Board Agenda Item #	III A – Consent Item
Date:	January 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for all MPS

Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARC) for all MPS.

Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2018-19 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school's website. It is also required of LEAs to notify all parents of the availability of a full report and provide instructions regarding how this information can be obtained both through the Internet and on paper (upon request). LEAs with access to the Internet are required to make SARCs available through that medium. MPS will publish SARC after board approval and before February 1 and will notify parents of the availability. (Federal requirement: Some form of notification, such as a newsletter or flyer sent home to parents, that a hard copy will be made available upon request at the school site.)

Budget Implications: N/A

How Does This Action Relate/Affect/Benefit All MSAs?

It is mandated by the state that each school have a board approved SARC available for public view.

Name of Staff Originator: David Yilmaz, Chief Accountability Officer

Exhibits (Attachments): School Accountability Report Cards (SARC) (one for each MSA)

Magnolia Science Academy

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, Ca, 91335-4550
Phone Number	818-609-0507
Principal	Mustafa Sahin, Principal
Email Address	msahin@magnoliapublicschools.org
Website	http://msal.magnoliapublicschools.org
County-District-School (CDS) Code	19101996119945

Last updated: 1/16/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 649 students in grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office. Magnolia Science Academy 18238 Sherman Way Reseda, CA 91335-4550 Phone: 818-609-0507 E-mail: msa1@magnoliapublicschools.org

Mission Statement MSA-1 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

M i s s i o n Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

V i s i o n Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

E x c e l l e n c e Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

I n n o v a t i o n Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after-school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

C o n n e c t i o n School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an

identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	133
Grade 7	89
Grade 8	86
Grade 9	77
Grade 10	71
Grade 11	65
Grade 12	69
Total Enrollment	590
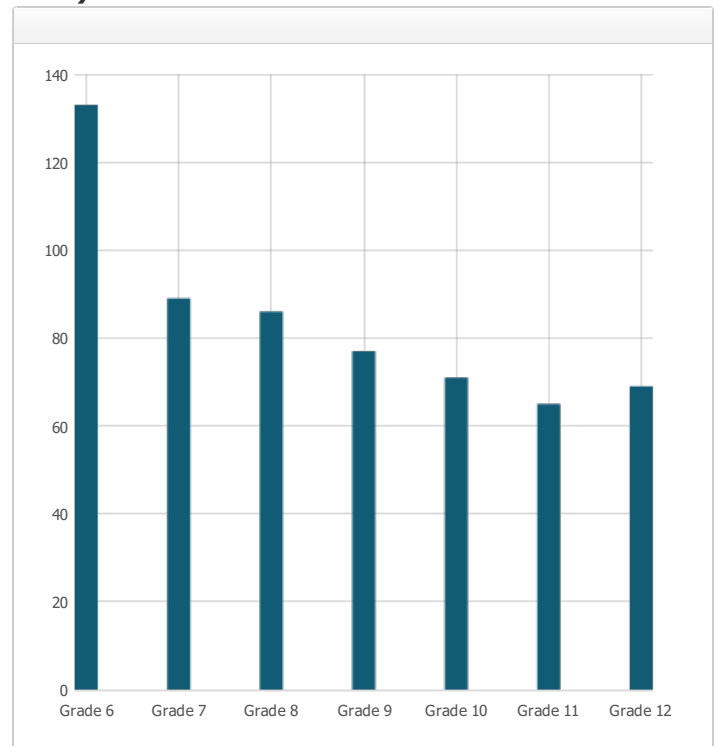
Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	%
Asian	3.90 %
Filipino	1.40 %
Hispanic or Latino	88.00 %
Native Hawaiian or Pacific Islander	%
White	5.60 %
Two or More Races	0.70 %

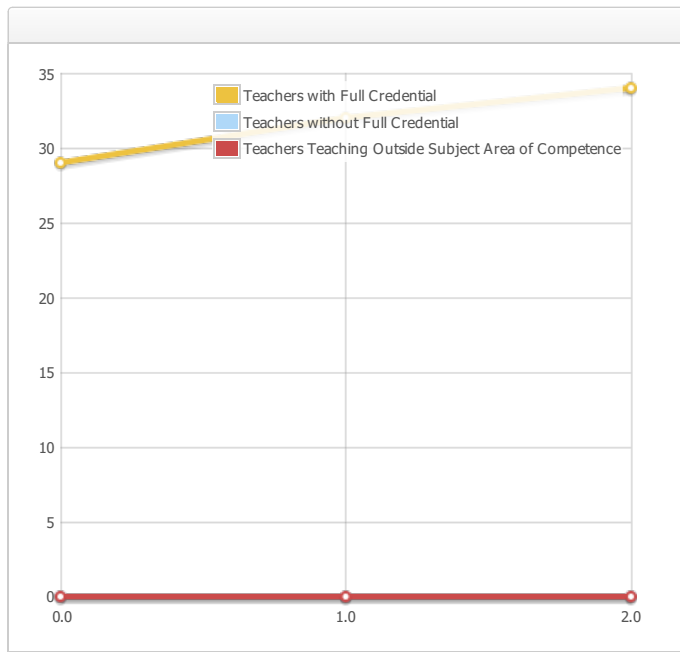| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.50 %
English Learners	16.80 %
Students with Disabilities	16.40 %
Foster Youth	%
Homeless	1.20 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
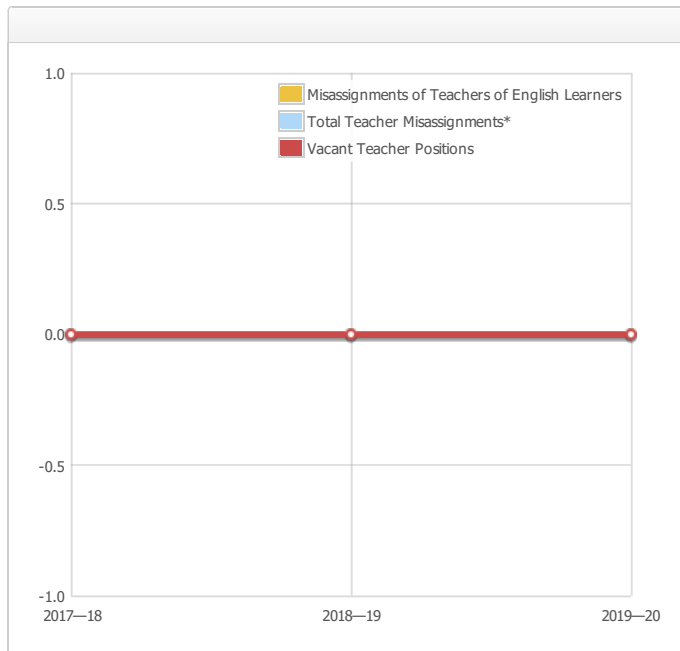- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	32	34	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teachers with Full Credential
Teachers without Full Credential
Teachers Teaching Outside Subject Area of Competence

Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Misassignments of Teachers of English Learners
Total Teacher Misassignments*
Vacant Teacher Positions

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language		Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	45.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	30.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	364	99.45%	0.55%	44.78%
Male	176	175	99.43%	0.57%	35.43%
Female	190	189	99.47%	0.53%	53.44%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	64.29%
Filipino	--	--	--	--	
Hispanic or Latino	325	323	99.38%	0.62%	42.41%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	56.25%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	329	328	99.70%	0.30%	43.90%
English Learners	120	119	99.17%	0.83%	17.65%
Students with Disabilities	61	60	98.36%	1.64%	10.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	365	99.73%	0.27%	30.14%
Male	176	175	99.43%	0.57%	32.00%
Female	190	190	100.00%	0.00%	28.42%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	42.86%
Filipino	--	--	--	--	
Hispanic or Latino	325	324	99.69%	0.31%	27.16%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	62.50%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	329	329	100.00%	0.00%	27.96%
English Learners	120	120	100.00%	0.00%	17.50%
Students with Disabilities	61	60	98.36%	1.64%	5.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	48.90%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.25%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school provides a login for parents so they have the ability to track their child's progress at school. Each staff member has an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PT F) meets every month. We also have Coffee with the Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. Open Houses are held during the school year are open to the neighbours and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. T his description is helpful to the parents because the comment is directly written for their child. We also offer our parents learning opportunities such as Parent University on Saturdays.

State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
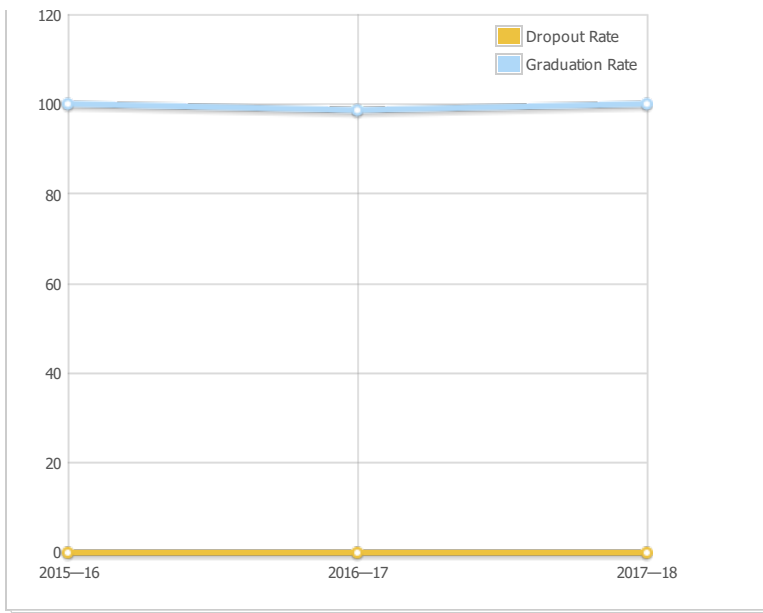
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	100.00%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	98.60%	100.00%	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/16/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	2.30%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

MSA-1 conducts fire, earthquake and other mandated drills including lockdown drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and follow ing up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with a sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	5	12	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00	1	14	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	9	14	
Mathematics	13.00	8		
Science	25.00	3	13	
Social Science	25.00	5	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	15	
Mathematics	23.00	7	13	1
Science	25.00	5	12	
Social Science	24.00	5	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	9	13	
Mathematics	21.00	14	11	
Science	22.00	8	10	1
Social Science	24.00	6	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.50
Other	0.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13048.00	$3117.00	$9932.00	$69219.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and Mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviours.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.
EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educationally disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviours.

Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	5	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	19	32.20%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	15

Last updated: 1/16/2020

Magnolia Science Academy 2

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

David Garner, Principal

Principal, Magnolia Science Academy 2

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report for Magnolia Science Academy-2 (MSA-2). You can follow our school activities 24/7 via our webpage at msa2.magnoliapublicschools.org, or our twitter page @magnoliascience.

Respectfully,

David Garner
Principal
Magnolia Science Academy 2
17125 Victory Blvd.
Lake Balboa, CA 91406-5455
Phone: 818-758-0300
E-mail: dgarner@magnoliapublicschools.org

Principal's Comment

David Garner, Principal
Magnolia Science Academy 2

Contact

Magnolia Science Academy 2
17125 Victory Blvd.
Van Nuys, CA 91406-5455

Phone: 818-758-0300
Email: dgarner@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Van Nuys, Ca, 91406-5455
Phone Number	818-758-0300
Principal	Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	http://msa2.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115212

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy -2 (MSA-2) is the one of the Magnolia Public Schools founded as a public charter school in Fall 2007. MSA-2 currently serves over 430 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-2 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the San Fernando Valley area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: skeskinturk@magnoliapublicschools.org

Our History
Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	97
Grade 7	86
Grade 8	79
Grade 9	49
Grade 10	47
Grade 11	38
Grade 12	41
Total Enrollment	437
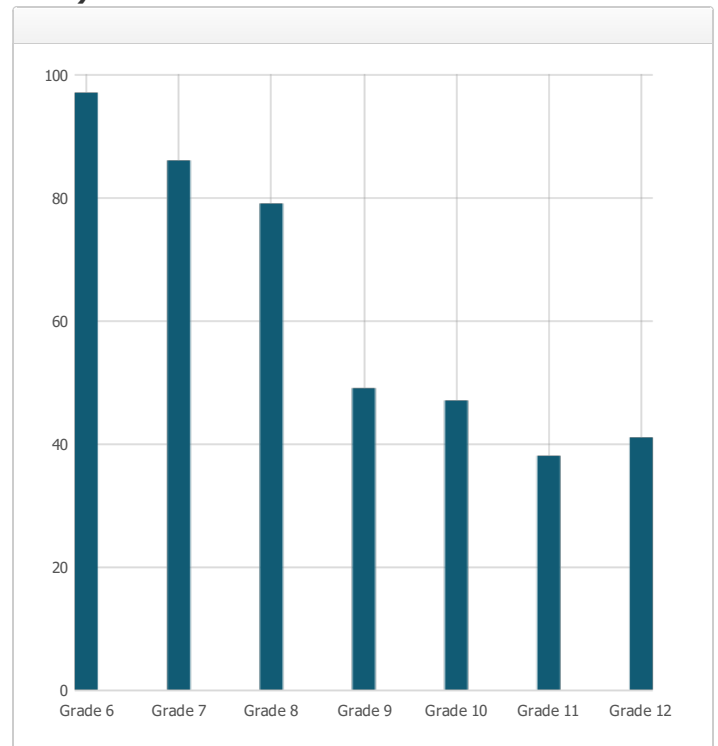
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	%
Asian	3.20 %
Filipino	1.40 %
Hispanic or Latino	85.60 %
Native Hawaiian or Pacific Islander	%
White	6.90 %
Two or More Races	0.50 %

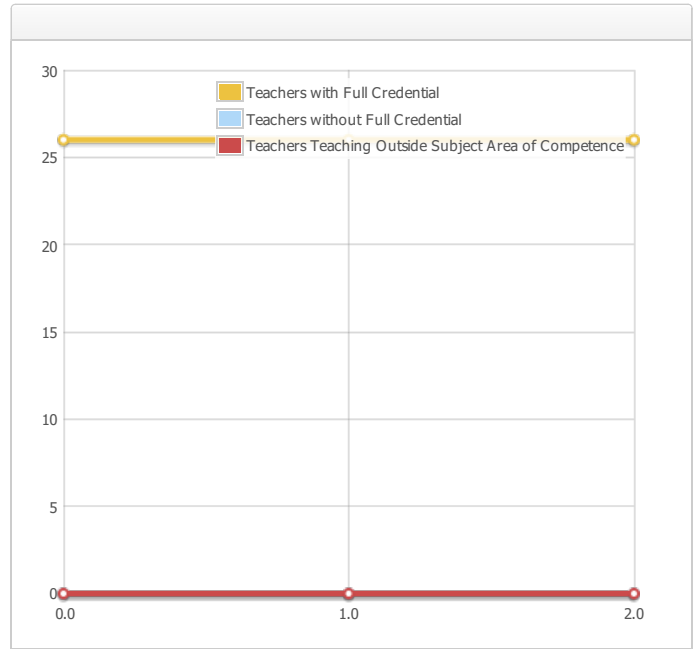| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.60 %
English Learners	11.90 %
Students with Disabilities	17.80 %
Foster Youth	%
Homeless	1.80 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
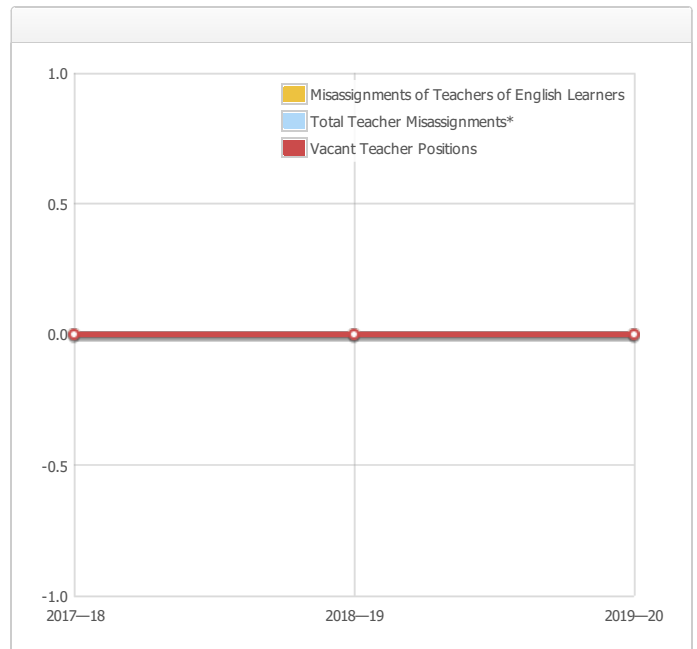- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	26	26	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill	Yes	0.00 %
Mathematics	McGraw Hill	Yes	0.00 %
Science	McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill	Yes	0.00 %
Foreign Language	Wayside Publishing	Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance services are handled by LAUSD, and janitorial services are handled by MSA-2.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	41.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	28.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65%	0.35%	41.11%
Male	167	166	99.40%	0.60%	39.76%
Female	121	121	100.00%	0.00%	42.98%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	253	252	99.60%	0.40%	37.70%
Native Hawaiian or Pacific Islander					
White	17	17	100.00%	0.00%	58.82%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	258	257	99.61%	0.39%	38.13%
English Learners	104	104	100.00%	0.00%	21.15%
Students with Disabilities	50	49	98.00%	2.00%	16.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65%	0.35%	27.87%
Male	167	166	99.40%	0.60%	27.11%
Female	121	121	100.00%	0.00%	28.93%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	253	252	99.60%	0.40%	23.41%
Native Hawaiian or Pacific Islander					
White	17	17	100.00%	0.00%	64.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	258	257	99.61%	0.39%	25.29%
English Learners	104	104	100.00%	0.00%	13.46%
Students with Disabilities	50	49	98.00%	2.00%	14.29%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

List of programs offered by MSA2 include:

- VEX IQ Middle School Robotics

- VEX EDR Middle School Robotics

- VEX EDR High School Robotics

- VEX Robotics Advisory

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	61
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	43.48%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.22%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-2 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-2 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
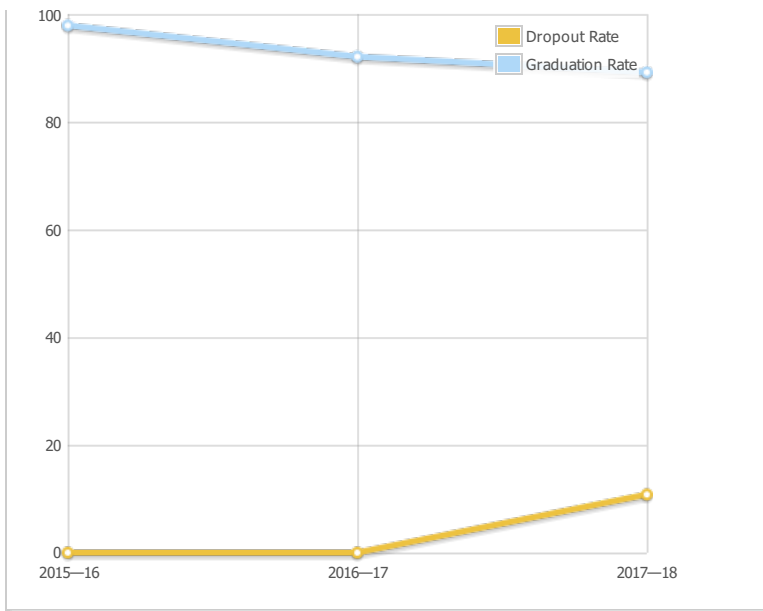
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	97.90%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	10.80%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	92.10%	89.20%	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.40%	0.00%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.40%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and follow ing up on our standards and expectations.

