



Board Agenda Item #	II A: Consent Item
Date:	January 21, 2021
To:	MPS 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 2019-20 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 SARC available through that medium. MPS will publish SARC after board approval and before February 1 and will notify parents of the availability. It is a federal requirement to send 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)



[SARC Home](#) » Magnolia Science Academy

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Website</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy
<b>Street</b>	18238 Sherman Way
<b>City, State, Zip</b>	Reseda, Ca, 91335-4550
<b>Phone Number</b>	818-609-0507
<b>Principal</b>	Mustafa Sahin, Principal
<b>Email Address</b>	<a href="mailto:msahin@magnoliapublicschools.org">msahin@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa1.magnoliapublicschools.org">http://msa1.magnoliapublicschools.org</a>

County-District-School 19101996119945  
(CDS) Code

*Last updated: 1/13/2021*

## School Description and Mission Statement (School Year 2020–2021)

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 715 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 2019–20 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 2020–21 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](mailto: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.

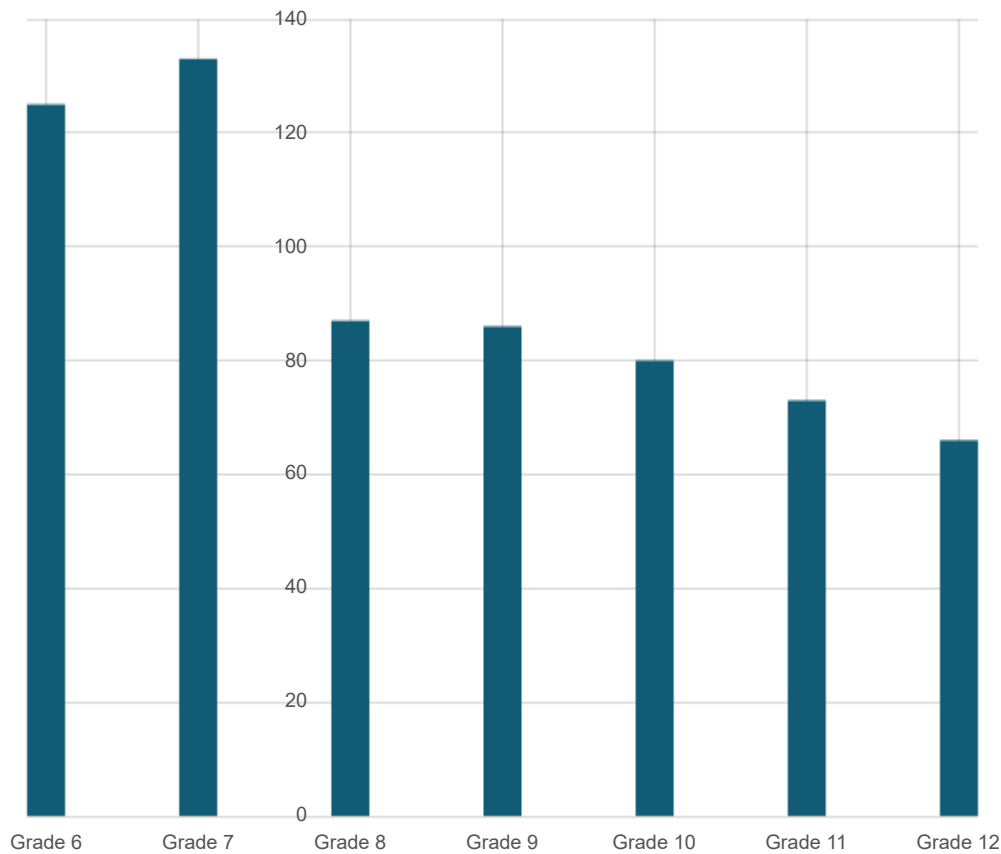
I n n o v a t i o n Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, afterschool 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.

*Last updated: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	125	133	87	86	80	73	66	650



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	0.50 %	%	3.20 %	1.40 %	89.50 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	90.50 %	19.20 %	14.00 %	%	

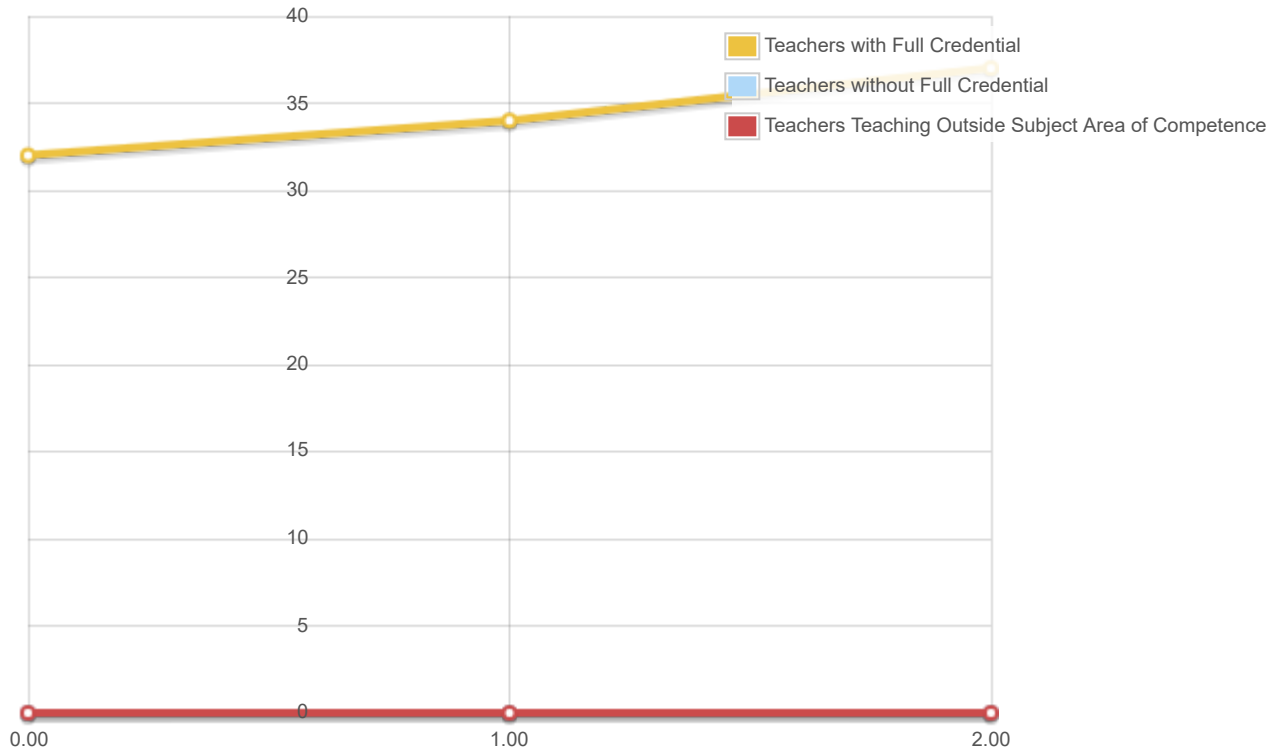
### State Priority: Basic

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	32	34	37	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

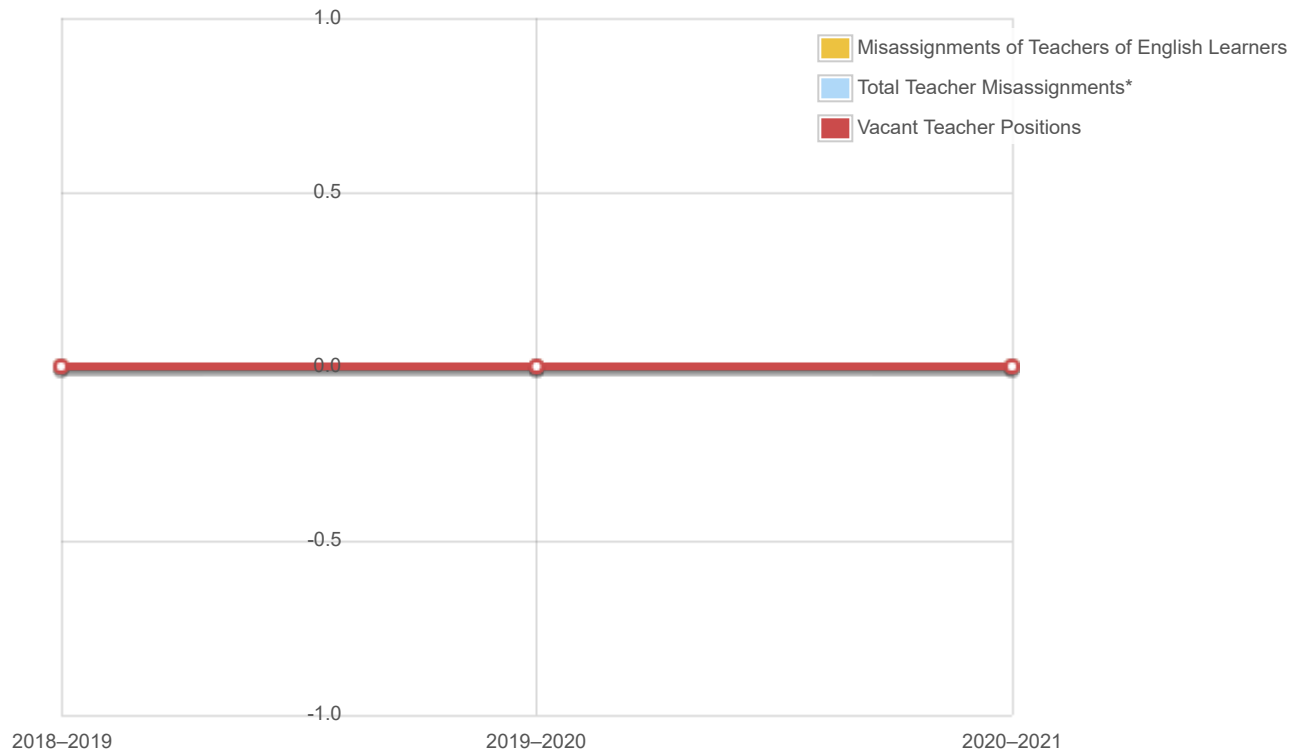


Last updated: 1/13/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
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: 1/13/2021*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

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		Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/13/2021*

### 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: 1/13/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2021

Overall Rating	Exemplary
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*Last updated: 1/13/2021*

**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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	30.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021*

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

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)	31	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	94.20%

*Last updated: 1/13/2021*

### 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

### 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 2020–2021)

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 neighbors 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. This 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 and or during the weekdays.

Last updated: 1/13/2021

## State Priority: Pupil Engagement

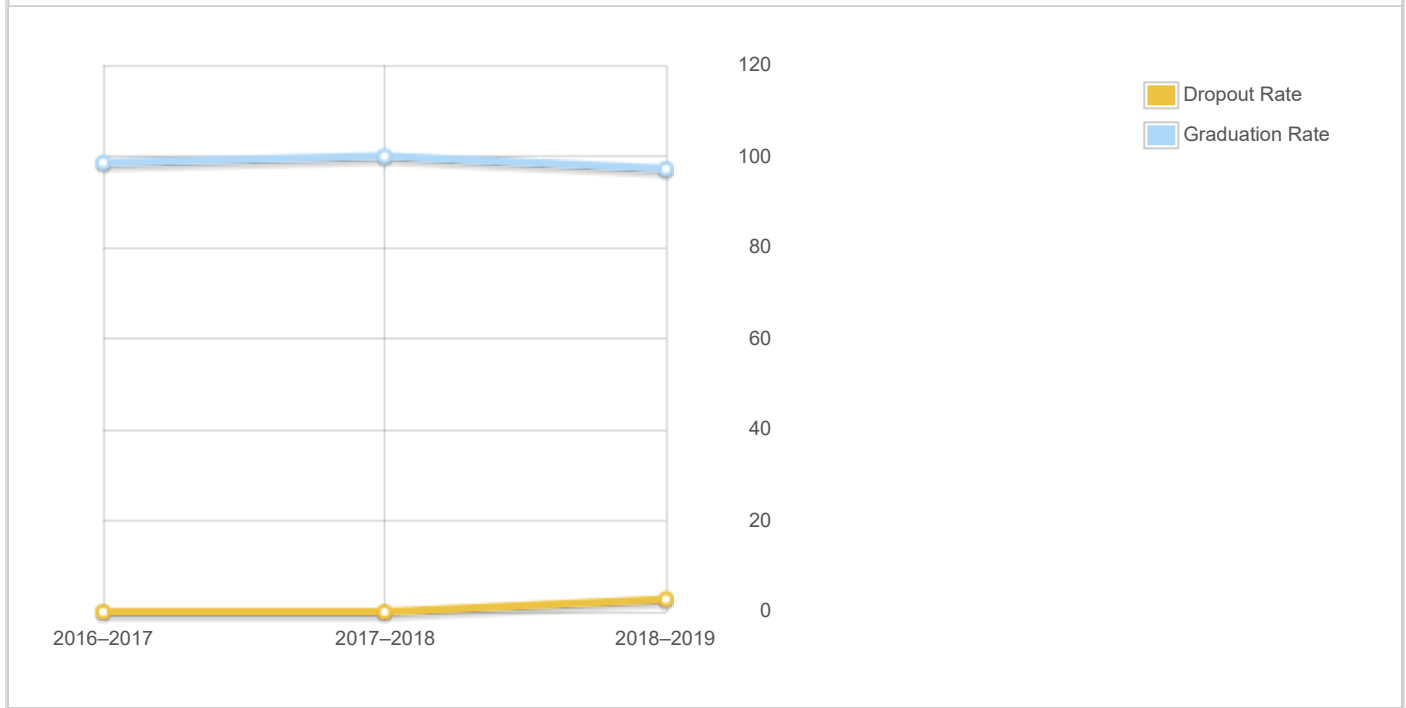
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	0.00%	2.80%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	98.60%	100.00%	97.20%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



