California Department of Education

Charter Schools Division

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Attachment 21

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Magnolia Science Academy Santa Ana (Charter #1686). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Magnolia Science Academy Santa Ana 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Magnolia Science Academy Santa Ana |
| School Address | 2840 West 1st Street |
| City | Santa Ana |
| ZIP Code | 92703 |
| Located in District | Santa Ana Unified School District |
| County | Orange |
| Website Address | www.msasa.magnoliapublicschools.org |
| County District School (CDS) Code | 30-76893-0130765 |
| Charter Number | 1686 |
| Current Charter Term Start Date | 7/1/2019 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | TK-12 |
| 2023–24 Enrollment | 504 |
| Instruction Type | Classroom-based |

**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.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 27.2 |
| Foster Youth | 0.8 |
| Homeless | 3.4 |
| Socioeconomically Disadvantaged | 81.2 |
| Students with Disabilities | 15.3 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 2 |
| American Indian | 0.4 |
| Asian | 3.2 |
| Filipino | 0 |
| Hispanic | 82.3 |
| Pacific Islander | 0 |
| Two or More Races | 0.4 |
| White | 11.7 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 15.1 | Yellow |
| Suspension Rate | 0.6 | Orange |
| English Learner Progress | 27.2 | Red |
| Graduation Rate | 100 | No Performance Color |
| College/Career | 77.1 | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Yellow | Below standard | 8.3 |
| Mathematics | Yellow | Below standard | 36.5 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 47.5 |
| Mathematics | 39.7 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

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

MSA-SA’s ELA performance increased by 6.4 points between 2023 to 2024. The ELA score stayed at yellow in 2024. Similarly, in math, MSA-SA saw a notable increase of 3.4 points during the 2023-2024 school year, which also kept us in the yellow band. MSA-SA’s overall ELA scores have increased from 43.68% (in 2023) to 47.53% (in 2024). In addition, our school’s math scores increased over the past 2 years from 34.77% (in 2023) to 39.78% (in 2024).

1. What internal assessments (not CAASPP) are being used to demonstrate the charter 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: in the 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, 57.4% of students met their growth targets from fall to spring in math, and 61.7% of students met their growth targets for reading. MSA-SA’s conditional growth index (CGI) for both math and reading in all grades is positive, and the conditional growth percentile is very high (89 for math and 93 for reading).

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

Our greatest need for the 2024/2025 school year is ELPI (English Learner Progress Indicator). In 22/23, it was Blue, with an increase of 25.1%. For the 23/24 school year, we decreased by 39.3 and went from Blue to Red with a percentage of 34.3% making progress. In the past two years, we have noticed a marked increase in newcomers. In 22/23, these newcomers didn't take the CAASPP, but they did last year, bringing our overall English Learner scores down. Another need is our suspension rate. In the 23/24 school year, we increased by 0.6%, keeping us in the Orange band. The student group with the highest suspension was 3.3% Hispanic, 7.5% LTEL, and 3.3% Socioeconomically Disadvantaged.

1. How is the charter 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 and supporting our Hispanic/ Latino and Socioeconomically Disadvantaged community of students with sensitivity and feedback from the community and meeting as a collective team to identify and address areas of concern. For our Hispanic/ Latino population of students who were identified in our Suspension rate, our school strives to provide support systems to the students and families. Our Restorative Circles have been successful this year, keeping chronic behavior offenses low, making suspension not a viable option. Our parent surveys collect essential data to address our community’s needs, and reasons for behavior. Title 1 funds, along with the successful expenditure of the entirety of the ARP-HYC II funds, are and were 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 considering 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 Hispanic, Socioeconomically Disadvantaged, and our LTEL population. Transparency in our approach with students and their parents is 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 school is taking the ELPI scores very seriously. We target elementary school students with targeted intervention groups after school, middle school's Power English classes, and high school's ELD class. Teachers are working diligently to teach English to our Level 1 students and train these students on test-taking strategies to help them with CAASPP, MAP, and ELPAC. Teachers are also having small intensive intervention groups during Saturday School. Parents are also taught how they can help their students at home during our Coffee with the Principal and Parent College classes.

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

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter 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 2024 EL Performance Indicator (ELPI) level dropped from the blue band to the red band at 34.3% vs. 37.9% in SAUSD with a decline of 9.1% vs. 45.7% in State with a decline of 3%. Goal: Special education students will exhibit appropriate progress toward 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 to generate goal progress reports sent to parents at least three times per year. ELA: Students With Disabilities exhibited a decline from the 22/23 school year from 24.45% to 18.36%. Math: Students With Disabilities also exhibited a decline in Math from 19.56% in the 22/23 school year to 18.37% in the 23/24 school year. Goal: MSA-Santa Ana will maintain at least 95% Average Daily Attendance. (Source: CALPADS, CDE DataQuest) Update: MSA-SA’s P2 ADA is 94.21%% in 2023-24 2022-23 Chronic Absenteeism rate for MSA-SA is 15.4% vs 19.4% in SAUSD vs 20.4% 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, and Social Science/History. (Source: CALPADS, CDE DataQuest) Update: Percentage of cohort graduates meeting UC/CSU requirements is 86.1% Percentage of cohort students who earned prepared on the CCI is 75.0% 2023-24 4-year Cohort Graduation rate for MSA-SA is 100% vs 91.6% in SAUSD vs 83.2% in State Class of 2022 College Going rate for MSA-SA is 76.3% 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 a 96% staff satisfaction rate in 2022-23 (100% participation rate) MSA-SA has a 96% parent satisfaction rate in 2022-23 (81.4% participation rate) MSA-SA has an 82% student satisfaction rate in 2023-24 (95.6% participation rate)

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

According to the Fall 2023 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, the English Learner Advisory Committee (ELAC), and parent workshops. All students have a four-year plan and this plan is reviewed 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 that are 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 School. 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, Community Advisory Committee (CAC) 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.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter 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, Community Advisory Committee (CAC) 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 where the data is used in informing all aspects of school life. 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 CAC meetings, four ELAC meetings, and at least five parent activities/events, including weekly 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.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

SK

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

SK

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Steven Keskinturk |
| Job Title | Principal |
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