Magnolia Science Academy-2's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students

- Provide a safe and coordinated response to emergencies

- Protect the school's facilities and property

- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible

- Provide for coordination between the school and local emergency services when necessary.

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.00	1	22	3
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.00	5	8	19
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		18	7
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	6	10	2
Mathematics	22.00	2	2	
Science	25.00	4	7	2
Social Science	28.00	3	6	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	4	12	2
Mathematics	22.00	9	10	
Science	28.00	2	16	
Social Science	27.00	2	8	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	11	1
Mathematics	19.00	13	7	
Science	26.00	1	10	
Social Science	24.00	4	9	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	4.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	6.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12865.00	$1708.00	$11156.00	$65945.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	32.70%	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a perpupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students w ith at-risk behaviors.

Title II
Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.
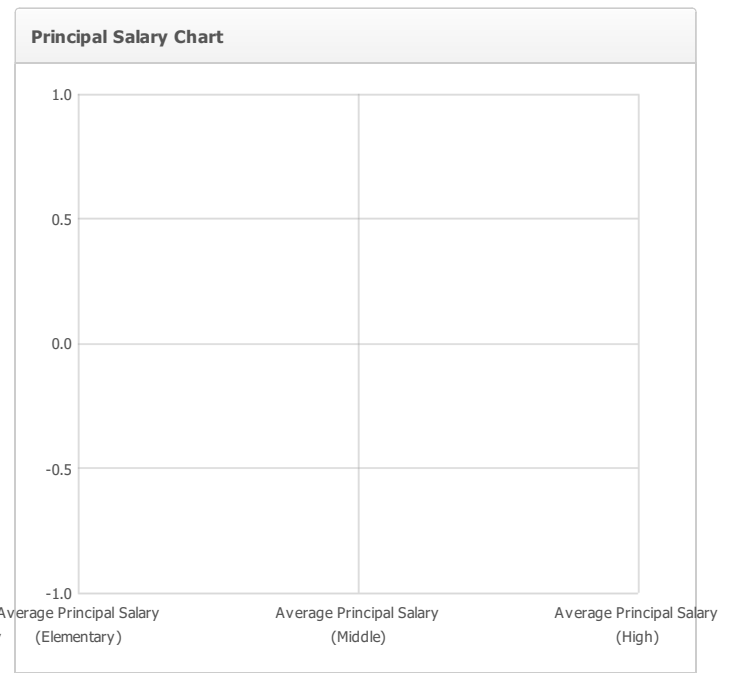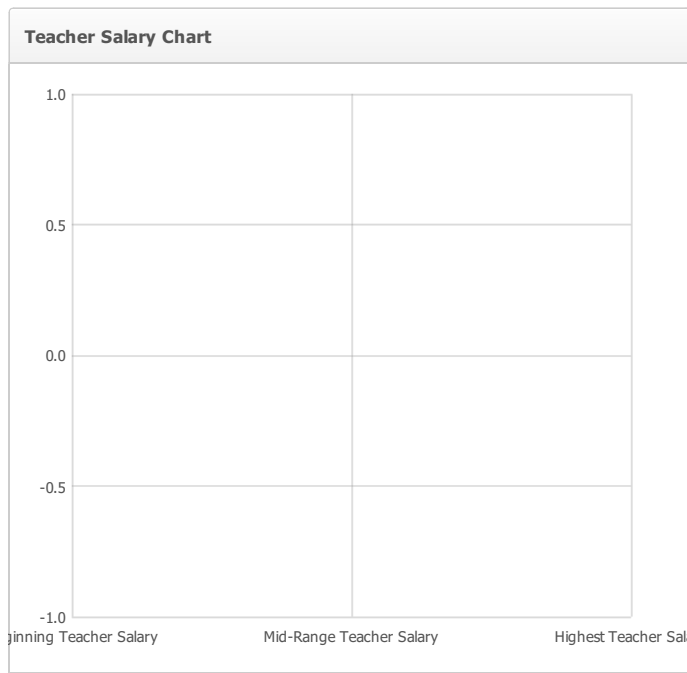
EIA LEP
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	10	16.90%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Last updated: 1/15/2020

Magnolia Science Academy 3

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
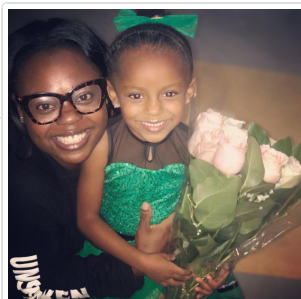
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Shandrea Daniel, Principal

📍 Principal, Magnolia Science Academy 3

About Our School

Welcome to the Vipers Den!

Thank you in advance for taking your time to read about our school; Magnolia Science Academy-3 in the great city of Carson! We constantly pursue Academic Excellence, being the Educational Innovators and Connecting on an outstanding level to propel global change.

Some may know that I was the Dean of Culture for Magnolia Science Academy 3 in 2016, but before I became your Principal my journey with Magnolia Public Schools started in 2005 as a Social Studies teacher. I later became the Activities Director and Community Outreach Initiator at MSA 1 in Reseda, Ca. How many of you know that we have 10 schools? Yes 10! I began at the flagship school and the path to enrich, inspire and ignite my students to believe they can achieve their dreams with hard work and dedication was my sole purpose and mission.

I embraced my calling to teaching in a charter school because of the fluidity to impact, shape and mold young people or "my children" as I call them and help them pursue their ultimate goals. Now as one of the School Leaders at MSA 3-Carson, I want to make a lasting impact and build tradition and I promise to support our Teachers (the mission drivers) & Staff (the dream achievers) and lead with my admin team to be the opportunity drivers for parents, the dream instigators for students, and the educational motivators needed to provide a safe haven and support system for all students, parents and the community.

We have are expanding our travel program this year to include Europe, Washington DC & New York, Georgia, Northern California, Catalina Island, Mt. Wilson Observatory, and a host of colleges and great landmarks of Los Angeles. We have an incredible new team of educators for our science department and we are happy to announce that we will have CIF Soccer (Girls and Boys), and Basketball (Girls and Boys), Volleyball, SRLA, and a host of intramural sports and clubs to help our students strengthen in STEAM.

Safety is a top priority and decreasing cell phone usage with our partnership with Yonders is going to be a big change, but a cultural shift needed to ensure that not only 100% of our Seniors continue to graduate but more are accepted into UC's and CSU's, passing their SAT/ACT/AP Exams, and preparing them to be Global Science Thinkers in our revamped SSR program.

At MSA 3, we welcome all and strive for educating all children no matter differences because they are all our children. Every day is a new day to instill in them they matter and their pursuit in achieving their dreams through academic excellence, being innovative scholars and being one community through connectedness is attainable in their area in which

they live. With all of that said, I am looking forward to the future classes to move through the same pathway of success.

Go Vipers!

Principal Daniel

Principal's Comment

[Principal's Message](#)

Contact

Magnolia Science Academy 3
1254 East Helmick St.
Carson, CA 90746-3164

Phone: 310-637-3806
Email: sdaniel@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 3
Street	1254 East Helmick St.
City, State, Zip	Carson, Ca, 90746-3164
Phone Number	310-637-3806
Principal	Shandrea Daniel, Principal
Email Address	sdaniel@magnoliapublicschools.org
Website	http://msa3.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115030

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving over 485 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

MISSION: Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts/Athletics, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

VISION STATEMENT: Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

CORE VALUES

INNOVATION : Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

CONNECTION : School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices

EXCELLENCE : Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. W e foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	77
Grade 7	104
Grade 8	107
Grade 9	69
Grade 10	51
Grade 11	52
Grade 12	50
Total Enrollment	510
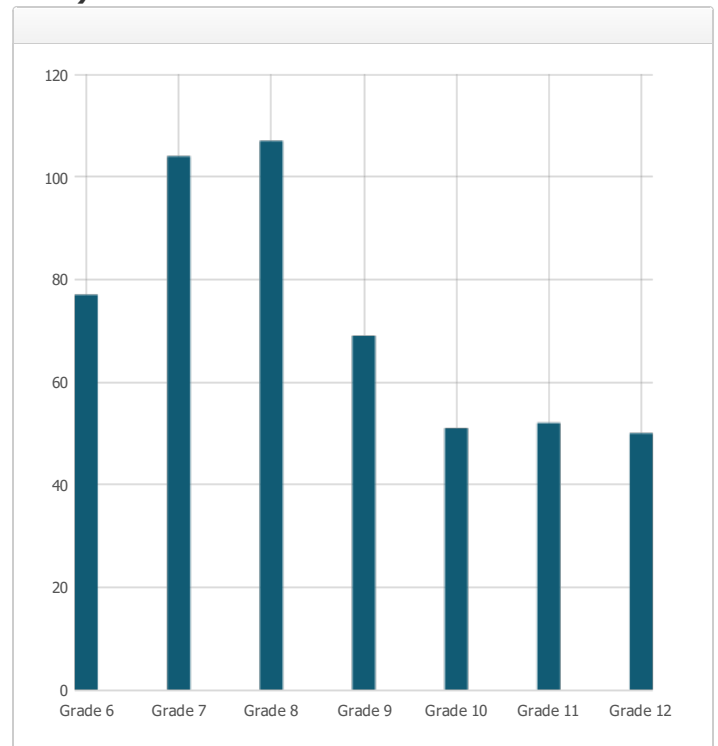
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	42.70 %
American Indian or Alaska Native	%
Asian	0.80 %
Filipino	0.60 %
Hispanic or Latino	51.60 %
Native Hawaiian or Pacific Islander	0.40 %
White	1.40 %
Two or More Races	2.50 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.20 %
English Learners	5.30 %
Students with Disabilities	11.20 %
Foster Youth	%
Homeless	2.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	22	22	22
Without Full Credential			3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)				
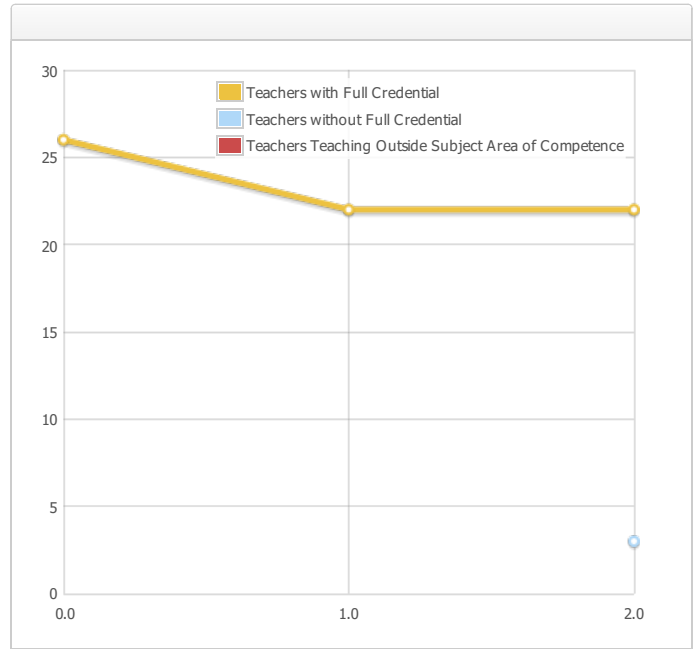
Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1
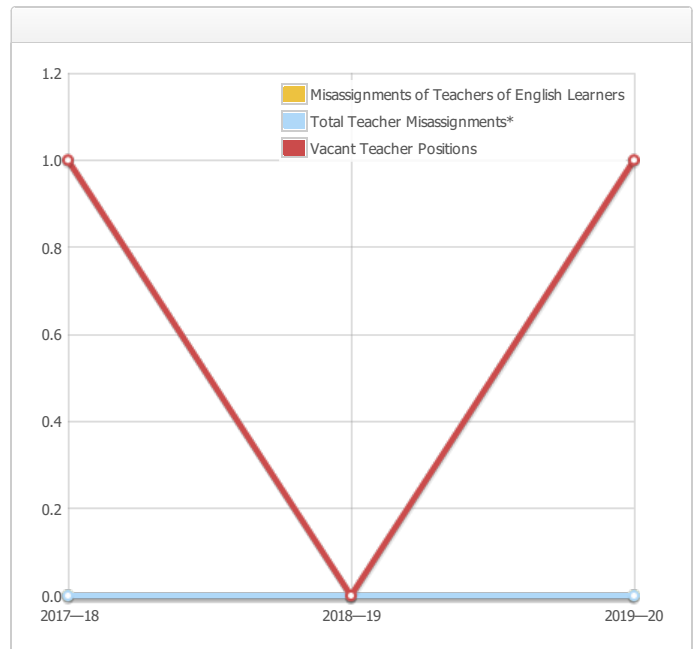
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync Subscription 6th -12th Grade Reading and Writing Companion 6th -12th Grade AP LIT 7 HABITS OF HIGHLY EFFECTIVE TEENS	Yes	0.00 %
Mathematics	McGraw Hill Consumables (workbook)- online access 6th - 12th Grade CUS INTEGRATED MATH 1, 2, 3, 4 TEXTBOOKS & ONLINE STUDENT EDITION YEARLY SUBSCRIPTION ESSENTIALS OF CALCULUS AP STATISTICS	Yes	0.00 %
Science	IScience 2012 Class Set AP ENVIRONMENTAL SCIENCE GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 3 STUDENT EDITION W/STUDENTWORKS YEARLY SUBSCRIPTION	Yes	0.00 %
History-Social Science	HISTORY ALIVE-MIDDLE SCHOOL GLENCOE, PAGEANT AP WORLD & WORLD HISTORY AP US HISTORY & US HISTORY GOVERNMENT & ECON INTERACTIVE NOTEBOOKS & ONLINE SUBSCRIPTIONS HISTORY IN FILM	Yes	0.00 %
Foreign Language	TEMAS INTERACTIVE STUDENT WORKBOOK AP TRADITIONS & ENCOUNTERS	Yes	0.00 %
Health	CURRENTLY SOLIDIFYING HEALTH TEXTBOOKS SINCE NEW LAWS IN PLACE. CURRICULUM BUILDING IS SCHEDULED FOR A Rights, Respect, Responsibility (3Rs): Comprehensive Sexual Health Education Training (AB 329) IN JANUARY OF 2019.	Yes	0.00 %
Visual and Performing Arts	EVERYTHING IS DIGITAL: MAC, CODING, ROBOTICS SETS	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. W e also occupy their two rooms in their main building, rooms 116 and 218, and additionally use their Weight Room as a classroom. W e share locker and cafeteria facilities with Curtiss Middle School. The facility has three or more maintenance staff on-site who clean the campus daily.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	36.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	17.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	328	99.70%	0.30%	35.67%
Male	188	187	99.47%	0.53%	26.74%
Female	141	141	100.00%	0.00%	47.52%
Black or African American	158	158	100.00%	0.00%	31.65%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	156	156	100.00%	0.00%	39.74%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	38.43%
English Learners	43	43	100.00%	0.00%	13.95%
Students with Disabilities	35	34	97.14%	2.86%	5.88%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	16	16	100.00%	0.00%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	328	99.70%	0.30%	17.38%
Male	188	187	99.47%	0.53%	16.04%
Female	141	141	100.00%	0.00%	19.15%
Black or African American	158	158	100.00%	0.00%	12.03%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	156	156	100.00%	0.00%	21.15%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	17.91%
English Learners	43	43	100.00%	0.00%	4.65%
Students with Disabilities	35	34	97.14%	2.86%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	16	16	100.00%	0.00%	12.50%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	53.53%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	79.07%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved.