Last updated: 1/13/2021

## 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**

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	2.30%	0.00%
<b>District 2017–2018</b>	9.60%	0.00%
<b>District 2018–2019</b>	11.50%	0.10%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State 2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	1.23%	0.00%
<b>District 2019–2020</b>	--	--
<b>District 2019–2020</b>	--	--

**State 2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

**School Safety Plan (School Year 2020–2021)**

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 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 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: 1/13/2021

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 (2017–2018)**

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

**Number of Classes \* 33+** \* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							27.00	
Number of Classes * 1-20							31	
Number of Classes * 21-32							3	

**Number of Classes \* 33+** \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							26.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							30	
							3	

Number of Classes \*  
33+

\* 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: 1/13/2021

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

Number of Classes \*  
33+

\* 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 2018–2019)

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

Number of Classes \*  
33+

\* 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 2019–2020)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	22.00	26.00	25.00
<b>Number of Classes * 1-22</b>	9	10	3	3
<b>Number of Classes * 23-32</b>	16	14	16	15
<b>Number of Classes * 33+</b>	1	2		

**Number of Classes \*  
33+**

\* 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: 1/13/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	325

\*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: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	2.00
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

**Number of FTE\* Assigned to School**

Other 1.20

\*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: 1/13/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14274.00	\$4401.25	\$9872.78	\$67860.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/13/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-1’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-1 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-

rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/13/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 44.90%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	2
Science	2
Social Science	3
Total AP Courses Offered*	14

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

*Last updated: 1/13/2021*

## Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 2

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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](http://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](mailto: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](mailto:dgarner@magnoliapublicschools.org)



## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles County Office of Education

**Phone Number** (562) 922-6111

**Superintendent** Debra Duardo

**Email Address** [duardo\\_debra@lacoed.edu](mailto:duardo_debra@lacoed.edu)

**Website** <http://www.lacoed.edu>

#### School Contact Information (School Year 2020–2021)

**School Name** Magnolia Science Academy 2

**Street** 17125 Victory Blvd.

**City, State, Zip** Van Nuys, Ca, 91406-5455

**Phone Number** 818-758-0300

**Principal** David Garner, Principal

**Email Address** [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

**Website** <http://msa2.magnoliapublicschools.org>

**County-District-School  
(CDS) Code** 19101990115212

## School Description and Mission Statement (School Year 2020–2021)

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2007, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 currently has 466 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. 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. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

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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 2019–20 school year. School finances and school completion data are reported for the 2019-20 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2019–20 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: [dgarner@magnoliapublicschools.org](mailto:dgarner@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.

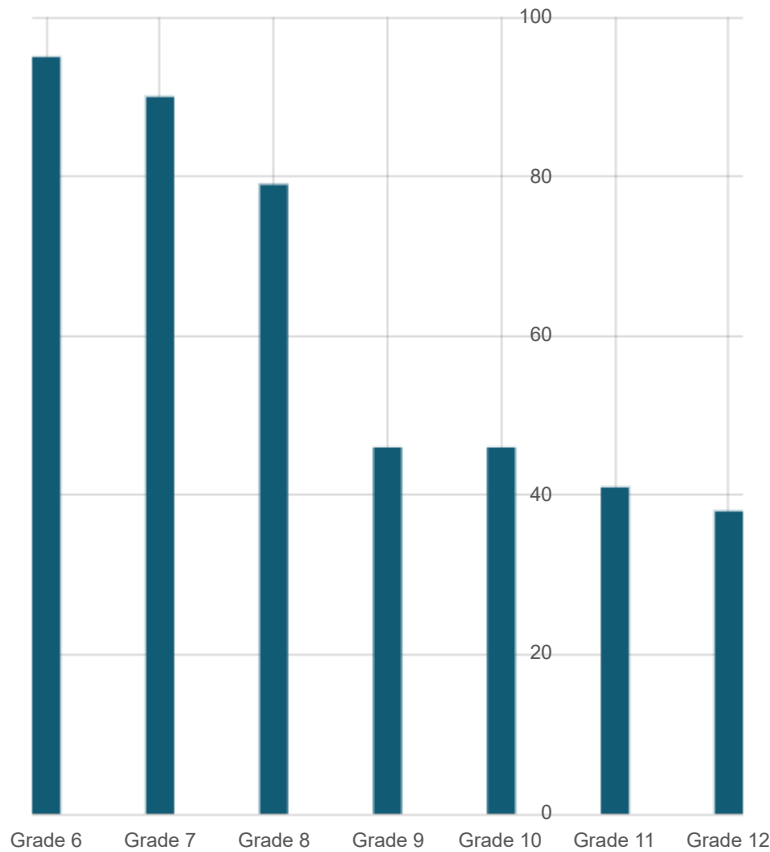
**EXCELLENCE**

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: 1/14/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	95	90	79	46	46	41	38	435



Last updated: 1/14/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	2.30 %	%	3.91 %	2.30 %	86.44 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	91.95 %	13.10 %	14.48 %	%	
◀ ▶					

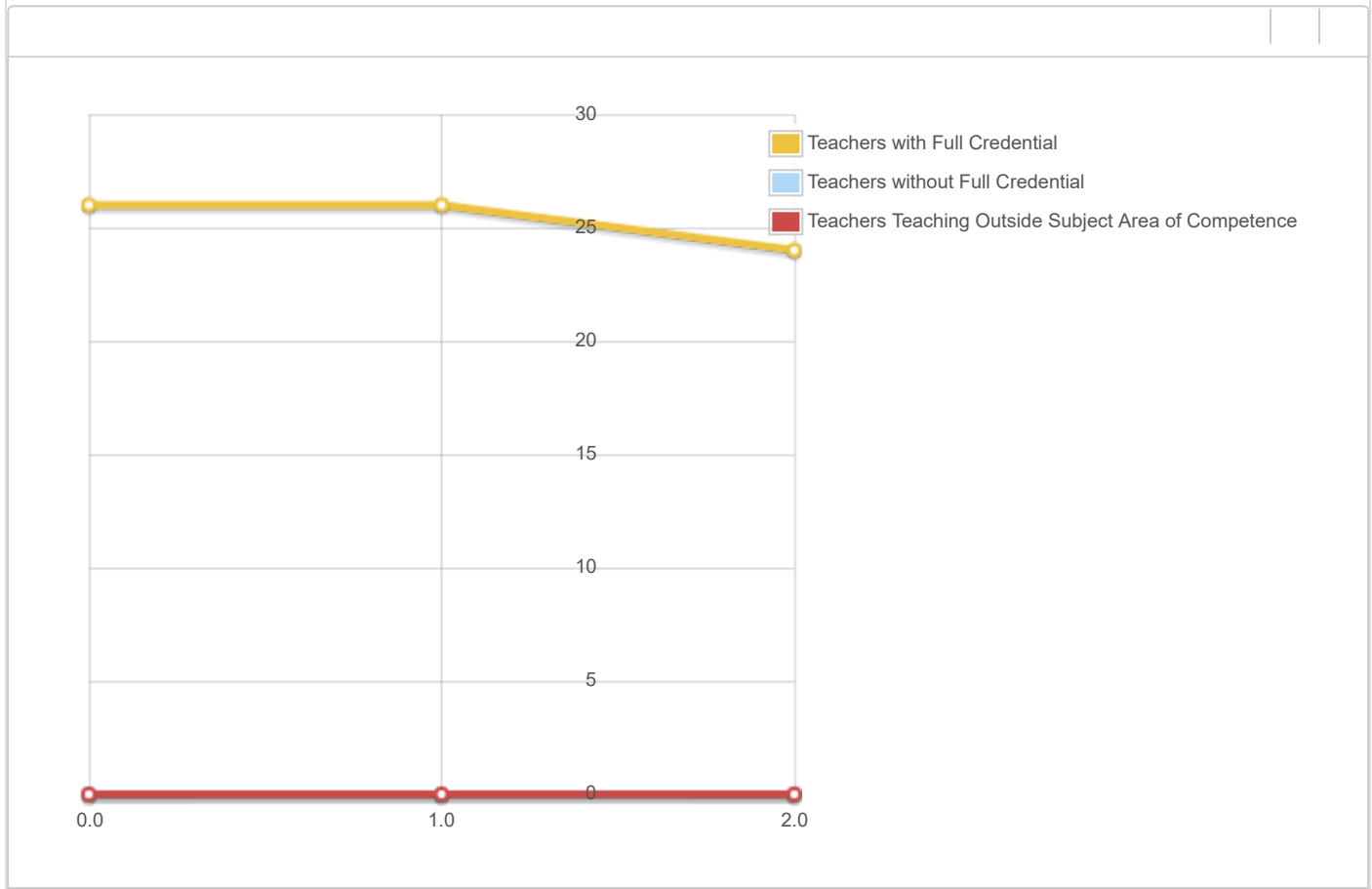
**State Priority: Basic**

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

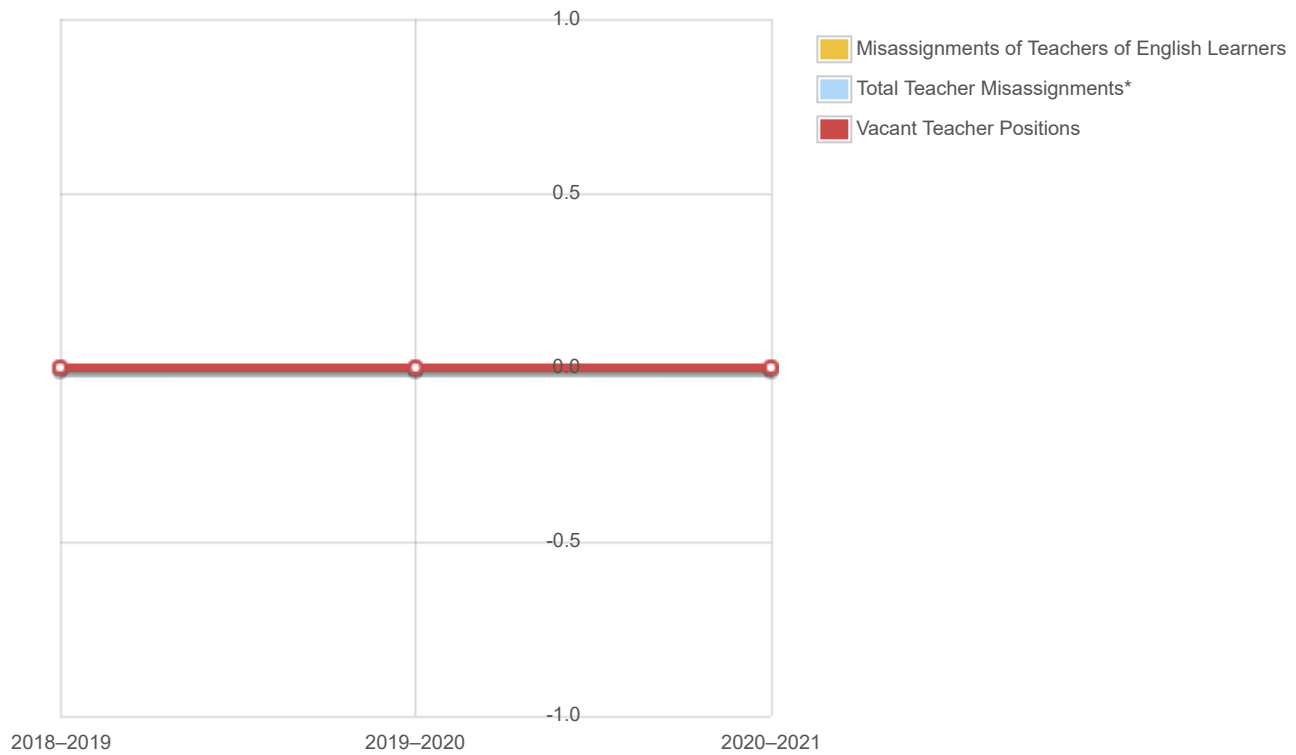
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	26	26	24	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/14/2021*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: January 2021

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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 1/14/2021*

### 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: 1/14/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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*Last updated: 1/14/2021*

## 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	28.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/14/2021*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	21	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

## Career Technical Education (CTE) Programs (School Year 2019–2020)

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
  
- REC Foundation Aerial Drones

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

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: 1/14/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	194
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: 1/14/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	92.10%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	85.37%

## State Priority: Other Pupil Outcomes

*Last updated: 1/14/2021*

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/14/2021*

## 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 2020–2021)

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."

