 2019
7. **Current Charter Term End Date:** 2027
8. **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.
9. **Grade Levels Served:** TK-12
10. **2022–23 Enrollment:** 502
11. **Instruction Type:** Site-Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 33.5% | 41.6% |
| Foster Youth | 0.8% | 0.6% |
| Homeless | 2.8% | 14.3% |
| Socioeconomically Disadvantaged | 83.1% | 81.4% |
| Students with Disabilities | 15.5% | 15% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 2.4% | 0.2% |
| American Indian | 0.4% | 0.3% |
| Asian | 2.6% | 1.9% |
| Filipino | Not Listed | 0.2% |
| Hispanic | 85.1% | 96% |
| Pacific Islander | Not Listed | 0.2% |
| Two or More Races | 0.4% | 0.3% |
| White | 9.2% | 0.8% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Red  16.8% chronically absent | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | Orange  2.6% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | Blue  73.3% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | No Color  100% graduated | **Orange**  86.4% graduated |
| **College/Career** | No performance level  72.4% prepared | **Medium**  43.9% prepared |
| **English Language Arts** | Yellow  14.6 points below standard | **Orange** 13.6 points below standard |
| **Mathematics** | Yellow  19.1 points below standard | **Orange**  49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=30&lstDistrict=76893-000&lstSchool=0130765.

## Section 3. Areas of Greatest Progress and Need

### Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.

MSA-SA’s performance increased by 16.1 points between 2022 to 2023. The ELA score shifted from orange in 2019 to yellow by 2023. Similarly, in math, MSA-SA saw a notable increase of 19.1 points during the 2022-2023 school year.

MSA-SA’s progress for English Learners on the 22/23 dashboard is very high at 73.1%. This success came as the result of a tremendous amount of collaboration, support, programs and tiered interventions.

MSA-SA’s overall ELA scores have increased, from 36.66% (in 2022) to 43.68% (in 2023). In addition, our school’s math scores increased over the past 2 years from 28.67% (in 2022) to 34.77% (in 2023).

### What internal assessments (not 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?

MSA-SA conducts the NWEA MAP Assessments as SBE approved verified assessments and data twice a year: Fall and Spring. This data plays a crucial role in identifying students eligible for advanced math courses, which commence during the summer before 8th and 9th grade. Overall, 66.3% of students met their growth targets from fall to spring in math and 58.3% of students met their growth targets for reading. MSA-SA’s conditional growth index (CGI) for both math and reading in all grades are all positive and the conditional growth percentile is very high (96 for math and 84 for reading).

### Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.

The primary need addressed from the California Dashboard focuses upon Chronic Absenteeism as the area of greatest concern, which falls under red at 16.8%. Hispanic and Socioeconomic Disadvantages Students are identified as red with percentages of 18% and 18.8%, respectively.

The secondary area of concern is the Suspension Rate, which falls under orange at 2.6%. Students with Disabilities, White, and Socioeconomically Disadvantaged are identified as orange at 5.7%, 4.2%, and 2.7%, respectively.

### How is the School addressing these areas of need? Include references to student groups.

MSASA has and will continue to address the areas of need identified by the California Dashboard. The efforts include, but are not limited to specific targeted interventions. Removing attendance barriers for students. Supporting our Hispanic and Socioeconomically Disadvantaged community of students with sensitivity and feedback from the community. And by meeting as a collective team to identify and address areas of concern.

For our Hispanic population of students who were identified as Chronically Absent, our school strives to provide support systems to the students and families. Some of these support systems come in the form of free bus passes for students. Access to an on campus washer and dryer. Parent-student meetings to address attendance and transportation needs. And parent surveys to collect essential data to address our community’s needs.

Title 1 funds, along with the expenditure of the ARP-HYC II funds are utilized to address the needs of our Socioeconomically Disadvantaged student populations. PBIS strategies, practices, and engagements are implemented to be fair and equitable for all of our student populations, while taking into account a student’s background, needs, and support system requirements.

We take great pride in creating support plans for all of our students who have been identified as being in need of additional guidance and solutions to behavioral concerns. This includes our White, Hispanic, Socioeconomically Disadvantaged, and our Students with Disabilities. Transparency in our approach with students and their parents are a priority to achieving success and equity in this area.