The School Site Council (SSC) meets once a month and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions.

The English Learners Advisory Committee (ELAC) meets once a month and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California.

Coffee with the Principal (CW P) program is a weekly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.

Parent Task Force (PTF) is a committee to help volunteer and increase parent involvement with school events.

Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.

Civic Engagement Program-classes and workshops for parents on financial literacy, how to get their children to and through college, and how to raise social and emotionally healthy children. We provide opportunities for parents to register to vote and provide opportunity for immigration services as well as social and emotional assistance.

Our College Advisor provides ample opportunities for parent engagement by organizing bilingual-English and Spanish- college related workshops for students and their families. Our Advisor also meets individually with families both at school at home to discuss college readiness and foment a college going culture at our school.

Home visits are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future.

We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
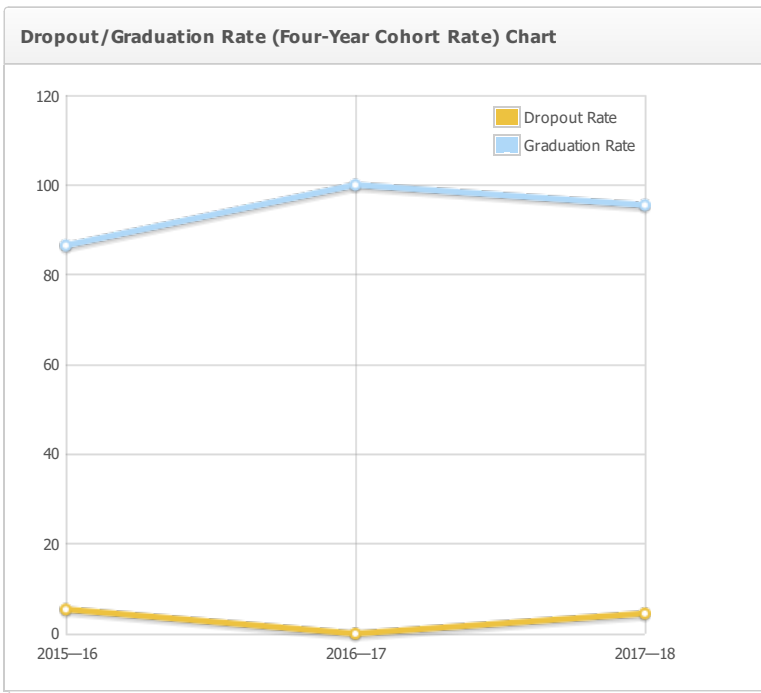
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	5.40%	36.10%	9.70%
Graduation Rate	86.50%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

| Dropout Rate | 0.00% | 4.50% | 35.90% | 36.60% | 9.10% | 9.60% |
| Graduation Rate | 100.00% | 95.50% | 39.30% | 50.70% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	4.20%	1.30%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.20%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits equipped with first-aid, water and rations, and toiletry. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. W e also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

[MSA 3 SCHOOL SAFETY PLAN](#)

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	5	18	3
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00		12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	21.00	5	16	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/15/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	15	9	
Mathematics	13.00	8		
Science	23.00	7	9	
Social Science	22.00	7	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	12	
Mathematics	24.00	6	10	1
Science	24.00	6	13	
Social Science	25.00	4	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	12	3
Mathematics	24.00	7	10	3
Science	27.00	3	10	4
Social Science	27.00	3	10	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12075.00	$2088.00	$9988.00	$62050.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

MSA-3 focuses on data driven results and our two Dean of Academics work with our Regional Director to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place March or April of 2016. The school's culture is still focused on academics because 6-8 and 10-11th grade students and will participate in state testing. The Smarter Balanced and the Science CST (California State Testing) schedules will be shared to all shareholders through various methods (school website, the weekly newsletter, phone calls and emails home, as well as Facebook and Twitter).

In order to internally assess student progress, MSA-3 continues to use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exams to monitor growth and evaluate student academic needs as well as SBAC interim block and comprehensive exams. The MAP exams assess students in two main areas- mathematics and reading. This computer adaptive exam has been reformatted to closer align with the Common Core standards for the academic school year so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

Since the suspension of the CSTs, Smarter Balance interim exams are also used to measure student progress. Block exams allow teachers to determine needs on subject specific areas, while the Review scores with students on an individual level. That way, students have a better understanding of areas of success and areas of need. Students are then asked to go over their scores and goals with parents who are required to sign that they understand their child's achievement. Parents are then given the opportunity to meet with teachers to discuss their child's scores and progress in their classes.
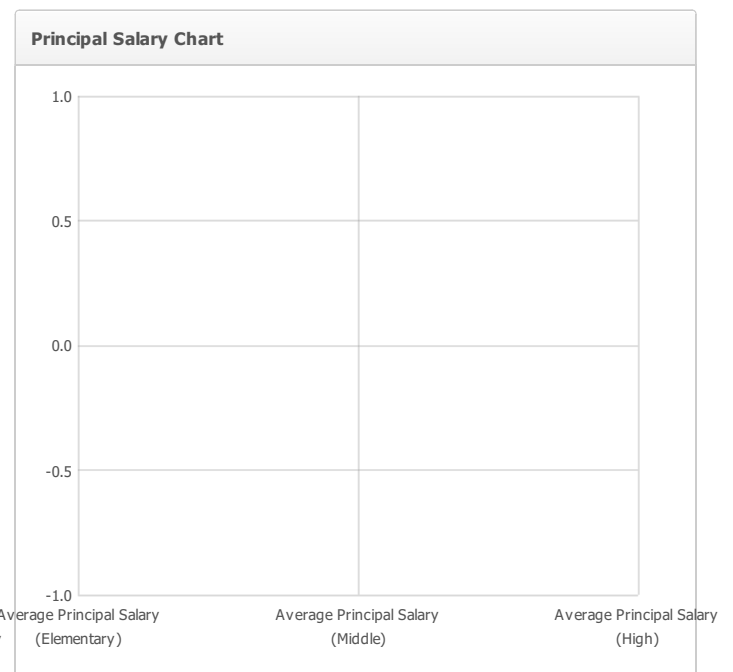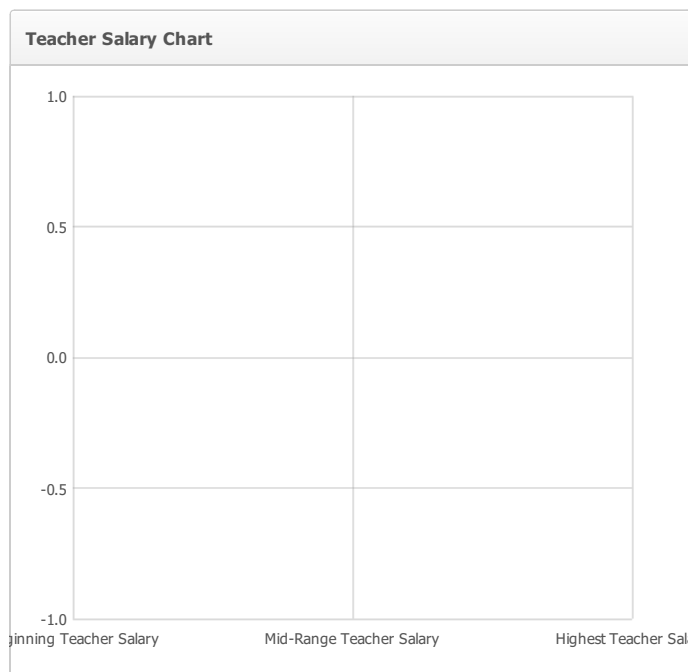
MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level. Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student's progress will be evaluated by the teacher in a timely manner. Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	32.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

Last updated: 1/15/2020

Magnolia Science Academy 4

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Musa Avsar

⌖ Principal, Magnolia Science Academy 4

About Our School

Principal's Comment

Thank you for your interest in our school. We are a group of passionate and committed professionals who strive to assist all of our students become 21st century thinkers, innovators and problem solvers.

Contact

Magnolia Science Academy 4
11330 West Graham Pl., B-9
Los Angeles, CA 90064

Phone: 310-473-2464
Email: mavsar@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 4
Street	11330 West Graham Pl., B-9
City, State, Zip	Los Angeles, Ca, 90064
Phone Number	310-473-2464
Principal	Musa Avsar
Email Address	mavsar@magnoliapublicschools.org
Website	http://msa4.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117622

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

DESCRIPTION OF SCHOOL

Magnolia Public Schools (MPS) is a 501(c)(3) nonprofit public charter school management organization dedicated to establishing and managing high quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, art and math (STEAM) education is essential in improving the modern society's knowledge base and adaptability to the fast pace of ever changing technological advancements. MPS opened Magnolia Science Academy 4 (MSA4) in the fall of 2008. MSA4 is a charter school for grades 6–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA4 offers a comprehensive learning experience designed to serve the needs of the students through effective site based instruction, rich hands on learning, and strong basics presented in ways that are relevant and inspiring to the students. Classroom instruction at MSA4 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections. MSA4 has created a supportive and caring environment with small classes with strong student, parent and teacher communication which improves students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills as well as their chances of success in higher education setting and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act. MSA4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD ten years of operation, the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA 4 offers a successful educational model with fidelity.

The Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others

The Vision

Magnolia Public Schools vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

Core Values

Magnolia Public Schools has identified the following core values that are reinforced through their "Life Skills curriculum", school wide learning outcomes (SLO), and all school activities.

- School- Wide Learning Outcomes

- Connections - relationships

- Innovation - creativity

- Academic Excellence-rigor

The Student Learning Outcomes are based around our Core Values of Connection, Innovation and Academic Excellence. Our SLOs have recently been updated to meet the ever-changing needs of our student population and the community we serve.

Last updated: 1/14/2020

- School- Wide Learning Outcomes

- Connections - relationships

- Innovation - creativity

- Academic Excellence-rigor

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	12
Grade 7	10
Grade 8	19
Grade 9	36
Grade 10	32
Grade 11	24
Grade 12	43
Total Enrollment	176
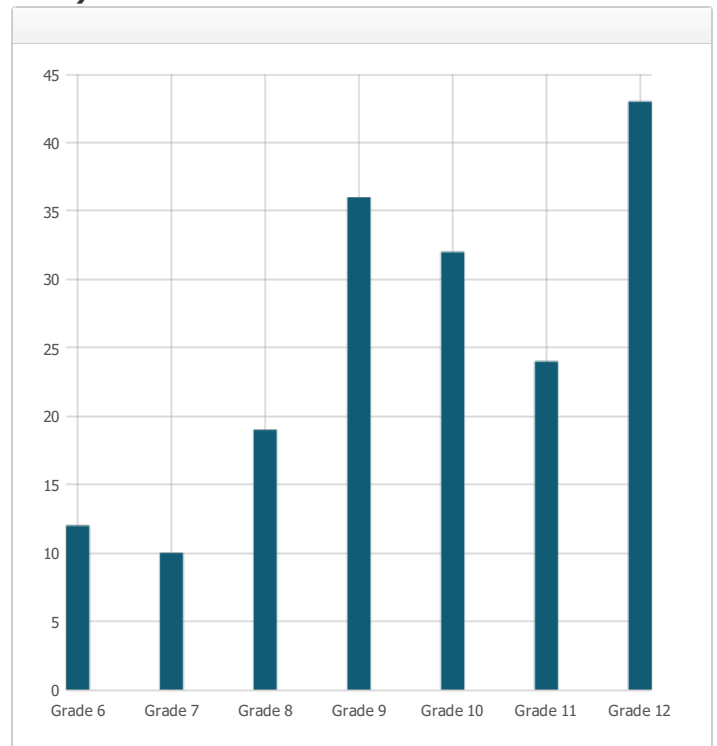
Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	17.60 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	77.30 %
Native Hawaiian or Pacific Islander	%
White	4.50 %
Two or More Races	%

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.60 %
English Learners	9.10 %
Students with Disabilities	23.30 %
Foster Youth	%
Homeless	1.70 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
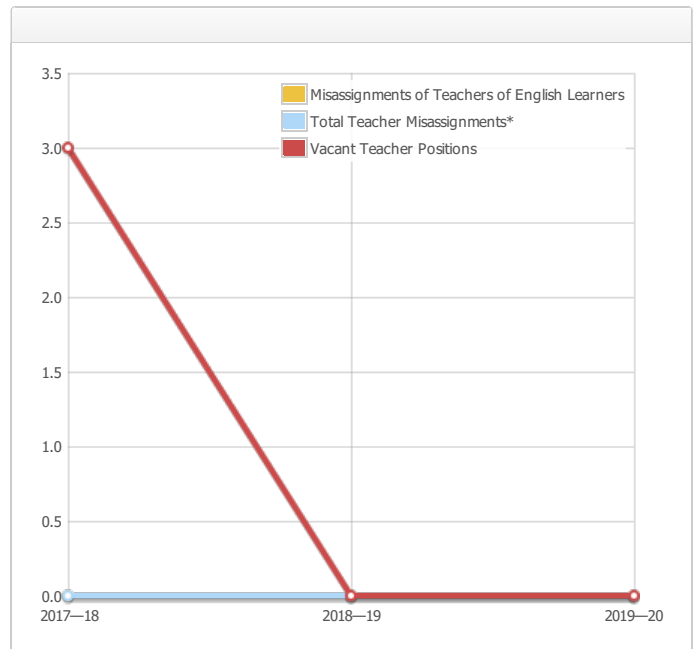- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	11	10	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
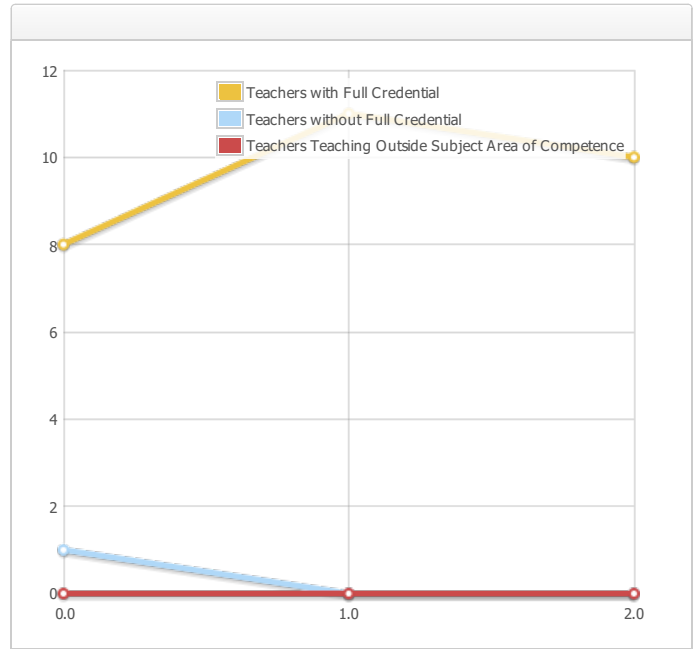
Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing… Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, BrainPOP ESL and Thematic Unit Materials	Yes	0.00 %
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill	Yes	0.00 %
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science (9-12);	Yes	0.00 %
History-Social Science	McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing… Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program	Yes	0.00 %
Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

Magnolia Science Academy 4 is co-located Daniel Webster Middle School. The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good

Last updated: 1/14/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	27.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	8.0%	8.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00%	0.00%	27.12%
Male	32	32	100.00%	0.00%	31.25%
Female	27	27	100.00%	0.00%	22.22%
Black or African American	11	11	100.00%	0.00%	36.36%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	47	47	100.00%	0.00%	23.40%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	27.27%
English Learners	18	18	100.00%	0.00%	5.56%
Students with Disabilities	16	16	100.00%	0.00%	18.75%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00%	0.00%	8.47%
Male	32	32	100.00%	0.00%	12.50%
Female	27	27	100.00%	0.00%	3.70%
Black or African American	11	11	100.00%	0.00%	9.09%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	47	47	100.00%	0.00%	8.51%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	9.09%
English Learners	18	18	100.00%	0.00%	5.56%
Students with Disabilities	16	16	100.00%	0.00%	12.50%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	25.00%	22.20%	16.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-4 Parent Task Force (PTF) works to maintain the close relationship with all stakeholders - teachers and administrators, students, parents and community members. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events and helps to raise funds for the school and STEAM-related events. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.