In order to ensure effective parental involvement and support a partnership among the school, parents and the community to improve student academic achievement, MSA-2 provides the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The school will encourage parents to serve on its board of directors;
- The school will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The school will encourage parents to serve on its board committees.
- The school will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the school at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The school will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

In an effort to foster parental involvement, the school will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers utilize Google



Classroom 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 homework 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, and are provided a Chromebook from the school during Distance Learning. Classes are held at the school as well as remotely via Zoom during distance learning 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.

- The school will provide parents with access to literacy programs that bond families around reading and using the public library.
- The school will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The school will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of school 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.

The school annually educates teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training takes place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the school, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the school uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The school teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and

social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- Grade Level Coordinators have been established where school staff call all parents of participating students to solicit feedback and ideas for building ties between parents and the school, how to best communicate with parents and how to work with parents as equal partners.

- A survey is sent home to parents of participating students that solicits information on what skills each parent has to offer the school and what types of parental involvement programs in which parents would most likely participate.

The school involves parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the school arranges school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the school.

The school adopts and implements model approaches to improving parental involvement. The school has developed appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, SARC etc.).

Information/input sessions include Parent Advisory Committee (PAC) meetings, Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our PAC for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP, SPSA and SARC. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

In order to engage parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan, the School engages parents of participating students as follows:

- The School conducts at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings are held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights are contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School publishes a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School holds an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan and recommend any changes.
- At least one of parents of participating children is invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School schedules regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School responds to such suggestions within 48 hours.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the authorizers/CDE.

#### School Site Council (SSC):

- If a SPSA is required, the School creates a School Site Council (SSC) where it plans, reviews, and improves Title I, Part A programs, the parent and family engagement policy, and if applicable, the schoolwide program plan. The SSC meets at the School and is composed of 10 members, selected by their peers.

The SSC is constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) parents or other community members selected by parents and pupils. Classroom teachers comprise the majority of persons represented under category (a). (Education Code Section 65000)

Additionally, the SSC is involved in decisions regarding how funds reserved for parent engagement activities are allotted for those activities.

#### Parent Advisory Committee (PAC):

- If a SPSA is not required, and the LCAP can serve as the SPSA, MPS chooses to utilize the LCAP to serve as the SPSA. MPS will utilize our Parent Advisory Committee (PAC) in developing the LCAP. In this case, PAC will meet the stakeholder engagement requirements.
- PAC will plan, review, and improve the LCAP as well as plan, review, and improve Title I, Part A programs and align them to the LCAP. PAC will also be the main committee reviewing the parent and family engagement policy, and if applicable, other school program plans. School leadership will work closely with PAC to ensure parents are engaged in the school improvement process.
- Parent Advisory Committee - as used in California Education Code (EC) sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in EC Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

#### English Learner Parent Advisory Committee (ELPAC):

- English Learner Parent Advisory Committee - as used in EC sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in EC Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

#### Consulting with Pupils:

- Consult with Pupils - as used in EC sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- The School annually conducts student, parent, and staff surveys to improve our stakeholders' school experience and to consult with them. Conducting such stakeholder surveys is an essential part of the School's LCAP development process.

The school implements an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State

academic content standards expected of all student. To accomplish this goal, the school does the following:

- The school holds regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school does the following:

- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers are encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented school goals and priorities, reflection, and improvement. All our stakeholder groups (parents/Parent Advisory Committee (PAC), students, staff, School Site Council (SSC), ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students. Particularly for the LCAP/SPSA, the school consulted with the PAC, SSC, and ELAC for planning, review, and update of the programs in the LCAP/SPSA. These committees reviewed input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflected on our existing LCAP/SPSA actions/services and measurable outcomes, continued or modified them for improvement, and we also planned for new actions and services as the needs arose. The following are the dates of such meetings:

## Parent Involvement 2020-2021 Academic Year

## July:

7/30 Town Hall Meeting (English)

7/30 Town Hall Meeting (Spanish)

## August :

8/14 Orientation (English)

8/14 Orientation (Spanish)

8/14 Textbook Pickup

8/17 Textbook Pickup

8/21 Coffee with the Principal - Distance Learning Family Support

8/28 Coffee with the Principal - Grade Level Coordinators Presentation

## September:

9/4 Coffee with the Principal - Student Engagement, Illuminate, Grades, Parent Square, & Handbook

9/9 Back to School Night

9/11 Coffee with the Principal - Progress Reports, Dean of Students Support, Technology & Food Services, Mental Health Support, Saturday School

9/14 - 9/21 Social Emotional Learning - Stakeholder Survey

9/18 Coffee with the Principal - PE & Health Support During Distance Learning (PE Teacher)

9/25 ELAC Meeting

9/30 September Mustang Flash Newsletter

## October:

10/2 ELAC Meeting

10/6 Parent Teacher Conferences

10/7 Parent Teacher Conferences

10/8 Parent Teacher Conferences

10/8 Financial Aid Information Session with Pierce College for High School Students & Families

10/9 Coffee with the Principal - Learning Continuity and Attendance Plan

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10/10 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Computer

10/17 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to the Parent Portal & Google Classroom

10/23 School Site Council Meeting

10/23 Title I Meeting

10/24 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Docs

10/24 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund

10/30 - Coffee with the Principal - College Counselor Presentation

10/31 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Slides

10/31 October Mustang Flash Newsletter

November:

- 11/6 Coffee with the Principal - Social Emotional Student Supports, Academic Interventions
- 11/6 Advanced Placement High School Student and Parent Information Night
- 11/7 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
- 11/7 Parent Education Bridge for Student Achievement Foundation: Parent University - Introduction to Google Drive - How to be More Organized
- 11/13 Coffee with the Principal - Assistant Principal & Dean of Academic Presentation - Academic Supports
- 11/14 Parent Education Bridge for Student Achievement Foundation: Parent University - Tools to Help Students Get Organized
- 11/20 Thanksgiving PBIS Assembly
- 11/20 Coffee with the Principal - Thanksgiving Break Academic Camp Presentation, Illuminate & Google Classroom Grade Verification
- 11/21 Parent Education Bridge for Student Achievement Foundation: Parent University - Discovering Your Child's Learning Style
- 11/21 Bilingual College Camp 6-12th grade students and parents with Hispanic Scholarship Fund
- 11/25 College Counselor Q&A

December:

- 12/1 - 12/7 Mental Health and Wellness Stakeholder Survey - Parent/Caregiver & Students
- 12/1 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
- 12/2 Attendance / Truancy Parent Intervention Meetings with Grade Level Coordinators
- 12/4 School Site Council Meeting
- 12/4 ELAC Meeting
- 12/5 Parent Education Bridge for Student Achievement Foundation: Parent University - Motivation for Academic Success
- 12/12 Parent Education Bridge for Student Achievement Foundation: Parent University - Review and Parent Graduation

*Last updated: 1/14/2021*

### State Priority: Pupil Engagement

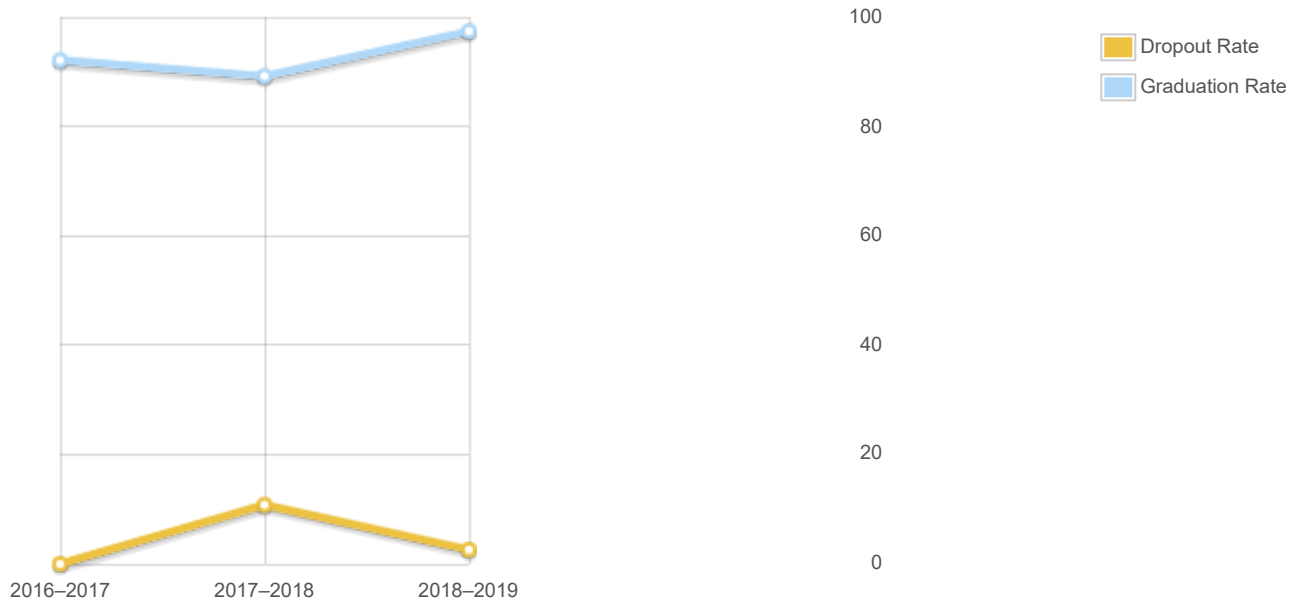
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	10.80%	2.60%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	92.10%	89.20%	97.40%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



*Last updated: 1/14/2021*

### 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

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
0.40%	0.40%
0.00%	0.00%
9.60%	0.00%
11.50%	0.10%
3.50%	0.10%
3.50%	0.10%

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)



Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.20%	0.00%
<b>District 2019–2020</b>	--	--

**District**      **State**  
2017–2018    2019–2020

**District**  
2018–2019

**State**  
2017–2018

**State**  
2018–2019

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/14/2021*

### **School Safety Plan (School Year 2020–2021)**

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following 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.

On October 23, 2020, MSA2's School Site Council voted to approve the School Safety Plan.