When addressing the needs of our Special Needs populations, MSASA's Student Support Team, which is composed of our SPED Dept, Social Worker, School Psychologist, PBIS Coordinator, and the Admin Team work collectively to address any and all areas of concern. Our Students with Disabilities have access to a full wrap-around approach when it comes to behavioral support and strategies, that can be refined and adjusted by the team to meet the student’s needs and parents requests.

## Section 4. Summary of Performance on Measurable Pupil Outcomes

### Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.

Measurable Pupil Outcomes are assessed through a range of benchmark assessments that adhere to state and federal standards, including the CA CCSS. These assessments will reflect proficiency criteria mandated by the CAASPP, California Science Test (CAST), and California Alternative Assessment (CAA).

These assessments include, but are not limited to:

Goal: English Learners will progress at least one level on the ELPAC each year.

- Update: MSA-SA’s 2023 EL Performance Indicator (ELPI) level is Very High, at 73.3% vs. Medium 47.% in SAUSD vs. Medium 48.7% in State

Goal: Special education students will exhibit appropriate progress towards the goals outlined in their Individualized Education Programs (IEPs) annually.

- Update: Special education case managers and providers have established internal mechanisms to monitor goal advancement on a weekly basis. This data is utilized in generating goal progress reports sent to parents at least three times per year.

- ELA: Students With Disabilities exhibited substantial improvement, with the Met or Exceeded rate more than doubling from 12.77% in 2022 to 24.45% in 2023.

- Math: Students With Disabilities experienced significant improvement, with the Met or Exceeded rate rising from 12.50% in 2022 to 19.56% in 2023.

Goal: MSA-Santa Ana will maintain at least 95% Average Daily Attendance. (Source: CALPADS, CDE DataQuest)

- Update:

- MSA-SA’s P2 ADA is 94.15% in 2022-23

- 2022-23 Chronic Absenteeism rate for MSA-SA is 16.8% vs 20.9% in SAUSD vs 24.3% 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 87 %

- Percentage of cohort students who earned prepared on the CCI is 72.4%

- 2022-23 4-year Cohort Graduation rate for MSA-SA is 100% vs 89.7% in SAUSD vs 86.4 in State

- Class of 2021 College Going rate for MSA-SA is 75.0%

The student achievements mentioned are closely linked to the objective of delivering a comprehensive standards-driven curriculum that prepares students for a challenging high school education. Beyond the outlined academic targets, further objectives throughout the charter duration encompass ensuring MSA-Santa Ana maintains a high rate of teacher retention and earns substantial satisfaction rates among teachers,students and parents (>80%, gauged yearly).

Update:

- MSA-SA has an 88% teacher retention rate from 2022-23 to 2023-24

- MSA-SA has an 85% staff satisfaction rate in 2022-23 (100% participation rate)

- MSA-SA has an 96% parent satisfaction rate in 2022-23 (77% participation rate)

- MSA-SA has an 82% students satisfaction rate in 2022-23 (100% participation rate)

## Section 5. Local Control and Accountability Plan Progress

### Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.

According to the Fall 2022 California dashboard, we continue to have a very low suspension rate which we attribute to our Positive Behavior Interventions and Supports (PBIS). We have 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 graduation rate to high parental involvement through Parent College, our Parent Advisory Committee, English Learner Advisory Committee (ELAC), and parent workshops. 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.).

Our classrooms offer high quality instruction, and we continue to develop targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

- Continued Dual Enrollment Program with Santa Ana College, including holding some classes on our campus

- Improved Student engagement through the implementation of PBIS practices Increased effectiveness of small group interventions with stronger program offerings before school, after school, and during Saturday School2. Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input. All educational partners are invited to be involved in the school review process 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. In addition, MSA-SA conducts surveys for all educational partners. MSA-SA has held/will hold its periodic meetings this year to gather input from our educational partners. 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.

Some of the updates include:

- Improvements in designated/integrated English Learner services

- Expanding before and after school clubs and tutoring, Morning Interventions, Tutoring Saturday school, and summer school opportunities

- Providing counseling and behavior support services to our students

- Expanding STEAM-based programs and activities.

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