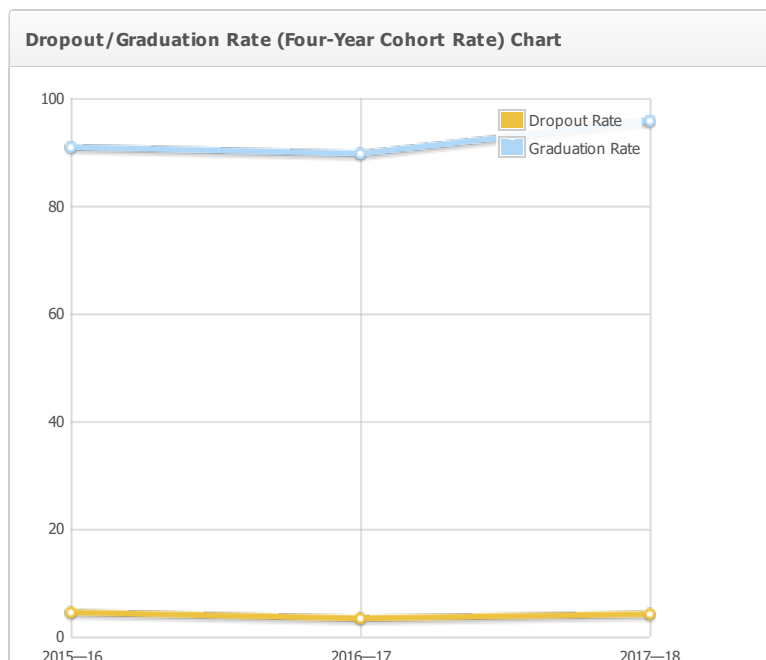# State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	4.50%	13.70%	9.70%
Graduation Rate	90.90%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	3.40%	4.20%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	89.70%	95.80%	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/14/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	7.50%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

MSA4 conducts fire, earthquake and other mandated drills including the lockdown drill. Our campus is a safe and welcoming environment for our students, parents, and staff. We are continuing to build a positive school culture by establishing and following up on our standards and expectations. School safety is a part of our school's annual summer in-service. Safety is also discussed weekly to ensure continuity. During the first weeks of school teachers meet with students to provide students with the MPS handbook which explains our standards and expectations of them including rules and procedures. MSA 4 employs a restorative justice model ("The Justice League") and provide clear school and classroom codes of conduct in a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	13.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	3.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	10.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	12	7	
Mathematics	12.00	4		
Science	23.00	4	6	
Social Science	21.00	7	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	13	3	
Mathematics	18.00	8	3	
Science	21.00	4	3	
Social Science	20.00	4	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	10.00	10		
Mathematics	14.00	10		
Science	18.00	8		
Social Science	16.00	8	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11434.00	$1592.00	$9842.00	$61870.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.
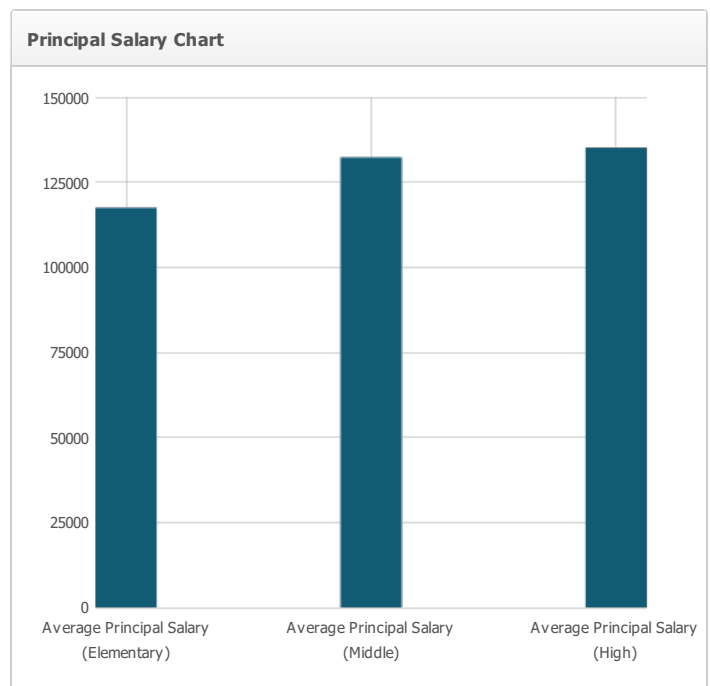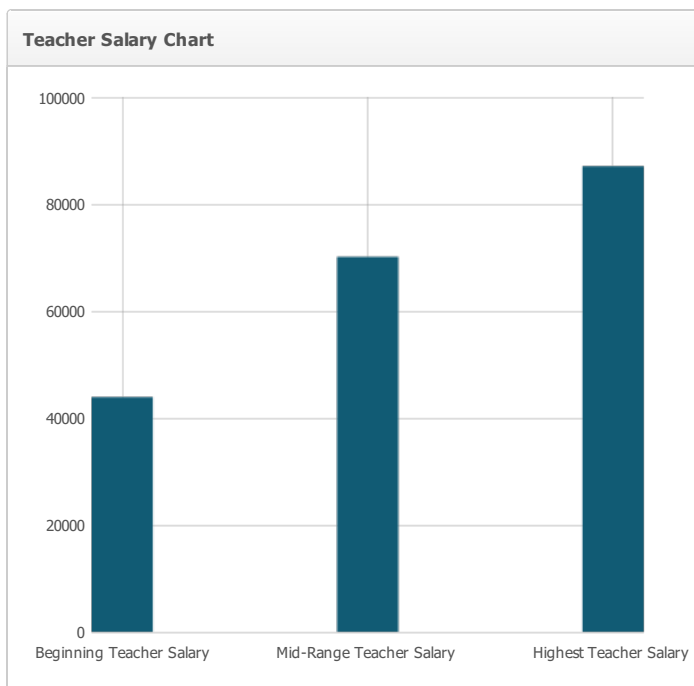
Title IV
Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	27.80%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Magnolia Science Academy 5

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 5
Street	18230 Kittridge St.
City, State, Zip	Reseda, Ca, 91335-6121
Phone Number	818-705-5676
Principal	Brad Plonka, Principal
Email Address	msa5@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990137679

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 281 students from grades 6-12 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focuses on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more. In its main curriculum, Magnolia Science Academy-5 provides its students with a rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer, Science Explorers, Introduction to Engineering are enrichments to the Magnolia Science Academy-5 main program.

MISSION STATEMENT
Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

INNOVATION
Students have the freedom to choose how and what they learn.
Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	60
Grade 7	61
Grade 8	53
Grade 9	39
Grade 10	24
Grade 11	11
Total Enrollment	248
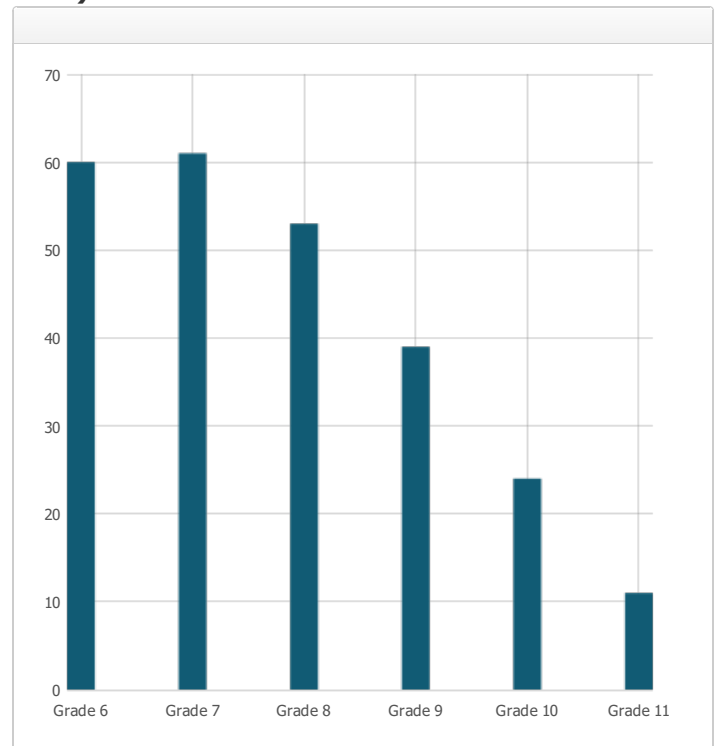
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	%
Asian	2.00 %
Filipino	3.20 %
Hispanic or Latino	87.50 %
Native Hawaiian or Pacific Islander	%
White	5.20 %
Two or More Races	%

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.70 %
English Learners	23.80 %
Students with Disabilities	16.90 %
Foster Youth	%
Homeless	6.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
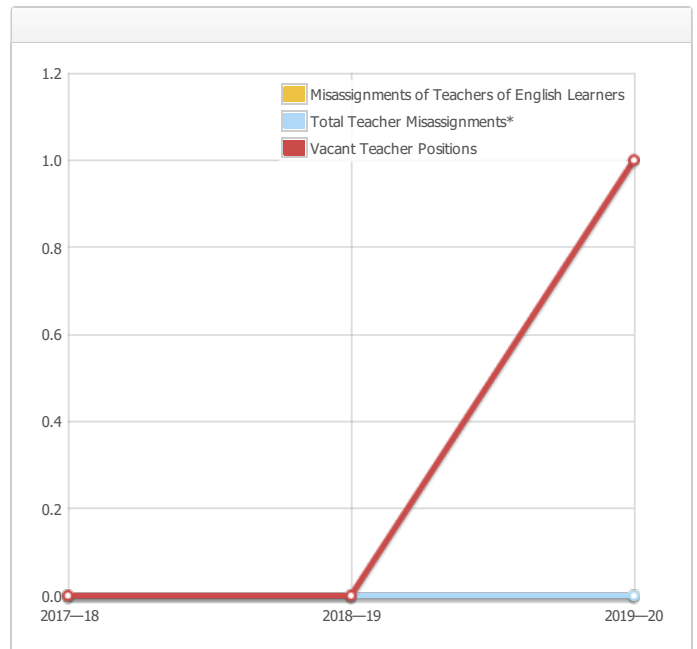- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	13	15	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
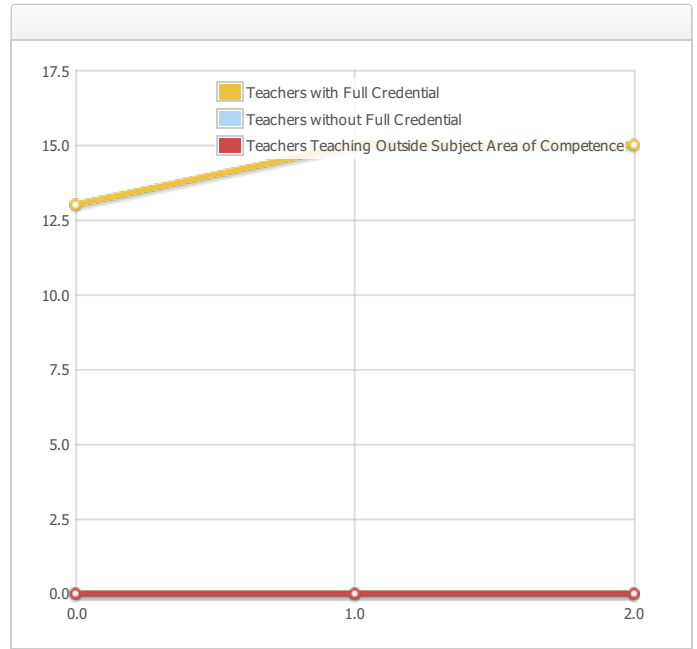
Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync	Yes	0.00 %
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 Glencoe Math	Yes	0.00 %
Science	Glencoe Integrated Science Glencoe Biology Conceptual Physics	Yes	0.00 %
History-Social Science	McGraw Hill	Yes	0.00 %
Foreign Language	Realidades 1 & 2	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	45.63%	46.5%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.16%	38.67%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	181	100.00%	0.00%	46.41%
Male	92	92	100.00%	0.00%	50.00%
Female	89	89	100.00%	0.00%	42.70%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	156	156	100.00%	0.00%	47.44%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	162	162	100.00%	0.00%	47.53%
English Learners	96	96	100.00%	0.00%	32.29%
Students with Disabilities	25	25	100.00%	0.00%	20.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	181	100.00%	0.00%	38.67%
Male	92	92	100.00%	0.00%	41.30%
Female	89	89	100.00%	0.00%	35.96%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	156	156	100.00%	0.00%	37.82%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	162	162	100.00%	0.00%	38.89%
English Learners	96	96	100.00%	0.00%	30.21%
Students with Disabilities	25	25	100.00%	0.00%	28.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	34.68%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.

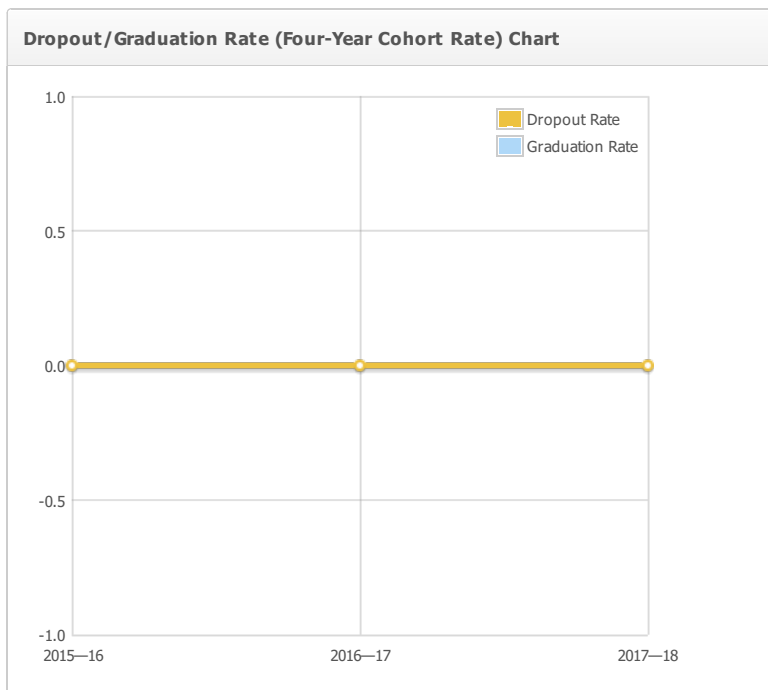# State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	--	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	--	--	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.40%	1.20%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.40%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Magnolia Science Academy-5 conducts monthly fire, earthquake and other mandated drills including lockdown drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in the California Education Code Sections 35294-35297. Our campus is a very safe and welcoming school for our students, parents, and staff. We are building a school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR/Advisory (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment.

At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from the time they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.

All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.00	5	17	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.30	5	17	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00	4	12	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	5	5	1
Mathematics	19.00	1	2	0
Science	25.00	2	3	1
Social Science	31.00	0	3	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	5	4	0
Mathematics	23.80	4	6	0
Science	23.60	4	4	0
Social Science	23.40	3	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	12	4	1
Mathematics	20.00	7	5	1
Science	23.00	6	4	1
Social Science	24.00	3	5	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	4.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10881.00	$1475.00	$9336.00	$59918.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II
Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title IV
Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	2	8.10%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	45	48	48

Last updated: 1/15/2020

Magnolia Science Academy 6

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

John Terzi
Principal, Magnolia Science Academy 6

About Our School

Dear Parents,

It is with honor and great pleasure that I greet you as the principal of Magnolia Science Academy-6. I am truly honored to be appointed to this position and am looking forward to working with you for a wonderful school year. I would like to give some background information about myself. I spent my childhood observing the daily lives of people with different socioeconomic and ethnic backgrounds and decided to become an educator after seeing some amazing educators. My Interest in science and technology education began when I was a young high school student. The intellectual and scientific environment that I was in let me develop my scientific intuition. This led me to pursue a scientific and academic career.

I received my degree from METU for my undergraduate education in the Physics Education Department. I also received my Masters in Education and Administrative credential from Cal. State Un. Long Beach in 2017. Before coming to Magnolia Science Academy-6 Palms (MSA-6) I held the positions of MSA-4 middle school science teacher, MSA-4 dean of academics, MSA-1 high school physics and AP physics teacher, Magnolia Public Schools Science department chair and MSA-1 dean of academics. My greatest initiative is to provide the leadership that will facilitate a school environment that will provide differentiated instruction to meet the needs of each student to the best of my ability. Besides that, I have implemented all the best practices which I observed at other public and private schools such as science fair, STEM Expo, history fair, Spanish fair, career fair, multicultural food festival (with parent task force group).

As a principal, I would like to establish a safe, positive school culture and challenging educational program for student learning and development. It is my mission to build a relationship of trust and collaboration within the school and community. I am working closely with students, parents and teachers to have a better communication and have an open door policy. I hold meetings with parents for coffee with the principal, school site council (SSC), English learner advisory committee (ELAC) and parent task force (PTF) meetings. Given my education and experience, my goals are to implement STEAM programs and activities, Common Core State Standards, have a data driven school culture and have a higher parent involvement.

I look forward to the exchange of ideas as we all work as a great team. Please let me know your questions or ideas.

Sincerely,

John G. Terzi

MSA-6 Principal

Contact

Magnolia Science Academy 6
3754 Dunn Dr.
Los Angeles, CA 90034-5805

Phone: 310-842-8555
Email: jterzi@magnoliapublicschools.org

Magnolia Science Academy 6
3754 Dunn Dr.
Los Angeles, CA 90034-5805

Phone: 310-842-8555
Email: jterzi@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 6
Street	3754 Dunn Dr.
City, State, Zip	Los Angeles, Ca, 90034-5805
Phone Number	310-842-8555
Principal	John Terzi
Email Address	jterzi@magnoliapublicschools.org
Website	www.msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-6 (MSA-6) is operated by Magnolia Educational & Research Foundation ("MERF"), Magnolia Public Schools ("MPS") a non-profit public Charter School management organization dedicated to establishing and managing high-quality public Charter Schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MSA-6 is a high-performing, classroom-based public Charter School located in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM") since 2009. MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our diverse student population through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, and after-school programs.