*Last updated: 1/14/2021*

**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 (2017–2018)**

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

**Number of Classes \*  
33+**

\* 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 (2018–2019)**

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

**Number of Classes \* 33+** \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							34.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32							15	
							9	

**Number of Classes \* 33+**

\* 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: 1/14/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

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

**Number of Classes \* 33+**

\* 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 2018–2019)**

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

**Number of Classes \*  
33+** \* 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 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	23.00	25.00	27.00
<b>Number of Classes * 1-22</b>	9	11	4	2
<b>Number of Classes * 23-32</b>	10	6	7	8
	1	2	1	1

**Number of Classes \*  
33+**

\* 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: 1/14/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	145

\*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: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	4.00
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)	3.00
Other	7.00

\*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: 1/14/2021*

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12380.09	\$2327.60	\$10052.50	\$64440.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	29.70%	--

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

*Last updated: 1/15/2021*

### **Types of Services Funded (Fiscal Year 2019–2020)**

MSA-2's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-2 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

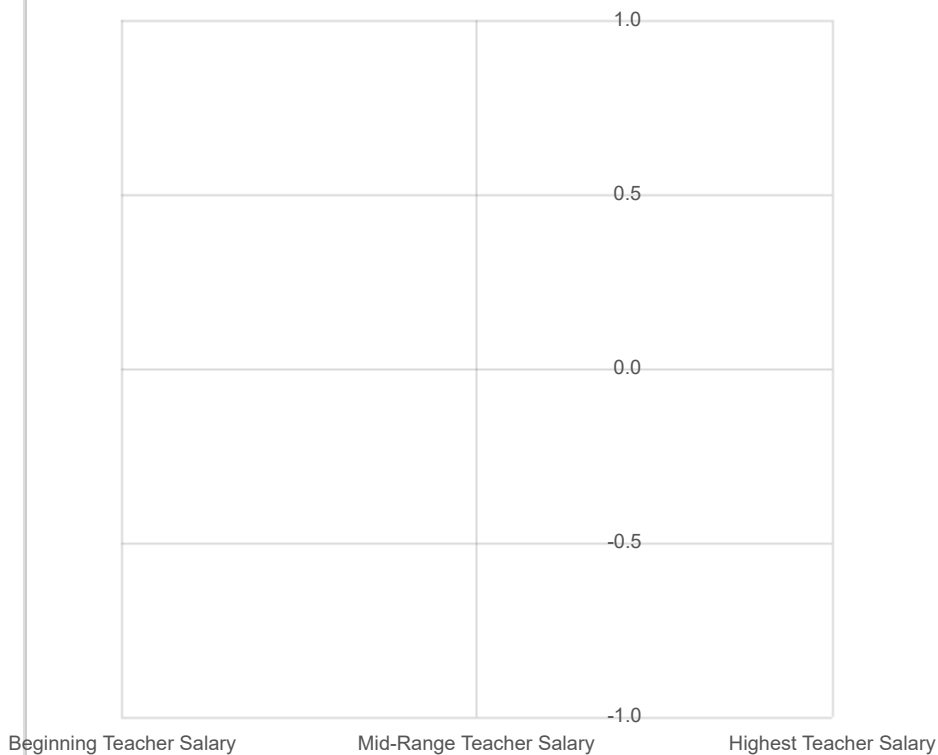
*Last updated: 1/15/2021*

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

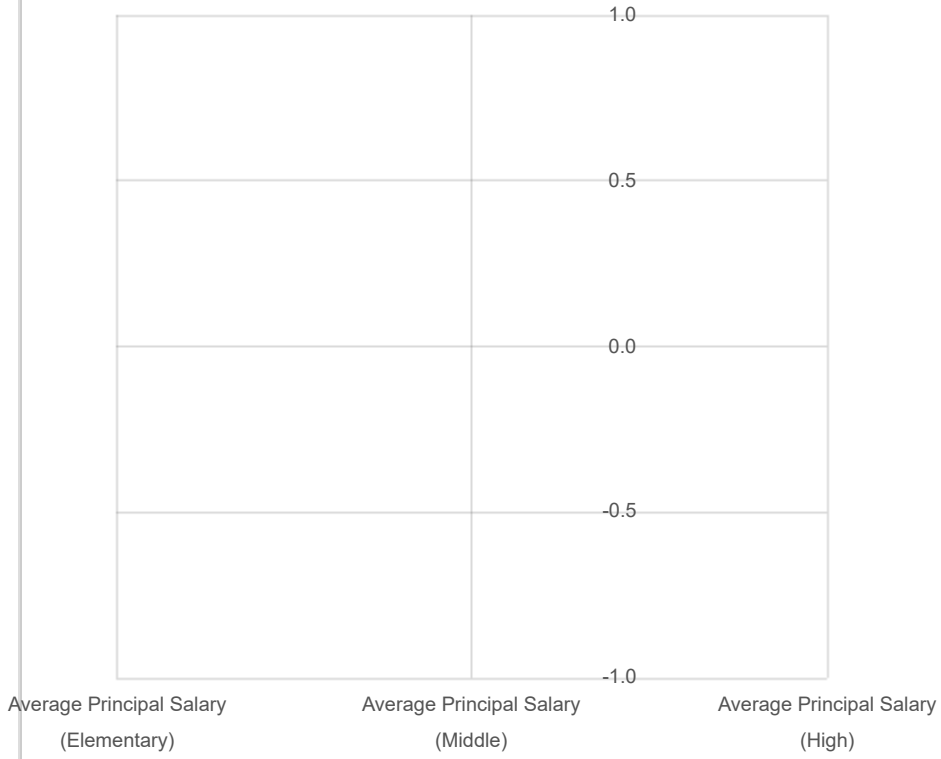
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
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: 1/15/2021*



## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 37.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered*	4

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

Last updated: 1/15/2021

## Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 3

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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/fq/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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Zekeriya Ocel, 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.

At MSA 3, Every day is a new day with helping our students realize their dreams through academic excellence, innovation, and connectedness.

Go Vipers!

Principal Zekeriya Ocel

### Principal's Comment

[Principal's Message](#)

### Contact

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

Phone: 310-637-3806

Email: [zocel@magnoliapublicschools.org](mailto:zocel@magnoliapublicschools.org)

### About This School

#### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Website</b>	<a href="http://www.lacoedu">http://www.lacoedu</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy 3
<b>Street</b>	1254 East Helmick St.
<b>City, State, Zip</b>	Carson, Ca, 90746-3164
<b>Phone Number</b>	310-637-3806
<b>Principal</b>	Zekeriya Ocel, Principal
<b>Email Address</b>	<a href="mailto:zocel@magnoliapublicschools.org">zocel@magnoliapublicschools.org</a>

**Website** <http://msa3.magnoliapublicschools.org>

**County-District-School (CDS) Code** 19101990115030

*Last updated: 1/13/2021*

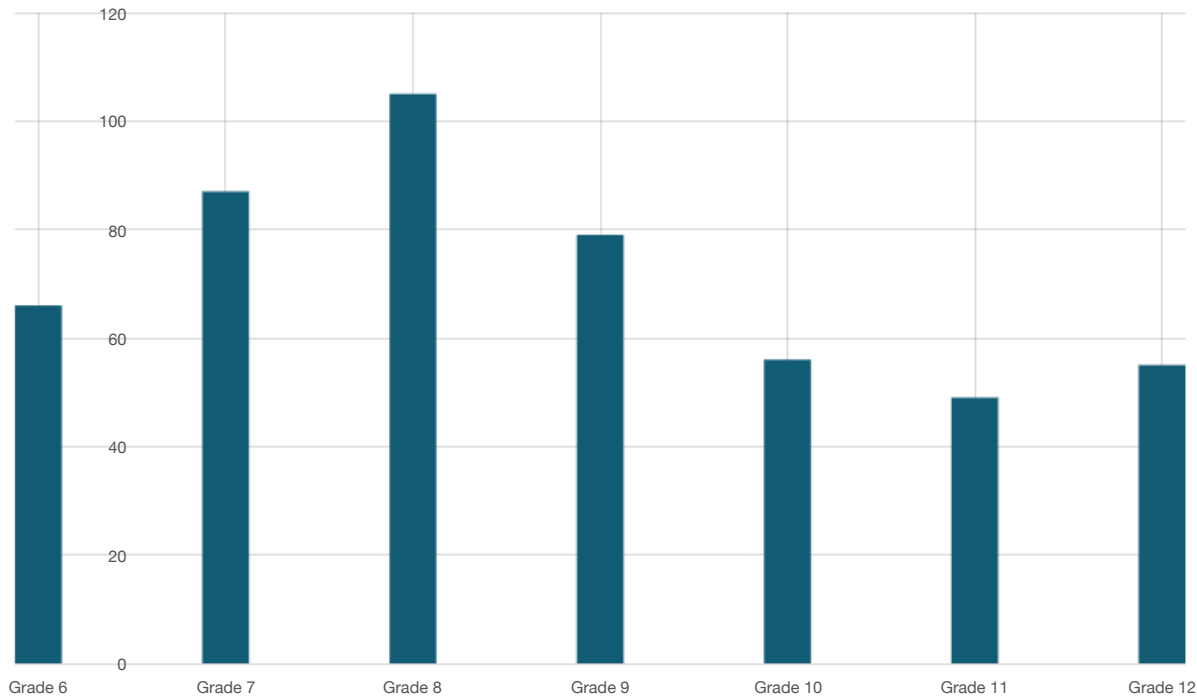
**School Description and Mission Statement (School Year 2020–2021)**

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. Magnolia Science Academy-3 (MSA-3) 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. MSA3 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 MSA3 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections. MSA3 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 settings 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.

*Last updated: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
<b>Number of Students</b>	66	87	105	79	56	49	55	497



Last updated: 1/13/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	41.90 %	%	0.80 %	0.20 %	54.30 %	0.20 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	75.30 %	6.00 %	7.60 %	0.60 %	2.20 %	

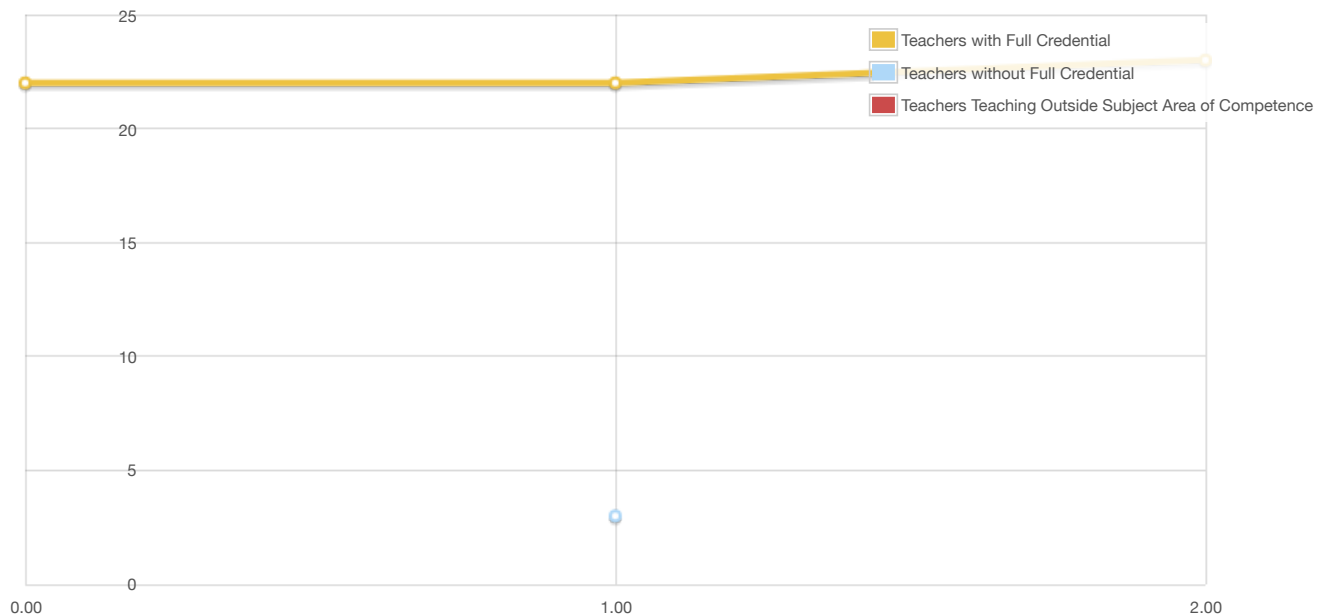
**State Priority: Basic**

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**

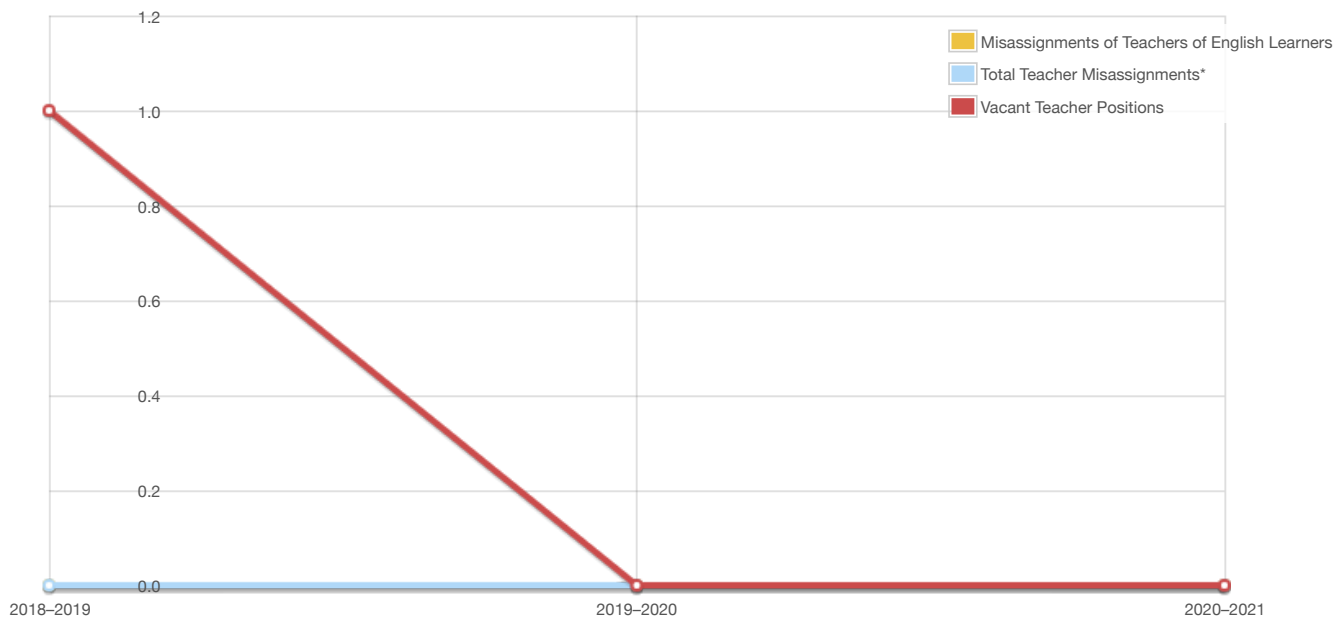
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	22	22	23	
Without Full Credential		3		
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/13/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected:

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	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  AP STATISTICS  ALEKs	Yes	0.00 %
Science	IScience 2012 Class Set  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	Yes	0.00 %
Foreign Language	TEMAS textbook	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Teacher prepared materials.  AP Studio Art College Board resources.	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: 1/13/2021

**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. We also utilize their four rooms in their main building, rooms 116, 120 and 218, 225 and additionally use their Weight

Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School. MSA-3 uses the janitorial services of LAUSD.