For the past ten years, MSA-6 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and began to make the shift towards a strong STEAM focused organization during the 2015-16 school year, adding arts discipline. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential.

School Vision
Magnolia Science Academy-6's vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

School Mission
Magnolia Science Academy-6 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.

Student Learner Outcomes
The SLO's are measurable schoolwide goals that every student is expected to achieve upon promotion from MSA-6. Our schoolwide SLO's are embedded in our curriculum, including Character Education, our instructional practice, core values, and daily culture at MSA-6.

MSA-6 graduates will be:

SCHOLARS who:

Think critically.
Apply, analyze, identify, synthesize and evaluate information and experiences.
Connect the skills and content learned across the curriculum and evaluate multiple points of view.
Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
Utilize problem-solving techniques during conflict resolution and can compromise.

INDEPENDENT SCHOLARS who:

Exhibit the ability to integrate technology as an effective tool in their daily lives.
Use technology effectively to access, organize, research and present information.
Demonstrate effective oral and written communication skills using academic language at school, with peers and in the community.
Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
Are self-directed.
Meaningfully engage in learning activities.
Know their readiness levels, interests, and backgrounds.
Understand their own learning styles and intelligence preferences.
Reflect on their learning.
Accept and integrate feedback.
Adapt to change.

COMMUNITY FOCUSED CITIZENS who:

Embrace and respect cultural diversity through the understanding of our global world.
Demonstrate knowledge and understanding of American and world history and the values of different cultures.
Contribute to the improvement of life in their school and local community.
Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	55
Grade 7	43
Grade 8	58
Total Enrollment	156
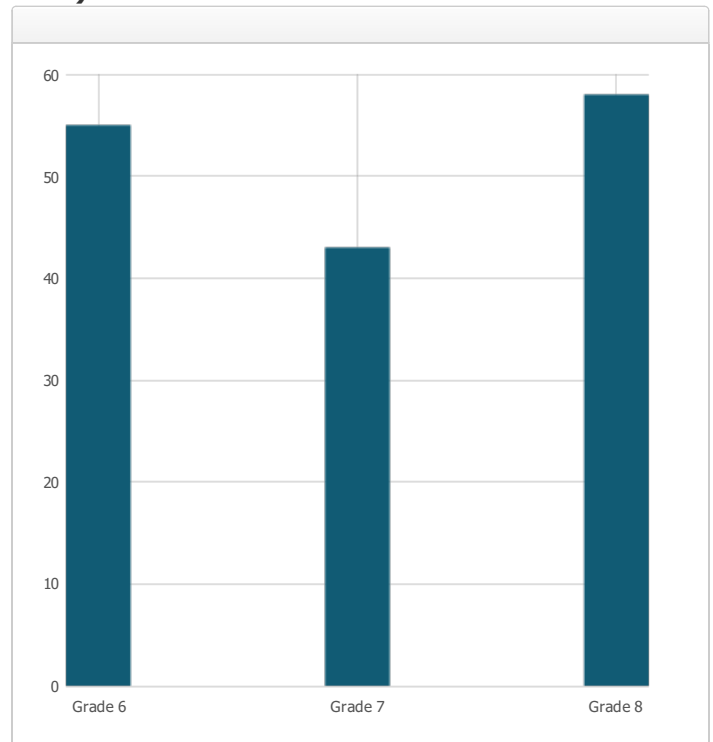
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.60 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	85.30 %
Native Hawaiian or Pacific Islander	%
White	2.60 %
Two or More Races	1.90 %

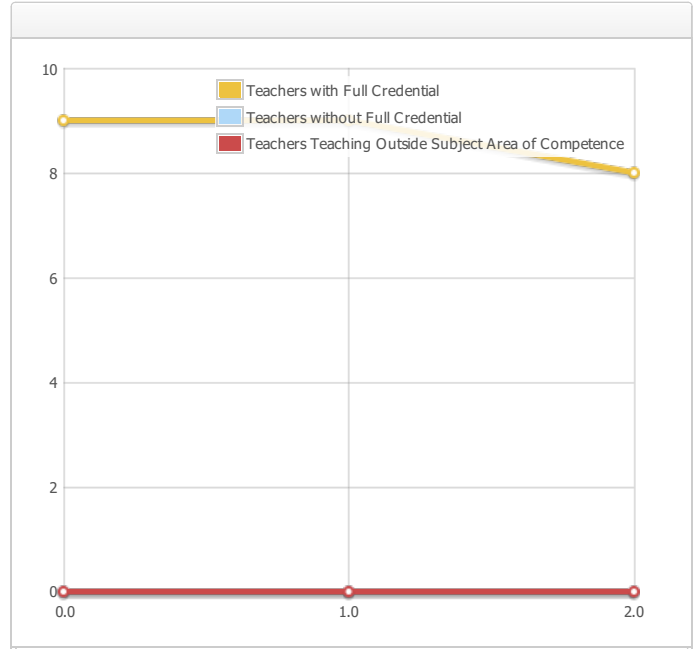| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.30 %
English Learners	20.50 %
Students with Disabilities	21.20 %
Foster Youth	0.60 %
Homeless	4.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
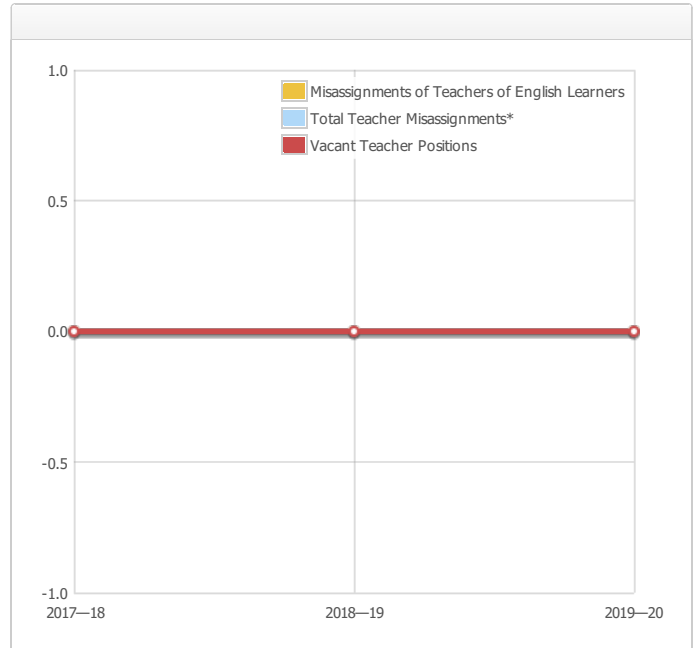- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	9	8	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill English for 6th-7th-8th	Yes	0.00 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.00 %
Science	CA Inspire Science for 6th-7th-8th grades by McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty daily to ensure safety for the kids.
2. At our school we have monthly drills for fire, eartquake and lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each clasroom by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these classrooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done during the summer break.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a full time custodian who cleans the classrooms and the campus every day.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	46.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	38.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	160	100.00%	0.00%	45.63%
Male	69	69	100.00%	0.00%	42.03%
Female	91	91	100.00%	0.00%	48.35%
Black or African American	14	14	100.00%	0.00%	50.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	138	138	100.00%	0.00%	43.48%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	142	142	100.00%	0.00%	42.96%
English Learners	70	70	100.00%	0.00%	31.43%
Students with Disabilities	33	33	100.00%	0.00%	6.06%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	159	99.38%	0.62%	38.36%
Male	69	69	100.00%	0.00%	34.78%
Female	91	90	98.90%	1.10%	41.11%
Black or African American	14	14	100.00%	0.00%	35.71%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	138	137	99.28%	0.72%	36.50%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	0.70%	38.30%
English Learners	70	70	100.00%	0.00%	31.43%
Students with Disabilities	33	32	96.97%	3.03%	15.63%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

We don't have a CTE program at the moment but what we do have is a Life Skills Program.
Life Skills program at Magnolia Public Schools contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader schoolwide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socioeconomically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	26.10%	26.10%	23.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

PARENTAL INVOLVEMENT

1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parentstudent-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities: Parent education groups where parents will learn the importance of their involvement in their child's education. Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements. One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

2. Student-Teacher Status Portal

MSA-6 uses Illuminate Education which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homew ork assignments. Students and parents use confidential passwords to log on. Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school. MSA-6 also uses Parent Square and Class Dojo to send quick messages, voicemails, pictures and permission slips. These tools improves our communication with parents and close a gap between the school and the families.

3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include: The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC. In 2016-17 school year, we have started our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. Teachers will be encouraged to make home visits to discuss student progress w ith the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6. There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student. Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions.

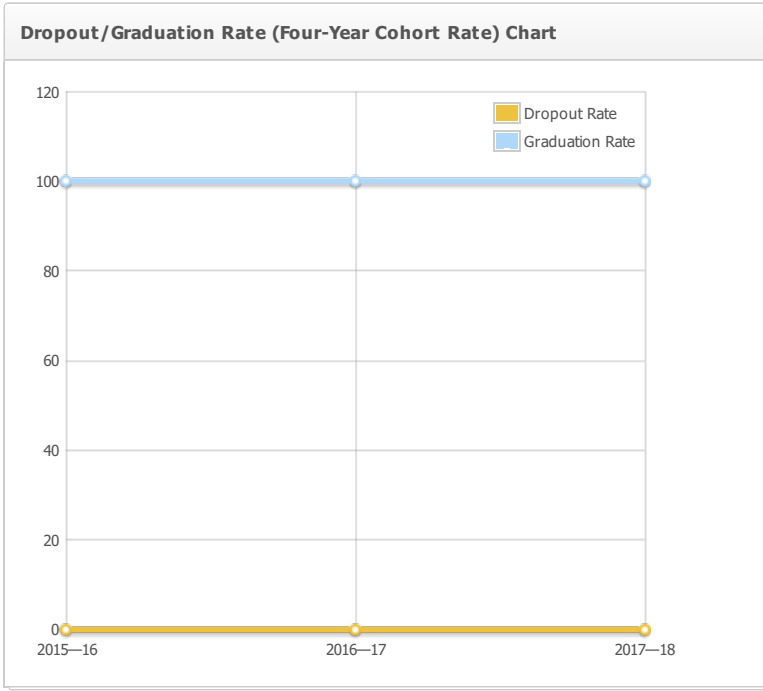# State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	100.00%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	100.00%	100.00%	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.60%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

MSA-6's comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

• Protect the safety and welfare of students and staff.
• Provide for a safe and coordinated response to emergency situations.
• Protect the school's facilities and property.
• In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
• Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness
A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

• Review of this Plan and any other emergency policies and procedures;
• Review of an employee's role during an emergency;
• Knowledge of how to conduct and evaluate required drills;
• Familiarity with the layout of buildings, grounds and all emergency procedures;
• Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
• Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

MSA-6 provides 3 to 4 teachers out on duty daily to ensure safety for the kids. At our school we have monthly drills like fire, eartquake or lockdown. Every school year, we do 4 fire drills, 4 earthquake drills and 2 lockdown drills.

A copy of the detailed safety plan is uploaded on our website (MSA-6 School Safety Plan Web Version)

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00		4	
Mathematics	30.00		4	
Science	30.00		4	
Social Science	30.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		4	
Mathematics	29.00		4	
Science	29.00		4	
Social Science	29.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00		4	
Mathematics	25.00		4	
Science	25.00		4	
Social Science	25.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10475.00	$2099.00	$8376.00	$58598.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.
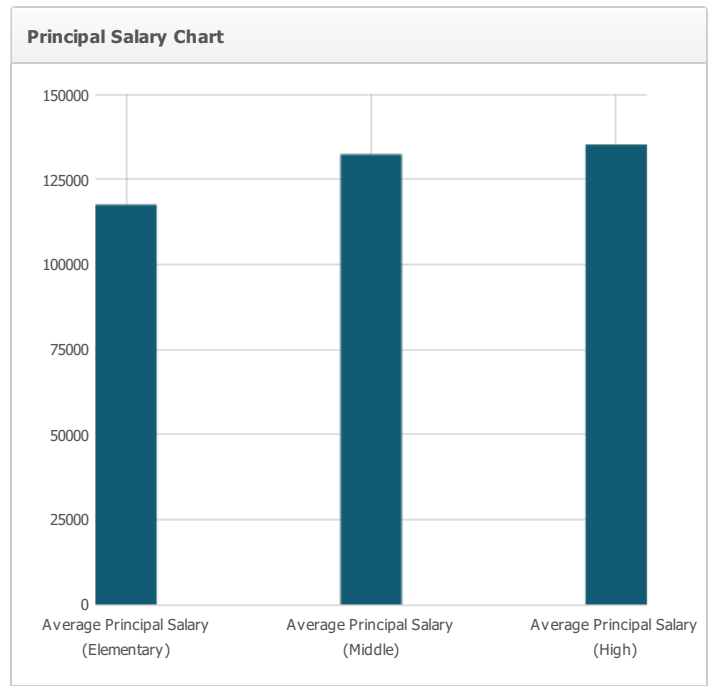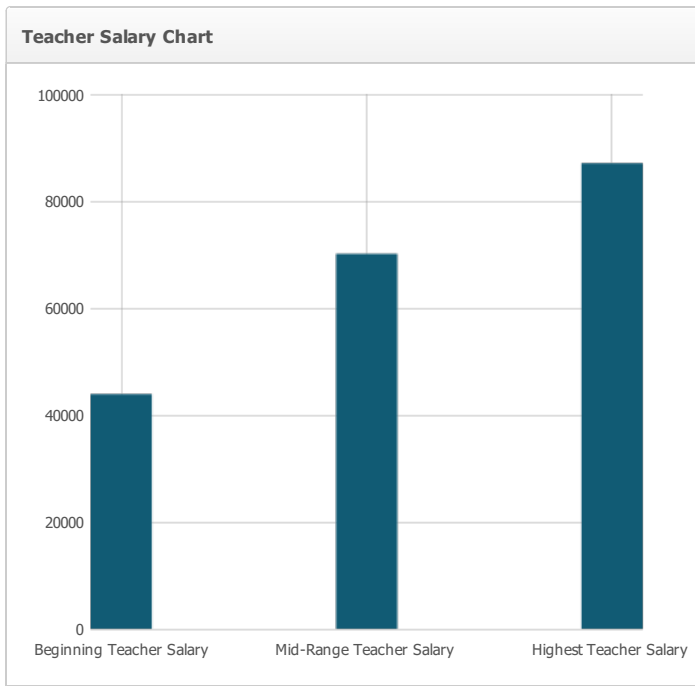
Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees. EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the low ering of class size, professional development and support for students with at-risk behaviors.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	8

Last updated: 1/15/2020

Magnolia Science Academy 7

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Meagan Wittek

⚲ Principal, Magnolia Science Academy 7

About Our School

Hello, my name is Meagan Wittek and I am honored to be the new principal of Magnolia Science Academy-7, of a small community school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 will continue with its STEAM focused instructional model with the implementation of a Guided Math program, Robotics Club, and continued art lessons through The Music Center. We're also excited about our new facility improvements including a sand-free playground and newly renovated restrooms.

MSA-7 values partnerships with all stakeholders. We encourage all to become a part of what Magnolia Science Academy-7 has to offer our students and community. We count on partnerships to provide the best education for the children in our school community. Education is a team effort that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our School Site Council, English Language Advisory Council, and Parent Task Force committees.

I look forward to working with everyone to ensure that Magnolia Science Academy-7 is a place where children grow socially, emotionally, and academically in order to reach their maximum potential.

My best wishes for a productive and successful 2019 - 2020 school year.

Meagan Wittek-Principal

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: 818-886-0585
Email: mwittek@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, Ca, 91325-4104
Phone Number	818-886-0585
Principal	Meagan Wittek
Email Address	mwittek@magnoliapublicschools.org
Website	http://msa7.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its tenth year in operation, first opening its doors in 2010.

The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). The students learn through a hands-on inquiry based teaching model for all core subject areas. In addition, students receive weekly computer and physical education classes, along with visual arts classes thanks to a grant from The Music Center. Educating the whole child is a key feature of Magnolia Science Academy-7. We offer a robust program that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

Mission Statement
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

Vision Statement
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Character Education lessons, school wide learner outcomes (SLOs), and all school activities:

Excellence
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation
Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after-school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall

communitybased goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	47
Grade 2	57
Grade 3	30
Grade 4	31
Grade 5	54
Total Enrollment	291
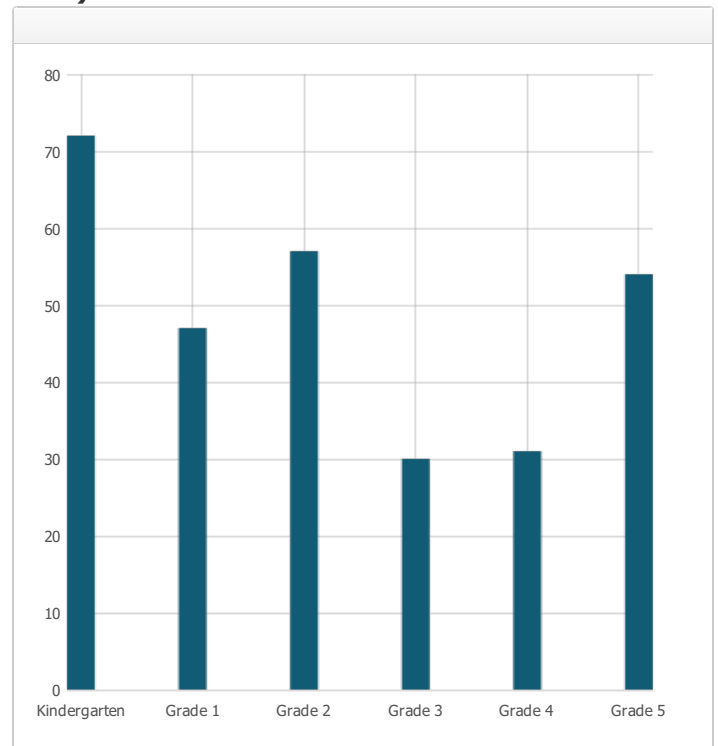
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	3.80 %
American Indian or Alaska Native	%
Asian	6.20 %
Filipino	6.90 %
Hispanic or Latino	67.70 %
Native Hawaiian or Pacific Islander	%
White	14.40 %
Two or More Races	1.00 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.50 %
English Learners	29.90 %
Students with Disabilities	13.10 %
Foster Youth	%
Homeless	8.20 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
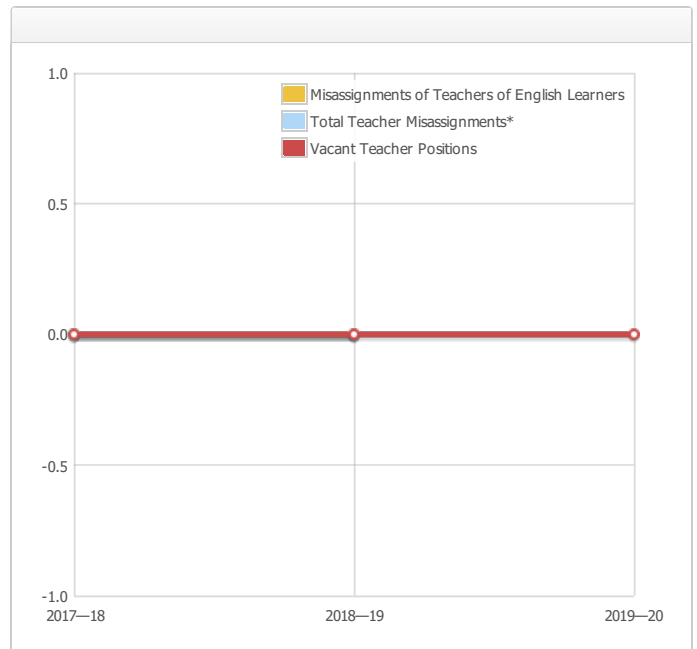- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
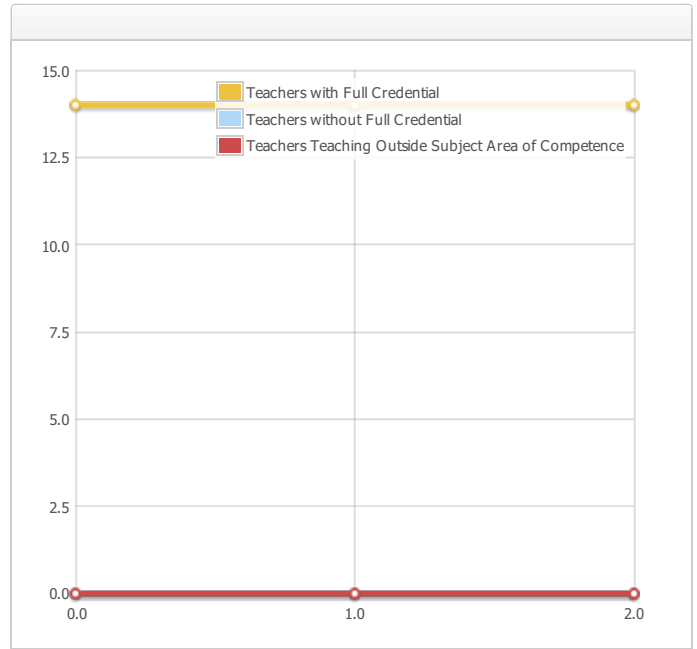
Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill	Yes	0.00 %
Mathematics	My Math, McGraw Hill	Yes	0.00 %
Science	Inspire Science, McGraw Hil	Yes	0.00 %
History-Social Science	Networks, McGraw Hill	Yes	0.00 %
Foreign Language			0.00 %
Health	Sparks Health Education (2014) Health Connected: Puberty Talk (2018)	Yes	0.00 %
Visual and Performing Arts	Teacher produced materials for arts integration Curriculum and lessons from The Music Center through visual arts grant	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-7 rents a one-story building from LifeHouse Church. The building was previously used by the church for their own private school. Although the building is old, it meets standard regulations and has annual Fire Marshal approval. Periodic inspections shall be undertaken as necessary to ensure all safety standards are met.

MSA-7 has one full-time and one part-time custodian who ensure the school is kept clean and sanitary. There is also a part-time maintenace employee who handles minor maintenance items as needed. MSA-7 outsources all larger maintenance/custodial duties and operational functions such as pest control, landscaping and gardening, plumbing, A/C repairs, etc. to vendors who are qualified to perform such functions.

During the summer of 2019, several facility improvement projects were completed to improve the safety and quality of the school site campus. A new ADA compliant staff restroom was built. All student restrooms were remodeled including upgrades to energy efficient toilets and sinks, painting, and new dividers installed. The student playground was completely redone which included removing the sand and installing foam rubber flooring. A new energy efficient roof was also installed earlier in the school year last year in order to prevent rain leaks and help with heating and cooling.

Future projects that are in the planning stages include, installing shading for the playground, repairing a shared wall with a neighboring business, weather stripping on all doors installed and repairs made to the asphalt in the parking lot area.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Weather stripping will be installed on all doors Shading will be installed on sections of the playground where trees do not cover

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	45.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	32.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	110	97.35%	2.65%	44.55%
Male	54	52	96.30%	3.70%	40.38%
Female	59	58	98.31%	1.69%	48.28%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	83	81	97.59%	2.41%	34.57%
Native Hawaiian or Pacific Islander					
White	15	14	93.33%	6.67%	85.71%
Two or More Races					
Socioeconomically Disadvantaged	87	85	97.70%	2.30%	37.65%
English Learners	50	48	96.00%	4.00%	33.33%
Students with Disabilities	25	24	96.00%	4.00%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	112	99.12%	0.88%	32.14%
Male	54	54	100.00%	0.00%	33.33%
Female	59	58	98.31%	1.69%	31.03%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	83	83	100.00%	0.00%	24.10%
Native Hawaiian or Pacific Islander					
White	15	14	93.33%	6.67%	57.14%
Two or More Races					
Socioeconomically Disadvantaged	87	87	100.00%	0.00%	26.44%
English Learners	50	50	100.00%	0.00%	20.00%
Students with Disabilities	25	24	96.00%	4.00%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

MSA-7 is a STEAM focused elementary school which provides students with weekly computer courses, engineering and robotics clubs and opportunities to participate in the school-wide and Magnolia Public Schools annual STEAM expos. Computer courses included instruction in Microsoft Office programs, typing skills, Google Classroom, coding and Internet safety.

MSA-7's mission states that we are providing students with a college and career readiness education. All students participate in the annual College and Career Week activities, field trips to local colleges, and guest speakers who are professionals in STEAM focused careers.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.30%	26.40%	11.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-7 is a school of choice which greatly benefits from parent involvement in our students' learning process. All parents have access to their child's Student Information System (SIS) account so they have the ability to track their child's progress throughout the school year and contact staff as needed via email or phone. All contact information is provided at the start of the year and is available on the school website.

A unique feature of Magnolia Public Schools is the Home Visit program involves teachers and other staff members visiting students and families at their home. These visits enhance communication beyond what a phone call or an email may do. They are a critical component in maintaining an open line of communication between teachers and families. Before the start of the school year, MSA-7 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their students and families to share the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered. Throughout the year, two sets of parent/teacher conferences are held, one in the fall and one in the spring. In addition, conferences can be scheduled at any point by teacher or parent. Back to School Night and Open House are also good opportunities for all stakeholders to see one another and talk.

Our school has an active Parent Task Force (PT F) which meets monthly to plan school-wide events and fundraisers. Additionally, monthly Coffee with Administration meetings give parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds regular English Language Advisory Council (ELAC) and School Site Council (SSC) meetings where elected stakeholders meet to discuss and vote on important school matters. Things such as the school LCAP plan, the School Safety Plan, and the School Wellness Plan are shared with members of both committees.

Parents are encouraged to become volunteers are MSA-7 and to be active members of our school community. All stakeholders including parents, staff and students are given the opportunity annually to complete a stakeholder survey so the school can better learn how to meet the needs of our community members.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

As part of the development of our School Safety Plan, different groups of stakeholders meet annually to review, revise, and update the plan as needed for the following school year. The Dean of Students works on the plan first under the guidance of the MPS Director of Student Services. It is then shared with the Principal. After their review, the plan is shared with several different committees and members of the community. The timeline of meeting and approval dates is below:

A meeting for public input was held on October 10, 2018 at Magnolia Science Academy-7

Reviewed by Law Enforcement October 25, 2018

Plan Adopted by School Site Council October 16, 2018

Plan approved by Magnolia Public Schools Board November 8, 2018

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

-Protect the safety and welfare of students and staff.
-Provide for a safe and coordinated response to emergency situations.
-Protect the school's facilities and property.
-In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
-Provide for coordination between the school and local emergency services when necessary.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	
1	29.00		1	
2	28.00		1	
3	30.00		2	
4	26.00		3	
5	28.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	
1	26.00		2	
2	29.00		1	
3	30.00		1	
4	24.00		2	
5	24.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	24.00		2	
2	29.00		2	
3	30.00		1	
4	31.00		1	
5	28.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.40
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	5.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18530.00	$2680.00	$15851.00	$55883.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the
state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a
per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention,
parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain
highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.
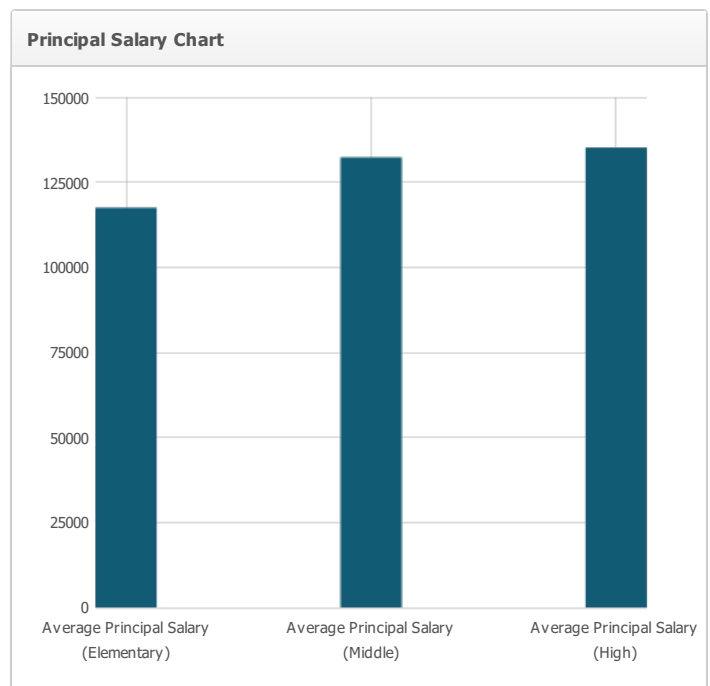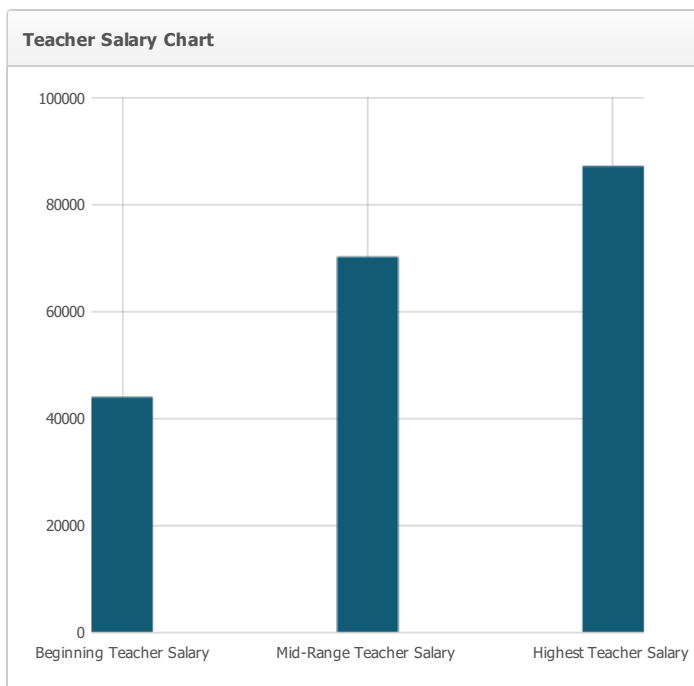
Title IV

Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning; and improve the use
of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	26	37	39

Last updated: 1/15/2020

Magnolia Science Academy Bell

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jason Hernandez

⌖ Principal, Magnolia Science Academy Bell

About Our School

Magnolia Science Academy Bell has proudly been serving the southeast community of Bell and local surrounding cities since 2010. We are proud of our safe learning environment and of the many great opportunities afforded to our students, families, staff, and alumni.

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. This has been our vision since the inception and we continue to provide students and families with a top-notch educational program that develops young people with the skills sets that make every graduate college and career ready.

Principal's Comment

Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: 323-826-3925

Email: jhernandez@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, Ca, 90201-1023
Phone Number	323-826-3925
Principal	Jason Hernandez
Email Address	jhernandez@magnoliapublicschools.org
Website	http://msa8.magnoliascience.org
County-District-School (CDS) Code	19647330122747

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts, and mathematics (STEAM) in a safe environment that cultivates respect for self and others.

Vision

Magnolia Public Schools' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

Core Values

Magnolia Public Schools has identified the following core values, which are reinforced through the Advisory course curriculum, student learning outcomes (SLOs), and all school activities:

EXCELLENCE - Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

INNOVATION - Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after-school enrichment programs, STEAM program choice options, adaptive assessments, and blended learning strategies, differentiated instruction, and differentiated and adaptive assessments.

CONNECTION - School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and

internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	129
Grade 7	159
Grade 8	183
Total Enrollment	471
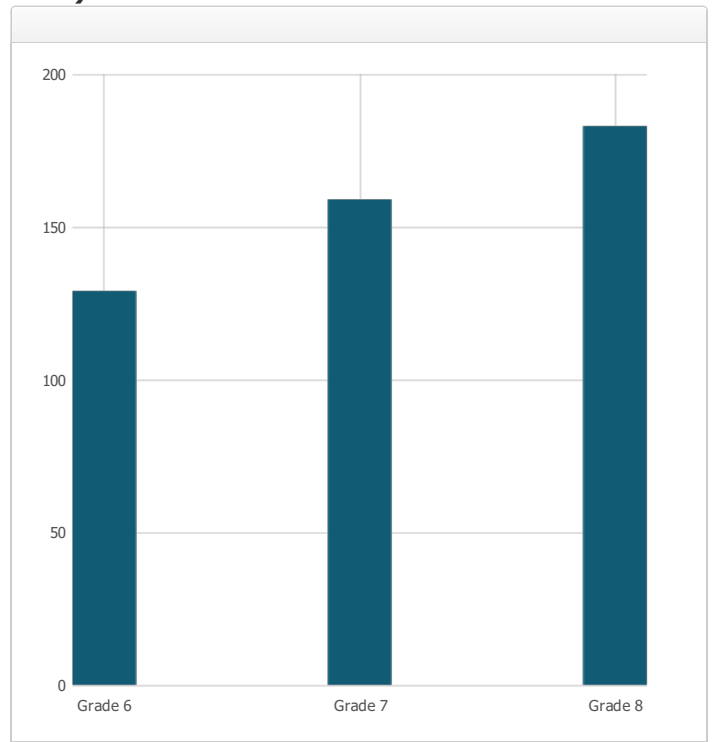
Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.10 %
Filipino	%
Hispanic or Latino	90.20 %
Native Hawaiian or Pacific Islander	%
White	8.30 %
Two or More Races	0.40 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.30 %
English Learners	12.30 %
Students with Disabilities	11.00 %
Foster Youth	%
Homeless	2.30 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	18	15	
Without Full Credential	3	6	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
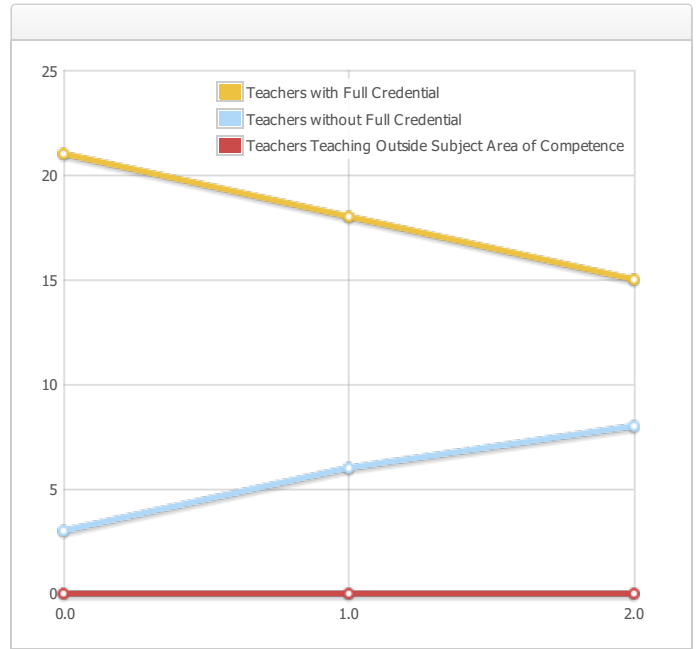
Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync by McGraw-Hill	Yes	0.00 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill High School Math-Algebra 1 High School Math-Geometry	Yes	0.00 %
Science	Integrated iScience Course 1 by Glencoe Integrated iScience Course 2 by Glencoe Integrated iScience Course 3 by Glencoe	Yes	0.00 %
History-Social Science	The Ancient World (6th) by TCi The Medieval World and Beyond (7th) by TCi The United States through Industrialism (8th) by TCi	Yes	0.00 %
Foreign Language	Realidades 1 Pearson Realidades 2 Pearson	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

MSA Bell is co-located with two other schools on Orchard Academies in Southeast Los Angeles. The facility opened its doors in the fall of 2010.