*Last updated: 1/13/2021*

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

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

**Overall Facility Rate**

Year and month of the most recent FIT report:

Overall Rating	Fair
----------------	------

*Last updated: 1/13/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
---------	---------------------	---------------------	-----------------------	-----------------------	--------------------	--------------------



<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	17.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	86.96%

*Last updated: 1/13/2021*

**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 2019–2020)**

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/13/2021*

**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 2020–2021)**

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 twice a semester 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 twice a semester 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. Zoom with admin (ZwA) program is a monthly 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.

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.

Our College Advisors provides ample opportunities for parent engagement by organizing workshops for students and their families. Home visits (currently via Zoom) 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.

*Last updated: 1/13/2021*

**State Priority: Pupil Engagement**

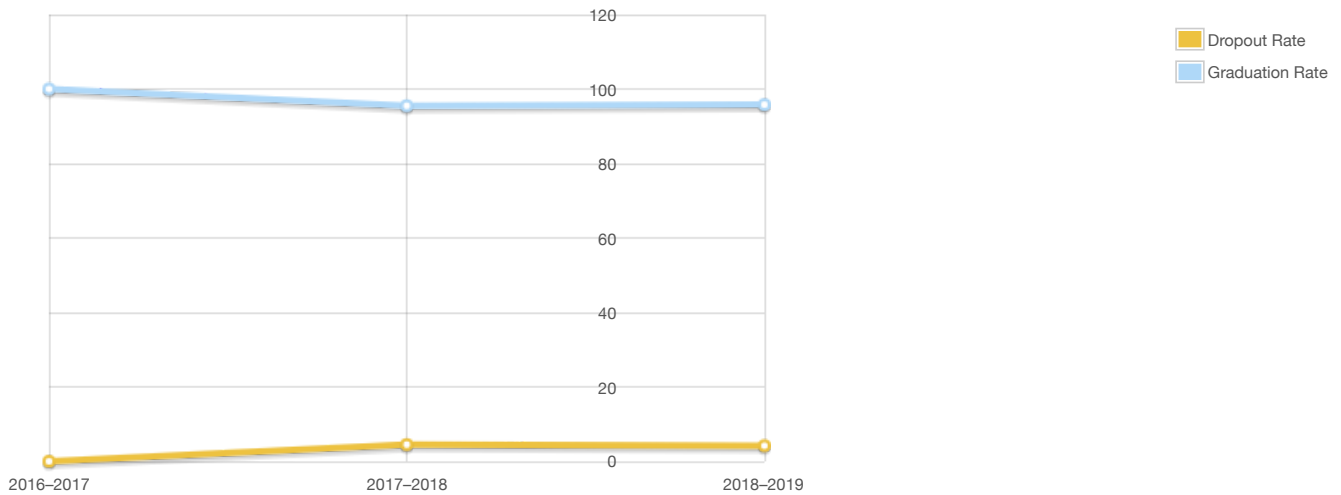
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	4.50%	4.20%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	95.50%	95.80%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



*Last updated: 1/13/2021*

**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**

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
4.20%	0.00%
1.30%	0.20%
9.60%	0.00%
11.50%	0.10%
3.50%	0.10%
3.50%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**

**Rate** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--

2017–2018	State
District 2018–2019	2019–2020
State 2017–2018	
State 2018–2019	

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/13/2021

**School Safety Plan (School Year 2020–2021)**

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. 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. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Last updated: 1/13/2021

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 (2017–2018)**

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

\* 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.

Number of Classes \* 33+

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

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

Number of Classes \* 33+ \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							23.00	
Number of Classes * 1-20							3	
Number of Classes * 21-32							16	
							1	

Number of Classes \* 33+

\* 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: 1/13/2021*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

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

Number of Classes \* 33+ \* 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 2018–2019)**

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

Number of Classes \* 33+ \* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	26.00	27.00	27.00	29.00
<b>Number of Classes * 1-22</b>	4	2	3	10
<b>Number of Classes * 23-32</b>	11	12	11	3
	3	2	2	

#### Number of Classes \* 33+

\* 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: 1/13/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	99.4

\*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: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.00
Social Worker	
Nurse	0.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
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: 1/13/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13495.98	\$2675.60	\$10820.38	\$70173.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/13/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

MSA-3's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-3 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

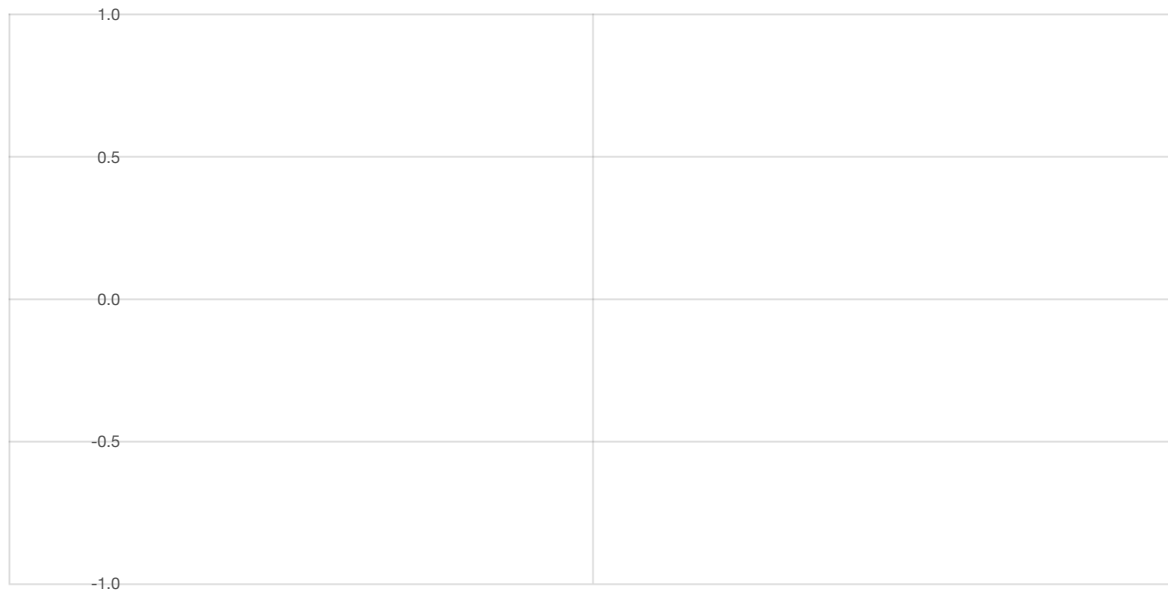
*Last updated: 1/13/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$50,029
Mid-Range Teacher Salary	--	\$77,680
Highest Teacher Salary	--	\$102,143
Average Principal Salary (Elementary)	--	\$128,526
Average Principal Salary (Middle)	--	\$133,574
Average Principal Salary (High)	--	\$147,006
Superintendent Salary	--	\$284,736
Percent of Budget for Teacher Salaries	--	33.00%
Percent of Budget for Administrative Salaries	--	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**



Beginning Teacher Salary

Mid-Range Teacher Salary

Highest Teacher Salary

**Principal Salary Chart**



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/13/2021*

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 60.70%

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	8

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

*Last updated: 1/13/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 4

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Musa Avsar, Principal

- Principal, Magnolia Science Academy 4

## About Our School

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.

## 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](mailto:mavsar@magnoliapublicschools.org)

## About This School

## Contact Information (School Year 2020–2021)

### District Contact Information (School Year 2020–2021)

**District Name**

Los Angeles Unified

<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

#### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Magnolia Science Academy 4
<b>Street</b>	11330 West Graham Pl., B-9
<b>City, State, Zip</b>	Los Angeles, Ca, 90064
<b>Phone Number</b>	310-473-2464
<b>Principal</b>	Musa Avsar, Principal
<b>Email Address</b>	<a href="mailto:mavsar@magnoliapublicschools.org">mavsar@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa4.magnoliapublicschools.org">http://msa4.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117622

*Last updated: 1/12/2021*

#### School Description and Mission Statement (School Year 2020–2021)

##### 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 settings 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**

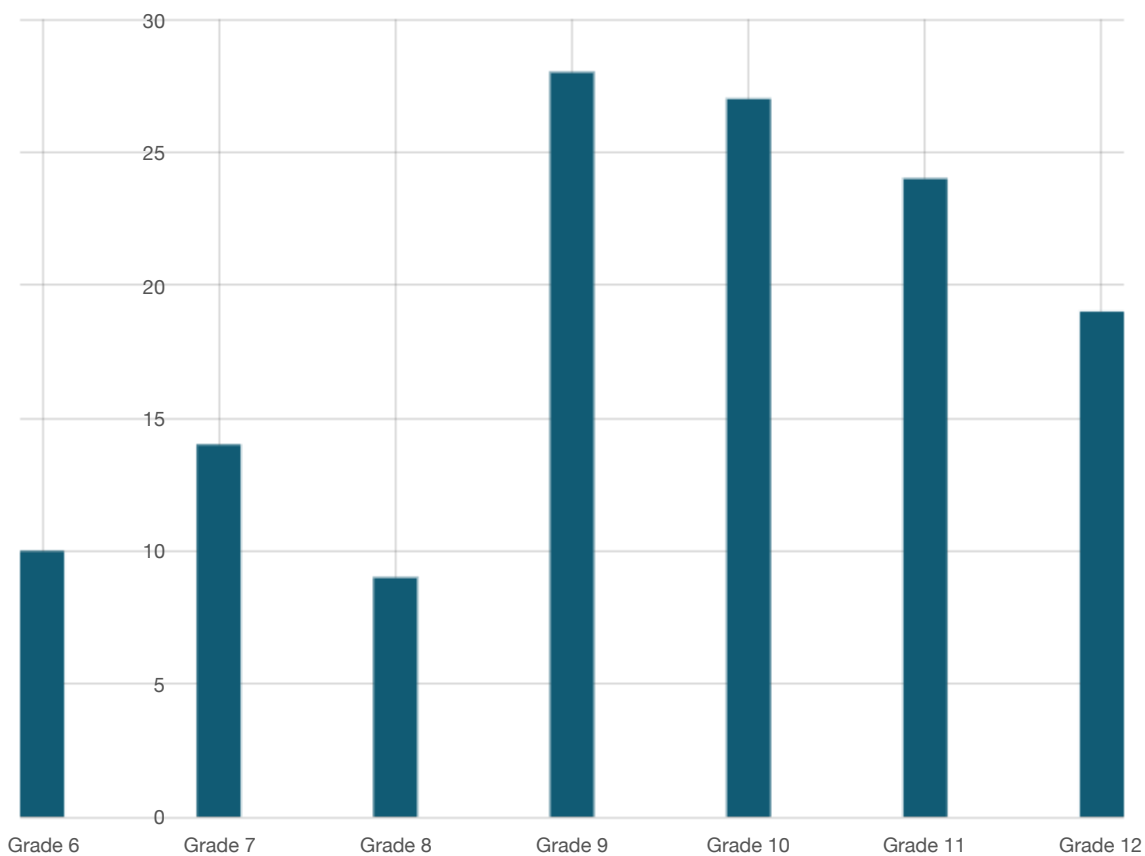
- Connections - relationships
- Innovation - creativity
- Academic Excellence-rigor

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: 1/12/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	10	14	9	28	27	24	19	131



### Student Enrollment by Student Group (School Year 2019–2020)

<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	17.60 %	%	0.80 %	%	80.20 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	87.00 %	9.90 %	25.20 %	%	

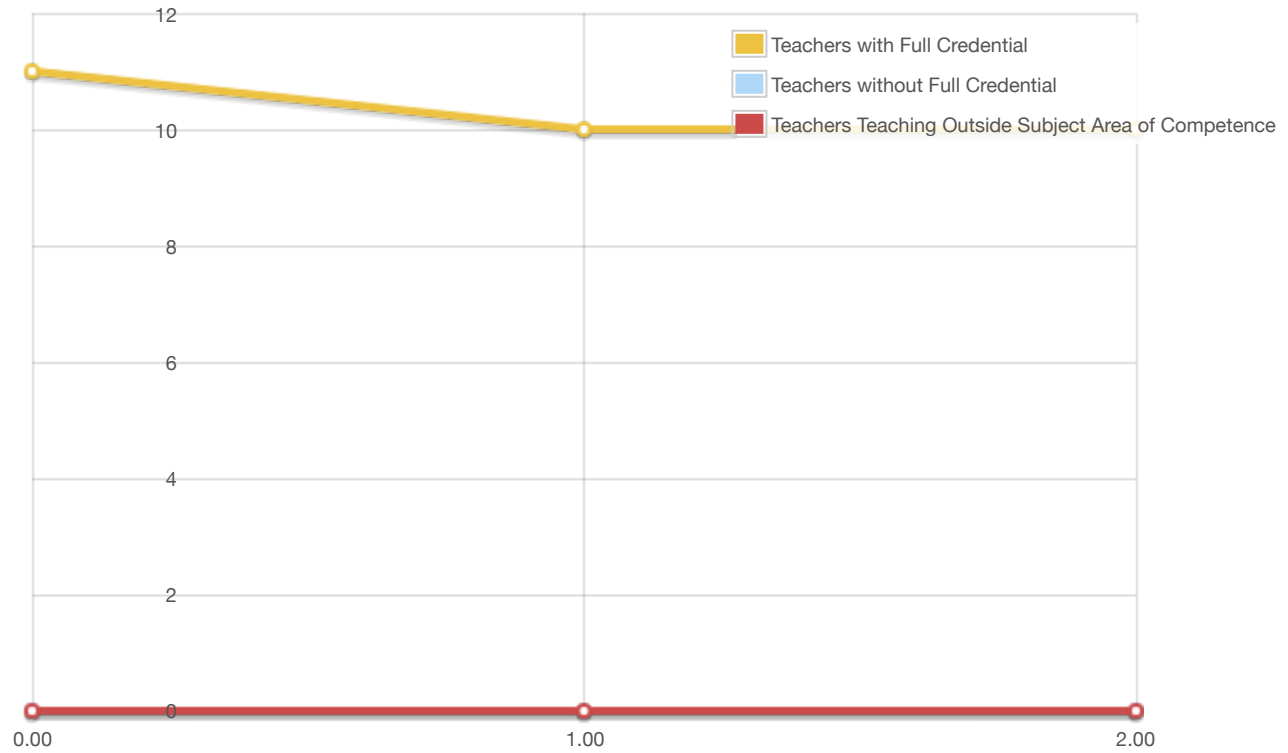
### State Priority: Basic

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

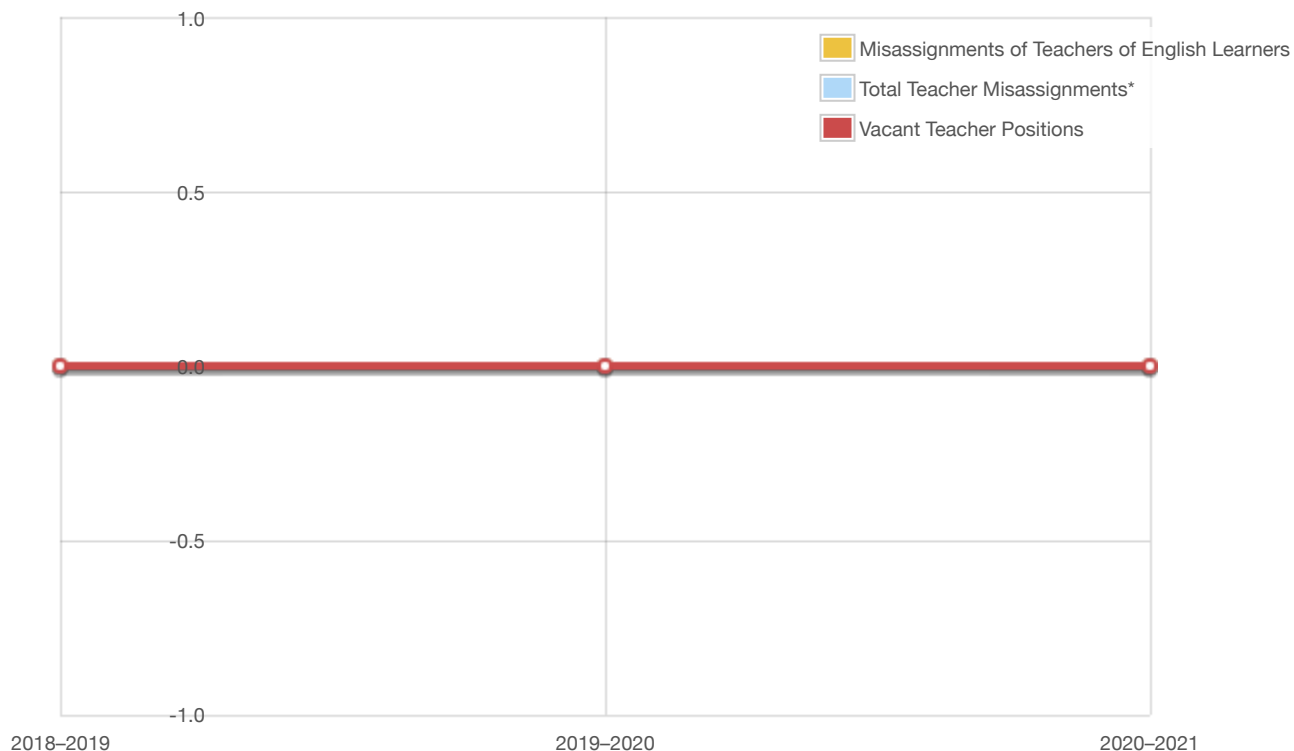
<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential	11	10	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/12/2021*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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 2021

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 ProgramEdge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, Nearpod, and Flocabulary	Yes	0.00 %
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, ALEKS, Nearpod, and Flocabulary	Yes	0.00 %
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science (9-12); Labster, Nearpod, and Flocabulary	Yes	0.00 %
History-Social Science	Discovering our Past, A History of the World, Student Learning Center 2014 (Mc Graw Hill Education)  Discovering Our Past, A History of the United States, Student Learning Center 2016 (Mc Graw Hill Education)  United States History & Geography: Growth and Conflict (Mc Graw Hill Education)  World History and Geography: Modern Times, Student Learning Center 2014 (Mc Graw Hill Education)  United States Government: Our Democracy, Student Learning Center 2016 (Mc Graw Hill Education)  Principles of Economics (Mc Graw Hill)  Nearpod  Flocabulary	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Asi se dice Level 1 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Asi se dice Level 2 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)  Realidades Level 1 and Level 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: 1/12/2021*

**School Facility Conditions and Planned Improvements**

Magnolia Science Academy 4 is co-located at 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: 1/12/2021*

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
----------------	------

*Last updated: 1/12/2021*

### 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020



<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	8.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/12/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	5	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/12/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/12/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	87.50%

*Last updated: 1/12/2021*

## 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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/12/2021*

## 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 2020–2021)

MSA-4 Parent Task Force (PTF) works to maintain a 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

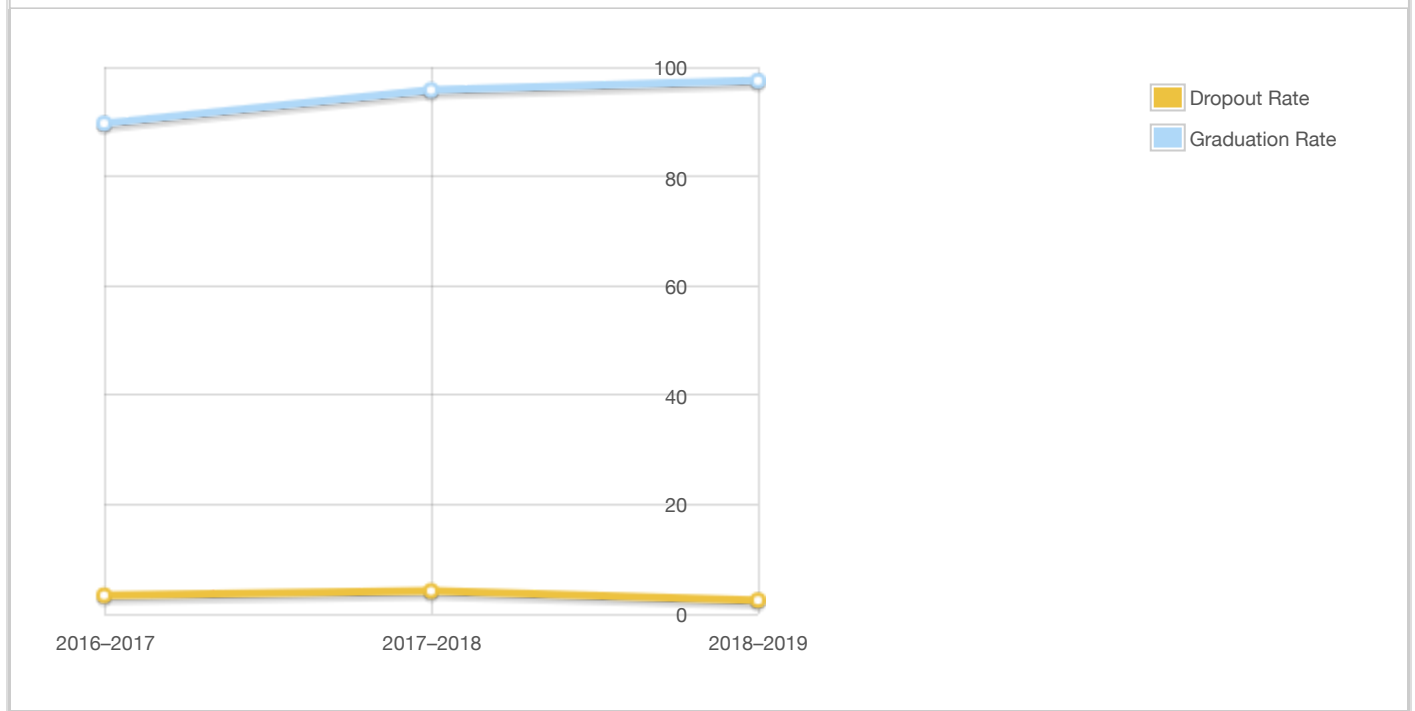
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	3.40%	4.20%	2.50%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	89.70%	95.80%	97.50%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

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



## 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****(data collected between July through June, each full school year respectively)**

<b>Rate</b>	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	7.50%	0.00%
<b>District 2017–2018</b>	0.80%	0.00%
<b>District 2018–2019</b>	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)  
2019–2020

<b>Rate</b>	Suspensions	Expulsions
<b>School 2019–2020</b>	1.50%	0.00%
<b>District 2019–2020</b>	--	--
	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/12/2021*

**School Safety Plan (School Year 2020–2021)**

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.



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 (2017–2018)**

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

\* 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 (2018–2019)**

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

\* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							11.00	
Number of Classes * 1-20							1	
Number of Classes * 21-32								
Number of Classes * 33+								

\* 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 2017–2018)**

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

**Number of Classes \*  
33+** \* 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 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	10.00	14.00	18.00	16.00
<b>Number of Classes * 1-22</b>	16	12	6	10
<b>Number of Classes * 23-32</b>	2	1	1	1

**Number of Classes \*  
33+** \* 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 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	16.00	15.80	17.80	16.33
<b>Number of Classes * 1-22</b>	5	5	4	4
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+**

\* 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: 1/12/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	131.00

\*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: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	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)	1.50
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.