The only major recent infrastructure upgrade to the facility is a new WiFi vendor and the increase of bandwidth, which was completed by Spring 2019. In the school year 2019-2020, review and installation of energy efficient equipment was conducted on campus such as replacement of hallway, classroom, and office lights, replacement of thermostats, and installation of surge protectors for technological equipment.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	minor touch-up painting in some hallway walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2019

Overall Rating	Good

Last updated: 1/14/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	42.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	24.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	462	100.00%	0.00%	42.42%
Male	247	247	100.00%	0.00%	36.44%
Female	215	215	100.00%	0.00%	49.30%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	414	414	100.00%	0.00%	43.48%
Native Hawaiian or Pacific Islander					
White	41	41	100.00%	0.00%	31.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	395	395	100.00%	0.00%	41.27%
English Learners	160	160	100.00%	0.00%	18.13%
Students with Disabilities	53	53	100.00%	0.00%	15.09%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	12	12	100.00%	0.00%	33.33%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	461	99.78%	0.22%	23.86%
Male	247	247	100.00%	0.00%	23.89%
Female	215	214	99.53%	0.47%	23.83%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	414	413	99.76%	0.24%	23.73%
Native Hawaiian or Pacific Islander					
White	41	41	100.00%	0.00%	24.39%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	395	394	99.75%	0.25%	23.60%
English Learners	160	160	100.00%	0.00%	9.38%
Students with Disabilities	53	53	100.00%	0.00%	11.32%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	34.18%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.40%	19.90%	17.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parental Involvement

Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academical and social endeavors.

- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.

Student-Teacher Status Portal

MSA Bell uses Illuminate, an online cloud-based dashboard is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics and record of students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on site, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child.

Families complete a survey each year evaluating the strengths and weakness they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community.

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution and supervision, and attend field trips. It is not required but encouraged, that parents contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with families of low-achieving students on an as-needed basis to ensure the proper supports are in place for the student. Families have the opportunity to attend periodic opportunities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the

school community.

The Parent Committee are as follows:

- School Site Council

- English Learner Advisory Committee

- Parent Advisory Committee (LCAP through coffee chats, etc.)

- Parent Task Force

- and any other committee that the school and families feel are applicable to meet the needs of the students on campus

State Priority: Pupil Engagement
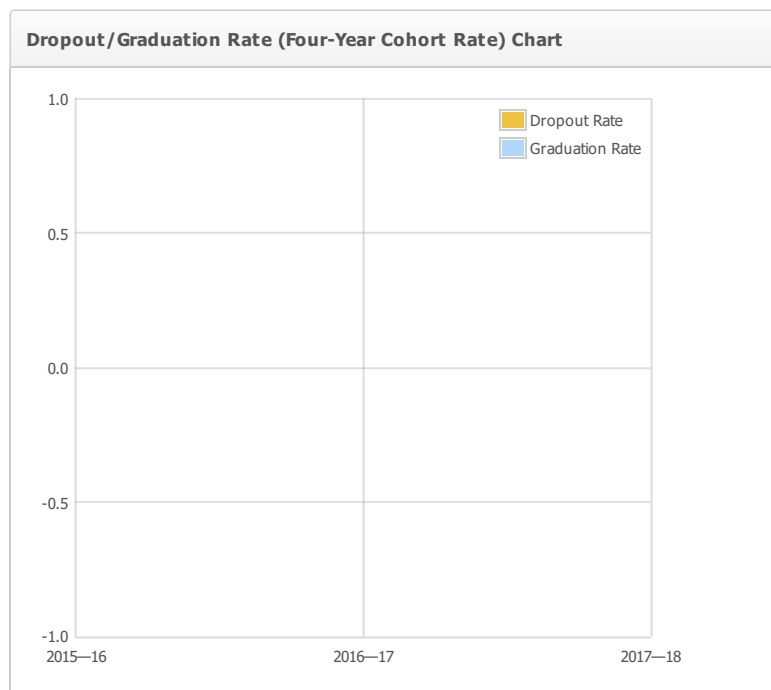
Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	11.30%	9.10%	9.60%
Graduation Rate	--	--	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	1.40%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

LAUSD Integrated Safe School Plan 2019-2020

MSA Bell 2019-2020 Integrated Safe School Plan Quick Reference Guide

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	36.00		4	30
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	2	2	8
Mathematics				
Science	33.00		2	8
Social Science	33.00		2	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	2	8	3
Mathematics	32.00		11	3
Science	32.00		8	3
Social Science	32.00		8	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00		15	
Mathematics	31.00		15	
Science	31.00		15	
Social Science	31.00		15	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11038.00	$1727.00	$9311.00	$64266.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	15.00%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	21.00%	25.00%

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

MSA Bell operates as a schoolwide Title 1 program. Title 1 funds assist to provide additional academic support and learning opportunities to help all children close the achievement gap. Below is a list of how the program is utilized within our learning community.
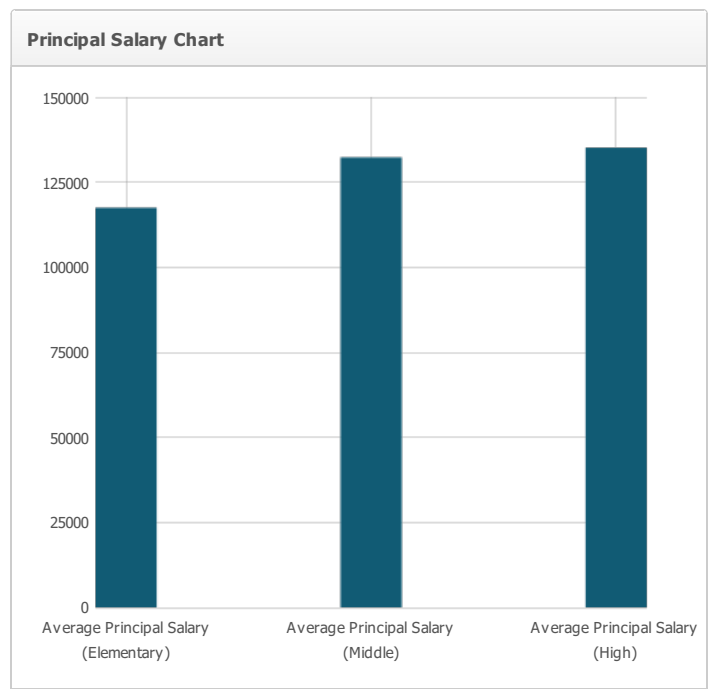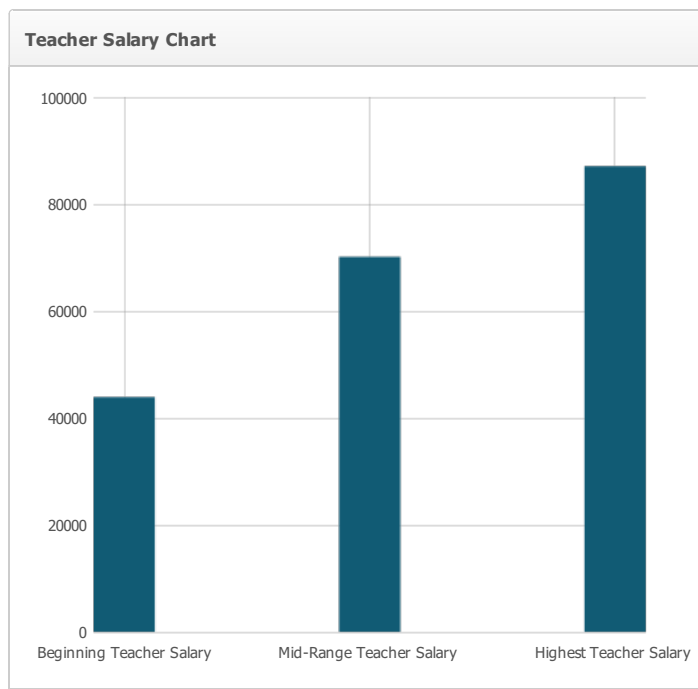
Aspects of the Program

- Full-Inclusion. MSA Bell maintains a full-inclusion model that provide services to its students with special needs within the general education setting. Six different models of co-teaching are utilized in the classroom, students have access to the content teacher, SpEd teacher, and a paraprofessional.

- English Learner Development (ELD) course is offered for all levels of English acquisition through the services provided by our ELD Coordinator. Our class utilizes a state-approved curriculum, such as Study Sync, as well as other research-based supplemental tools such as MyOn and other resources from the online learning platform.

- Math enrichment and advancement. Students are provided with intervention support through the Advisory or Self-Directed Learning period or through the office hours provided for all students. Furthermore, students that demonstrate capability are able to enroll in a math course pathway to advance their studies in the field of math.

- After-Hour Enrichment is offered to all students, especially the ones struggling in the areas of Language Arts and Mathematics. A station rotation model is utilized for providing support in the areas of need. Assessments are conducted to identify areas of growth and measure progress.

- Magnolia Scholar's Club, an after-school program operated internally and funded through the ASES Grant. The grant is used to conduct an after-school program that provides academic enrichment, as well as clubs and intramural sports to support student social-emotional development and well-being.

- Home Visits. MSA Bell conducts home visits to at least 25% of our families in order to build connections within the community. Studies show that an effective home visit program is able to increase student performance, encourage parent involvement, reduce disciplinary problems, and increase overall positive attitude towards school. Home Visits are a hallmark of MPS in the crucial development and well-being of every child.

- Series of Family Workshops. Family workshops are offered on campus on a regular basis. The school leadership plays an active role in working with families as well as instructional leaders to educate families on various topics ranging from bullying, stresses, financial literacy, college and career readiness. School surveys are used to assess the needs of our families.

- Social Emotional Supports. The school leadership is instrumental in the implementation of various intervention to support the development and well-being of every child. Such interventions included community internships, peer mediation, teen court, student council, and many others. A full-time school psychologist provides support to students in need of additional guidance. Furthermore, outside agencies are incorporated to provide additional support to students as needed.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		40	47

Last updated: 1/14/2020

Magnolia Science Academy San Diego

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	cmarten@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, Ca, 92120-2707
Phone Number	619-644-1300
Principal	Gokhan Serce, Principal
Email Address	sandiego@magnoliapublicschools.org
Website	http://msasd.magnoliapublicschools.org
County-District-School (CDS) Code	37683380109157

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new permanent campus in Allied Gardens. on Tuesday December 3rd 2019 SDUSD approved MSA-San Diego's charter unanimously for 5 more school years.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more. Based on California School Dashboard progress in academics ,MSA-San Diego is the highest performing charter middle school in San Diego County.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention

CONNECTION
School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	148
Grade 7	131
Grade 8	125
Total Enrollment	404
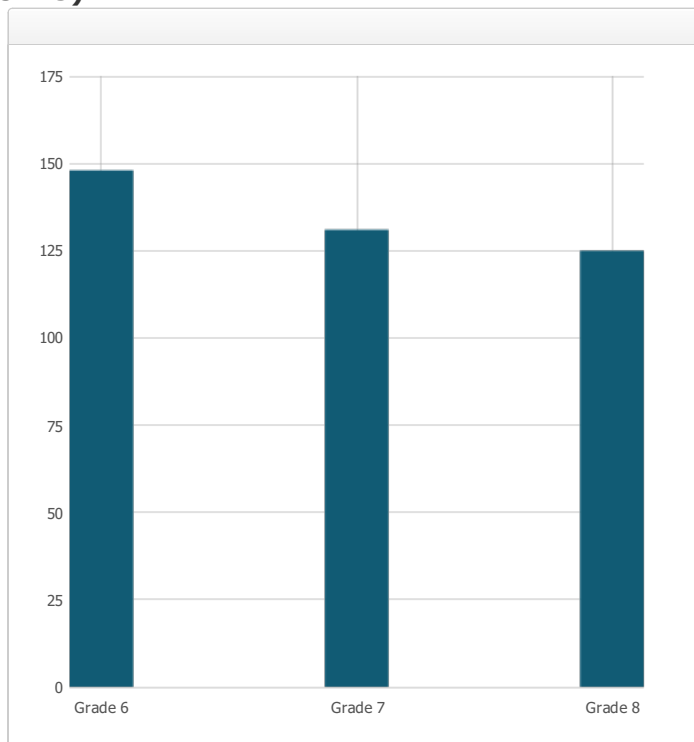
Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.20 %
American Indian or Alaska Native	0.50 %
Asian	3.20 %
Filipino	2.00 %
Hispanic or Latino	31.40 %
Native Hawaiian or Pacific Islander	%
White	43.10 %
Two or More Races	13.60 %

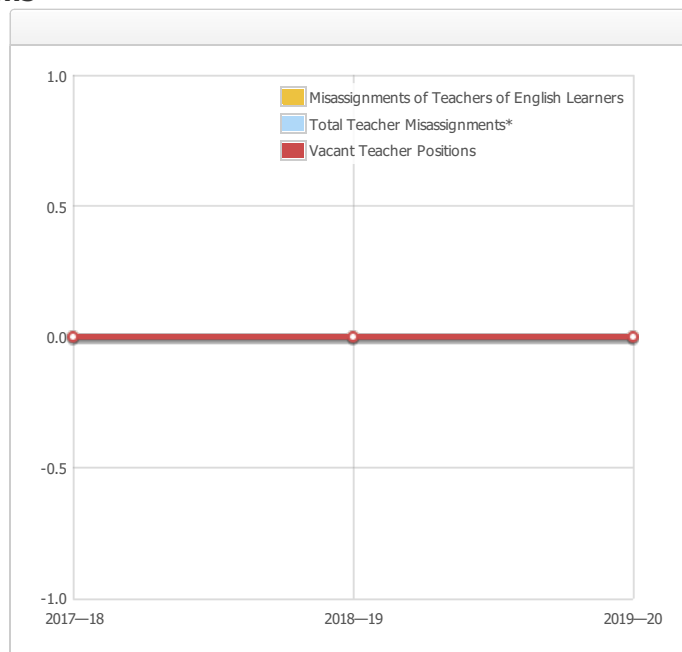| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.70 %
English Learners	4.50 %
Students with Disabilities	14.60 %
Foster Youth	%
Homeless	2.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.00 %
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hi	Yes	0.00 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.00 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSASD is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Exemplary

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	61%	69%	55%	53%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	52%	61%	45%	43%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	400	391	97.75%		69.05%
Male	242	236	97.52%		62.71%
Female	158	155	98.10%		78.71%
Black or African American	20	20	100.00%		40.00%
American Indian or Alaska Native	--	--	--		
Asian	13	13	100%		76.92%
Filipino	--	--	--		
Hispanic or Latino	130	125	96.15%		69.60%
Native Hawaiian or Pacific Islander					
White	168	164	97.62%		72.56%
Two or More Races	58	58	100.00%		63.79%
Socioeconomically Disadvantaged	129	124	96.12%		54.84%
English Learners	45	45	100.00%		60.00%
Students with Disabilities	65	60	92.31%		30.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	400	391	97.75%		60.61%
Male	242	236	97.52%		62.29%
Female	158	155	98.10%		58.06%
Black or African American	20	20	100.00%		30.00%
American Indian or Alaska Native	--	--	--		
Asian	13	13	100%		84.62%
Filipino	--	--	--		
Hispanic or Latino	130	125	96.15%		54.40%
Native Hawaiian or Pacific Islander					
White	168	164	97.62%		67.68%
Two or More Races	58	58	100.00%		56.90%
Socioeconomically Disadvantaged	129	124	96.12%		41.94%
English Learners	45	45	100.00%		46.67%
Students with Disabilities	65	60	92.31%		23.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.30%	44.90%	23.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. To provide more support and connection every year our teachers visit at least 15% of our students' homes through our home visit program.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school's website. In addition, MSA-San Diego's School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Comprehensive School Safety Plan.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school's website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo,Holiday Expo, San Diego Maker Faire, San Diego Festival of Science and Engineering, talent show, and others.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates.
In addition, MSA-San Diego hosts two student led conferences every year where students set goals and share their progress with their family and teachers.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
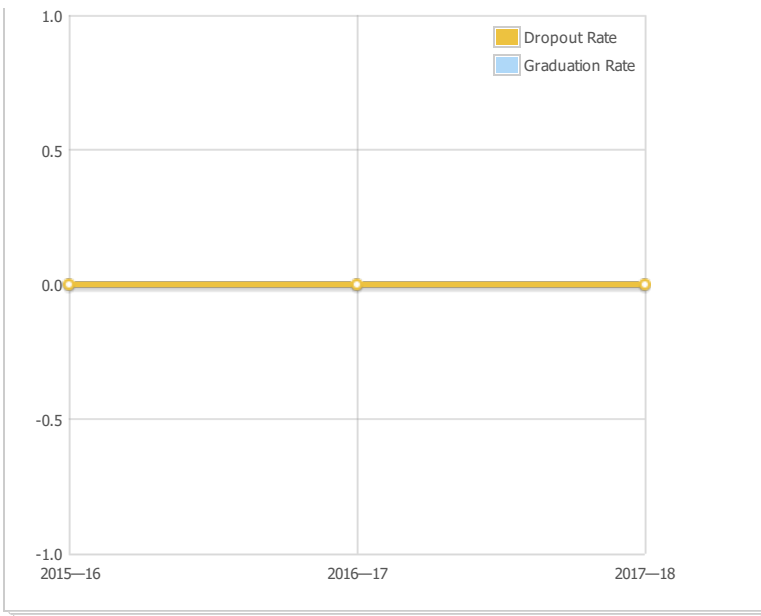
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	3.30%	9.70%
Graduation Rate	--	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	--	--	82.00%	83.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.20%	2.60%	1.80%	--	--	--	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	--	--	--	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Campus safety is our top priority at MSA-San Diego. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a comprehensive school safety plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills on regular bases. All staff members participated in an active shooter training through SDCOE.