*Last updated: 1/13/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13427.58	\$3686.60	\$9740.98	\$65136.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/12/2021*

### Types of Services Funded (Fiscal Year 2019–2020)

MSA-4's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-4 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

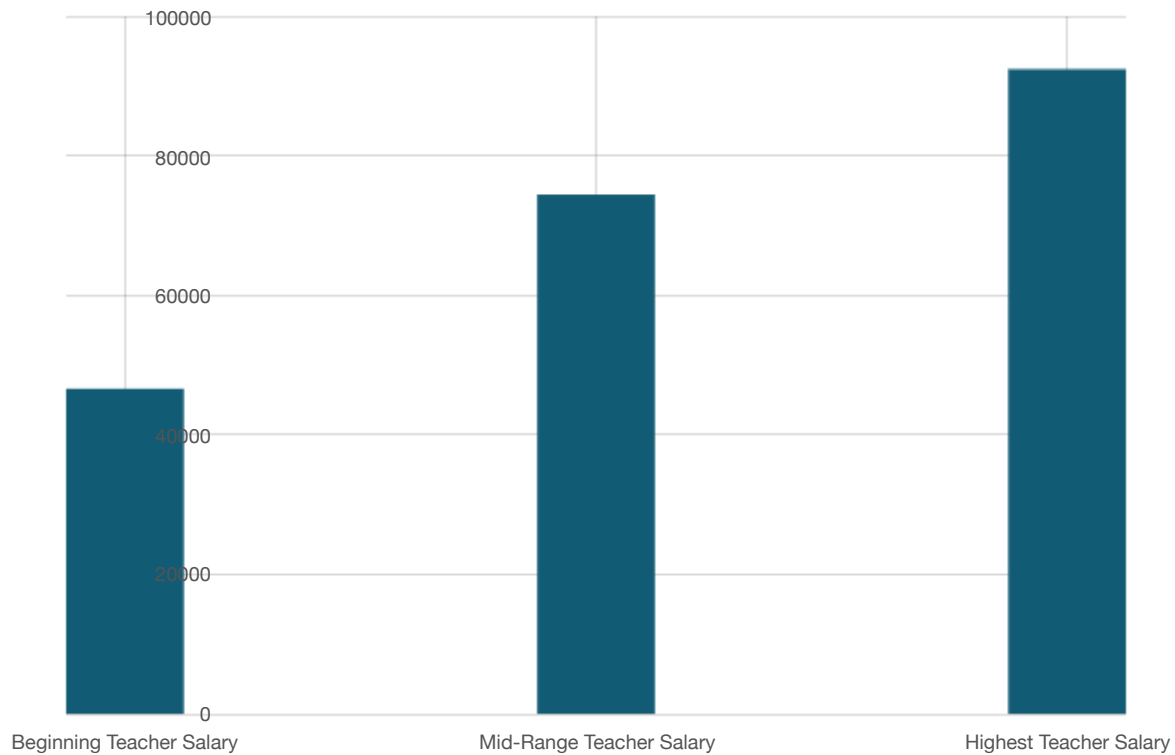
*Last updated: 1/12/2021*

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

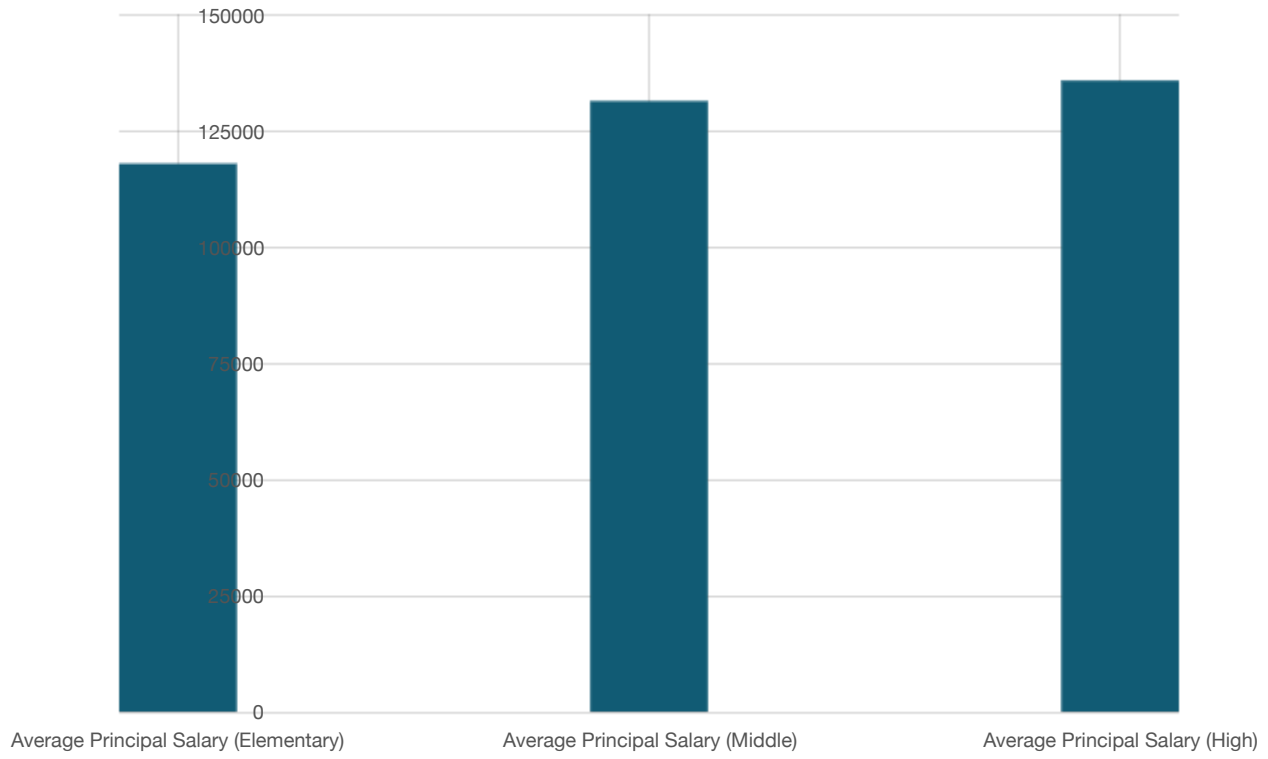
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
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: 1/13/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 27.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered*	4

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

Last updated: 1/13/2021

## Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	52	52	52

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

### School Accountability Report Card

### Reported Using Data from the 2019–2020 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Brad Plonka, Principal

- Principal, Magnolia Science Academy 5

#### About Our School

#### Contact

Magnolia Science Academy 5  
18230 Kittridge St.  
Reseda, CA 91335-6121

Phone: 818-705-5676

Email: [msa5@magnoliapublicschools.org](mailto:msa5@magnoliapublicschools.org)



## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoed.edu">duardo_debra@lacoed.edu</a>
<b>Website</b>	<a href="http://www.lacoed.edu">http://www.lacoed.edu</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy 5
<b>Street</b>	18230 Kittridge St.
<b>City, State, Zip</b>	Reseda, Ca, 91335-6121
<b>Phone Number</b>	818-705-5676
<b>Principal</b>	Brad Plonka, Principal
<b>Email Address</b>	<a href="mailto:msa5@magnoliapublicschools.org">msa5@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msa5.magnoliapublicschools.org/">http://msa5.magnoliapublicschools.org/</a>
<b>County-District-School (CDS) Code</b>	19101990137679

*Last updated: 12/18/2020*

### School Description and Mission Statement (School Year 2020–2021)

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 291 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. 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 various 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, interests, 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.

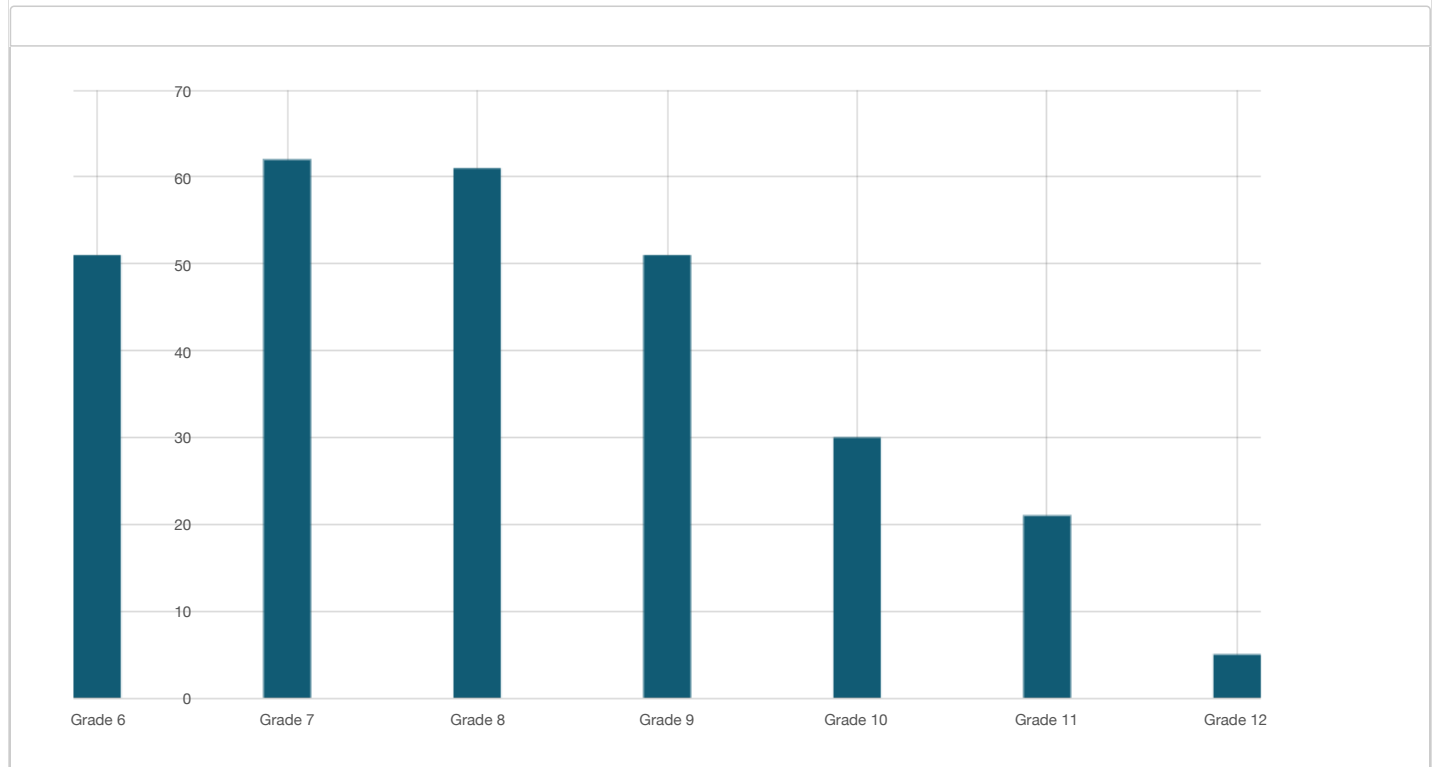
**EXCELLENCE**

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: 12/18/2020*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	51	62	61	51	30	21	5	281



*Last updated: 12/18/2020*

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	1.80 %	%	2.10 %	1.40 %	91.10 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	91.50 %	26.00 %	13.50 %	%	6.80 %