A Copy of School Safety Plan

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	12	4	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		4	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		10	
Mathematics	29.00		8	2
Science	29.00		10	
Social Science	29.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00		10	
Mathematics	28.00		8	2
Science	28.00		10	
Social Science	28.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00		10	
Mathematics	26.00		9	1
Science	26.00		10	
Social Science	26.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	2.50
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10435.00	$1092.00	$9343.00	$63615.00
District	N/A	N/A	--	$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

The school's general fund includes monies for:
• General operations—salaries, benefits, services, materials, and support to the general education
• Special Education—programs offering appropriate, individualized instruction to students with special needs
• Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
• Transportation
• Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: Museum of Tolerance, Hightech Fair, 6th grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,124	$48,612
Mid-Range Teacher Salary	$70,086	$74,676
Highest Teacher Salary	$95,262	$99,791
Average Principal Salary (Elementary)	$125,328	$125,830
Average Principal Salary (Middle)	$128,724	$131,167
Average Principal Salary (High)	$138,823	$144,822
Superintendent Salary	$259,600	$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
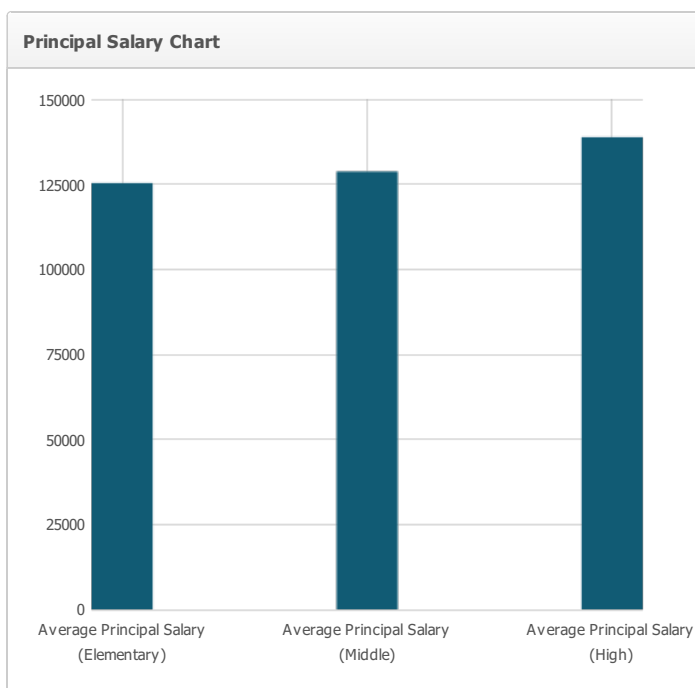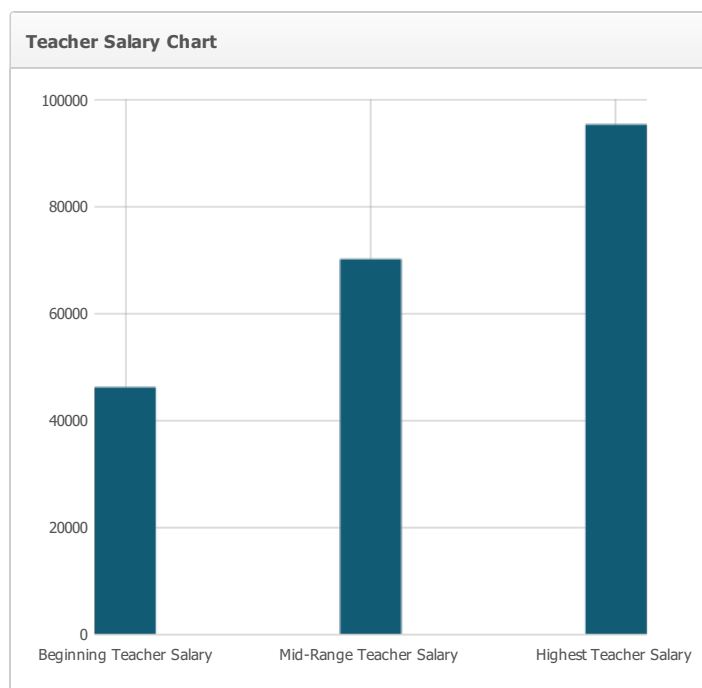
Last updated: 1/15/2020

Professional Development

2017-18:

15 Full Days and 15 partial Days

2018-19

16 Full Days and 13 partial Days

2019-20

14 Full Days and 16 partial Days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	30	29	30

Last updated: 1/15/2020

Magnolia Science Academy Santa Ana

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Steven Keskinturk, Principal

Principal, Magnolia Science Academy Santa Ana

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA). You can follow our school activities 24/7 from our webpage at www.msasa.magnoliapublicschools.org.

Yours sincerely,

Mr. Steven Keskinturk
Principal, Magnolia Science Academy-Santa Ana

Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Steven Keskinturk
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, Ca, 92703-4102
Phone Number	714-479-0115
Principal	Mr. Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/17/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in Fall 2009. MSA-SA currently serves over 550 students grades TK through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades TK–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the Orange County area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy Santa Ana
Address: 2840 West 1st St., Santa Ana, CA 92703-4102
Phone: (714) 479-0115
Email: skeskinturk@magnoliapublicschools.org

Our History
Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve the community of Orange County in the Fall of 2009 for grades TK through 12th grade. In 2016, the school site moved to his current building. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	59
Grade 2	56
Grade 3	50
Grade 4	59
Grade 5	64
Grade 6	51
Grade 7	58
Grade 8	72
Grade 9	56
Grade 10	25
Grade 11	30
Grade 12	34
Total Enrollment	674
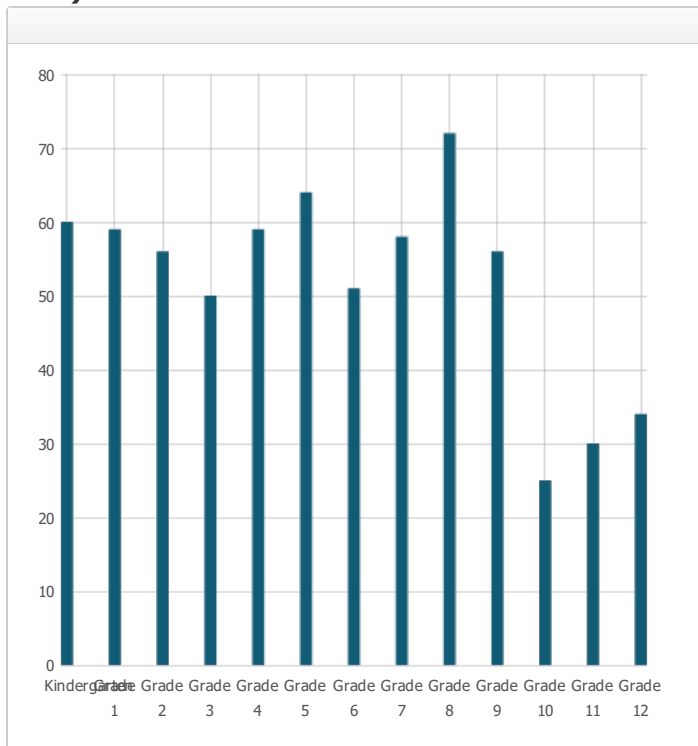
Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	0.70 %
Asian	2.20 %
Filipino	0.30 %
Hispanic or Latino	88.90 %
Native Hawaiian or Pacific Islander	0.10 %
White	5.90 %
Two or More Races	0.70 %

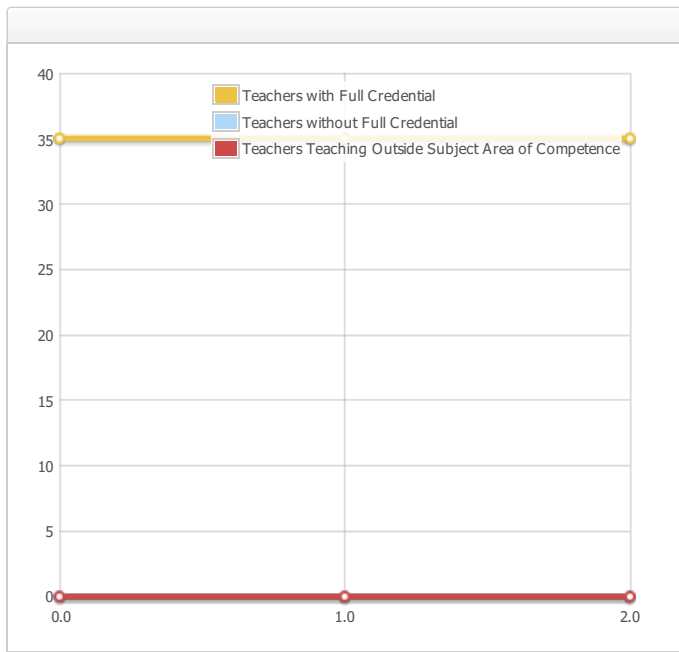| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.50 %
English Learners	36.40 %
Students with Disabilities	14.80 %
Foster Youth	%
Homeless	7.90 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
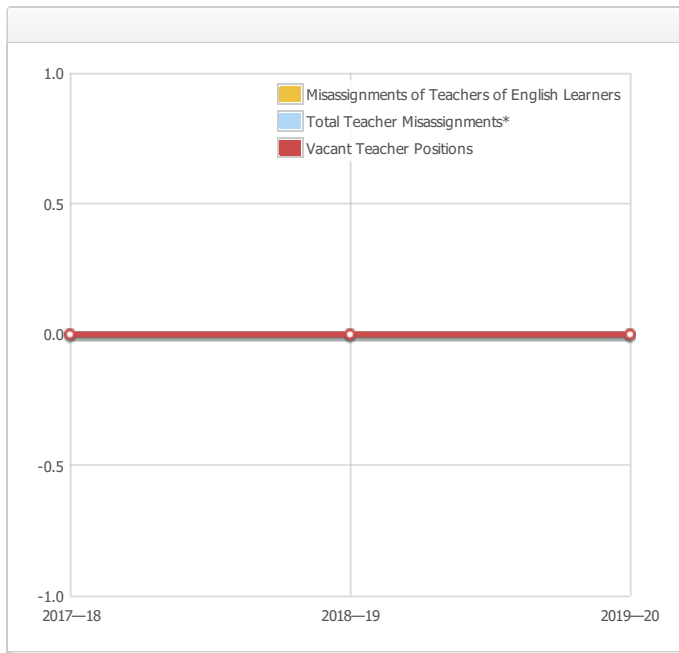- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	35	35	35	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

MSA-SA is located on a facility that is a school complex that has a two-floor main building and a gymnasium. Maintenance and janitorial services are handled by MSA-SA.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	34.0%	42.0%	34.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	29.0%	26.0%	29.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	374	99.20%	0.80%	34.22%
Male	195	193	98.97%	1.03%	30.05%
Female	182	181	99.45%	0.55%	38.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	343	340	99.13%	0.87%	31.18%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	15	15	100.00%	0.00%	73.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	330	328	99.39%	0.61%	32.01%
English Learners	215	215	100.00%	0.00%	22.33%
Students with Disabilities	62	62	100.00%	0.00%	14.52%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	37	37	100.00%	0.00%	32.43%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	374	99.20%	0.80%	28.61%
Male	195	193	98.97%	1.03%	34.20%
Female	182	181	99.45%	0.55%	22.65%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	343	340	99.13%	0.87%	25.29%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	15	15	100.00%	0.00%	73.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	330	328	99.39%	0.61%	25.91%
English Learners	215	215	100.00%	0.00%	18.14%
Students with Disabilities	62	62	100.00%	0.00%	14.52%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	37	37	100.00%	0.00%	27.03%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	45.07%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.71%

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-SA is a school of choice that greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-SA are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Every six weeks parents are mailed home a hard copy of their child's progress report.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent-Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-Santa Ana has a Parent Task Force that meets monthly. MSA-SA also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in the English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

Last updated: 1/16/2020

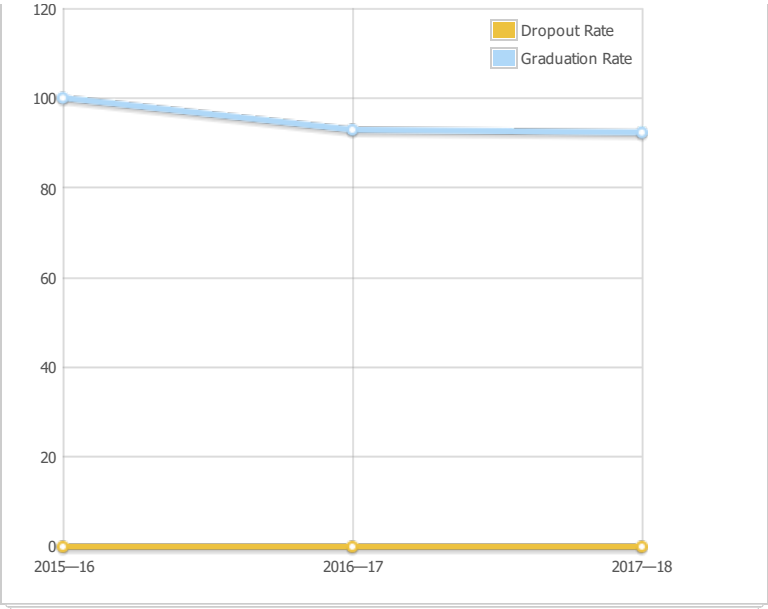The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	--	9.70%
Graduation Rate	100.00%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	0.00%	7.70%	9.10%	9.60%
Graduation Rate	92.90%	92.30%	92.90%	92.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/16/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.90%	2.20%	2.50%	0.90%	2.20%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and follow ing up on our standards and expectations.

Magnolia Science Academy-Santa Ana's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

Protect the safety and welfare of students
Provide a safe and coordinated response to emergencies
Protect the school's facilities and property
In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible
Provide coordination between the school and local emergency services when necessary.
The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquakes, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	2	4	
1	22.00		8	
2	26.00		8	
3	30.00		8	
4	28.00		8	
5	26.00		8	
6	21.00	8	12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	8	6	
1	24.00	8	4	1
2	30.00		7	1
3	26.00	3	8	1
4	32.00		6	
5	32.00		8	
6	24.00	3	9	
Other**	40.00	1	3	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	2	
1	20.00	2	1	
2	25.00		2	
3	25.00		2	
4	25.00		2	
5	26.00		2	
6	23.00	3	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	9	6	
Mathematics	14.00	5	1	
Science	22.00	4	6	
Social Science	19.00	6	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	11	7	
Mathematics	20.00	10	7	
Science	24.00	5	5	
Social Science	22.00	4	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	8	2	
Mathematics	20.00	8	2	
Science	22.00	8	2	
Social Science	20.00	8	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	5.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Total Expenditures Per Pupil
$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)
$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)
$ 9,619

Average Teacher Salary
$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12455.00	$1475.00	$10980.00	$63516.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II
Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. The use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	6	16.30%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Last updated: 1/16/2020