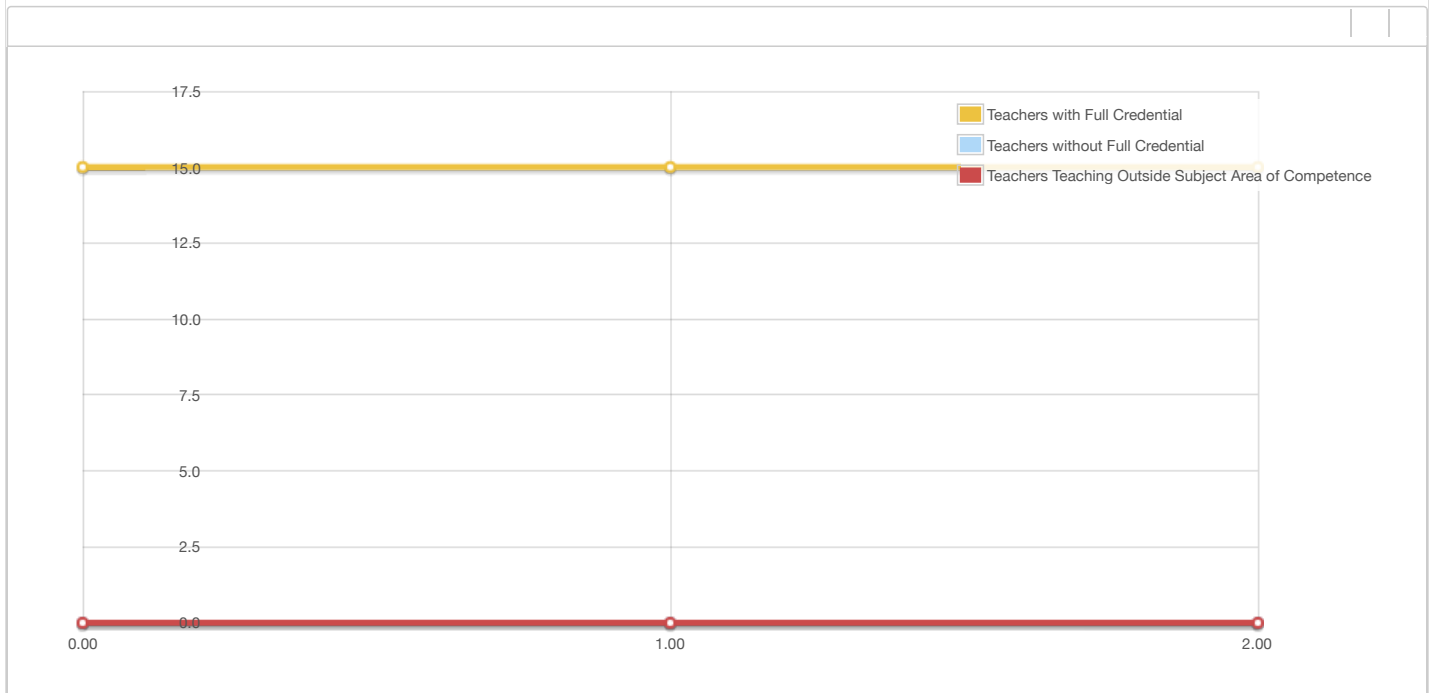
### State Priority: Basic

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

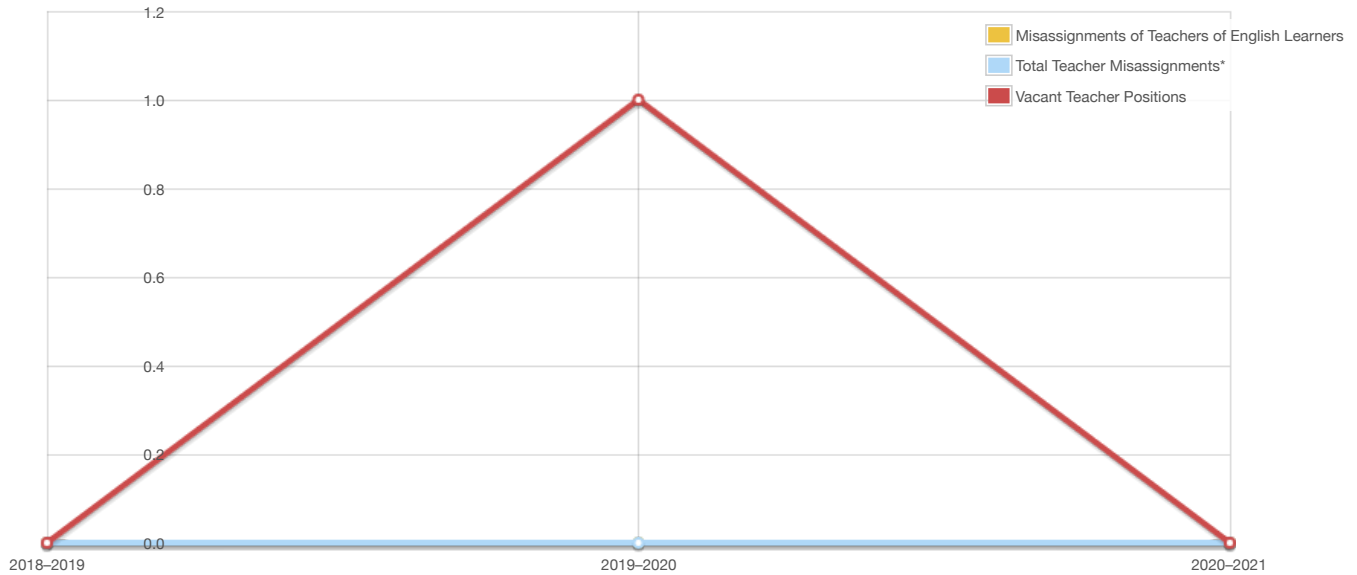
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	15	15	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/18/2020

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 12/18/2020

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

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

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 - Year: 2012 Glencoe/Mcgraw-Hill Math - Year:2015	Yes	0.00 %
Science	Glencoe Integrated Science 1,2, 3 - 2020 Glencoe Biology- 2017 Marine Science - 2019	Yes	0.00 %
History-Social Science	McGraw Hill CA Impact Series- 2019 Traditions and Encounters 2017	Yes	0.00 %
Foreign Language	Asi Se Dice Level 1 & 2 - 2016 Temas Vista Higher Learning - 2014	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: 1/12/2021

### 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: 1/6/2021

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020

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

## Overall Facility Rate

Year and month of the most recent FIT report: 2020

Overall Rating	Good
----------------	------

Last updated: 1/6/2021

## 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	46.5%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	38.67%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/6/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*



**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	12	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/6/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/6/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/6/2021

## 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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/6/2021

## 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 2020–2021)

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.

Last updated: 1/6/2021

## State Priority: Pupil Engagement

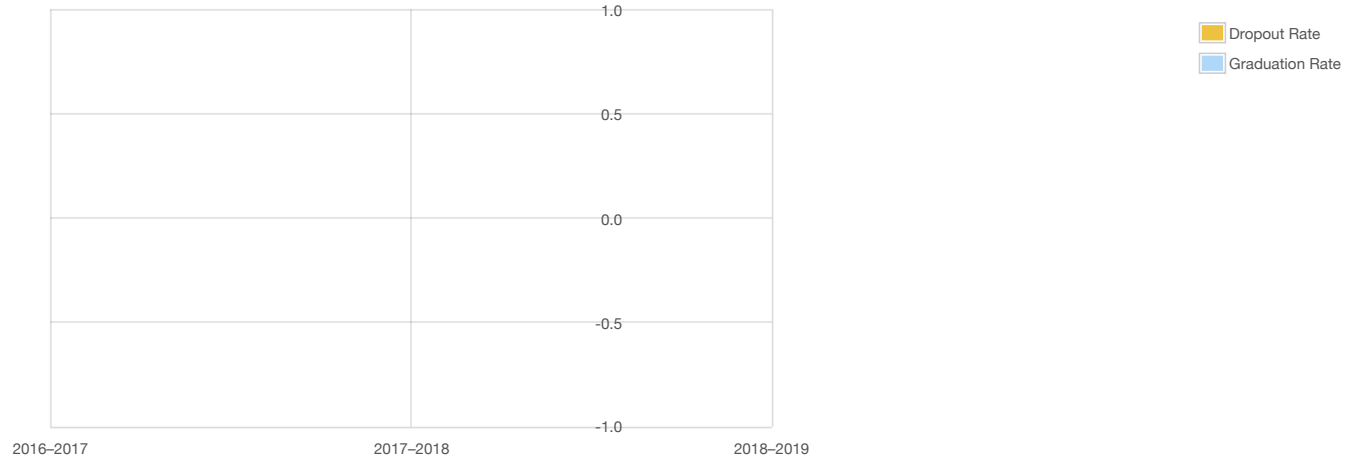
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



Last updated: 1/6/2021

### 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017-2018</b>	0.40%	0.00%
<b>School 2018-2019</b>	1.20%	0.39%
<b>District 2017-2018</b>	9.60%	0.00%
<b>District 2018-2019</b>	11.50%	0.10%
	3.50%	0.10%
	3.50%	0.10%

**State 2017-2018**  
**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019-2020</b>	0.00%	0.00%
<b>District 2019-2020</b>	--	--
	--	--

**State 2019-2020**

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/6/2021

### School Safety Plan (School Year 2020-2021)

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 weekly 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 their standards and expectations, 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 when 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: 1/6/2021

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

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

Number of Classes \*  
33+ \* 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 (2018–2019)**

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

Number of Classes \*  
33+ \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							20.00	
Number of Classes * 1-20							11	
Number of Classes * 21-32							10	
							1	

Number of Classes \*  
33+ \* 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: 1/6/2021

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

Number of Classes \*  
33+ \* 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 2018–2019)

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

Number of Classes \*  
33+ \* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	25.00	29.00	24.00
Number of Classes * 1-22	4	2	1	2
Number of Classes * 23-32	9	9	7	8
Number of Classes * 33+				

Number of Classes \*  
33+

\* 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: 1/6/2021

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	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.

Last updated: 1/11/2021

### Student Support Services Staff (School Year 2019–2020)

**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	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.50
Other	3.00

\*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: 1/6/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12685.38	\$2911.93	\$9773.45	\$67305.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/6/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-5's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-1 uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, fitness, and additional programs and activities that support a well-rounded education.
- Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/11/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 27.10%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	2

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

Last updated: 1/11/2021

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	48	48	49

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy 6

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## John Terzi, Principal

- 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](mailto:jterzi@magnoliapublicschools.org)

### About This School

#### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>
School Contact Information (School Year 2020–2021)	

<b>School Name</b>	Magnolia Science Academy 6
<b>Street</b>	3754 Dunn Dr.
<b>City, State, Zip</b>	Los Angeles, Ca, 90034-5805
<b>Phone Number</b>	310-842-8555
<b>Principal</b>	John Terzi, Principal
<b>Email Address</b>	<a href="mailto:jterzi@magnoliapublicschools.org">jterzi@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://www.msa6.magnoliapublicschools.org">www.msa6.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117648

*Last updated: 1/14/2021*

### School Description and Mission Statement (School Year 2020–2021)

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.

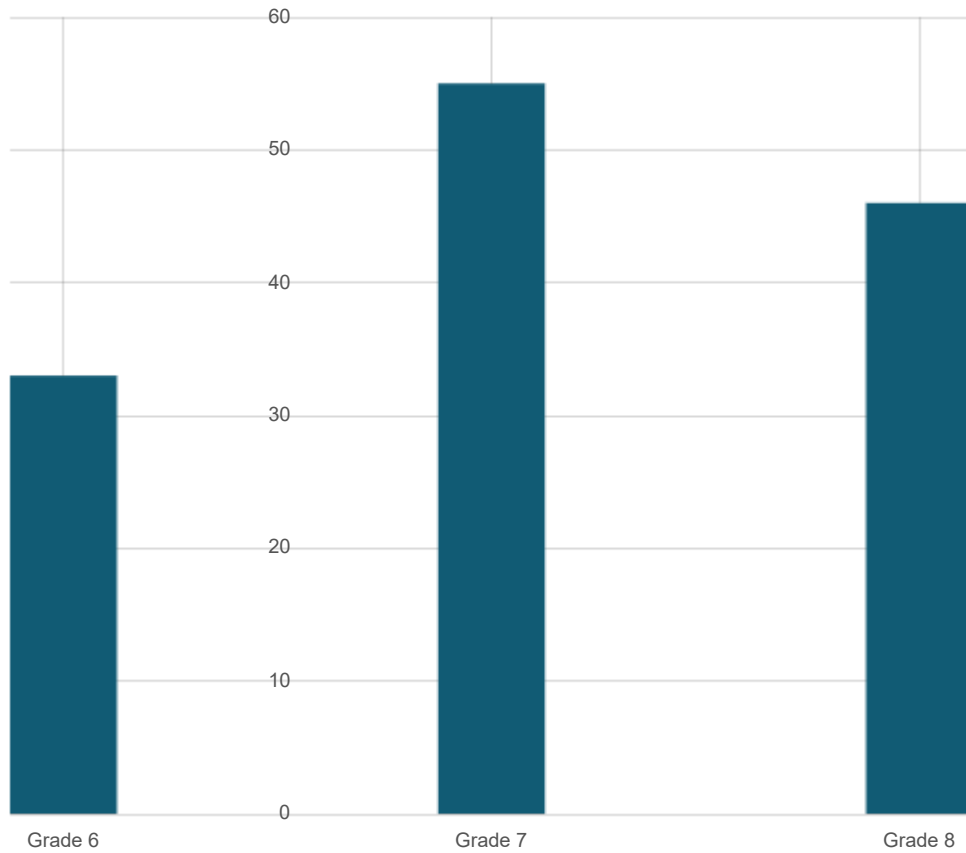
#### COMMUNITY FOCUSED CITIZENS who:

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: 1/14/2021*

### Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	33	55	46	134



Last updated: 1/14/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	6.70 %	%	2.20 %	%	87.30 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	87.30 %	24.60 %	20.90 %	%	

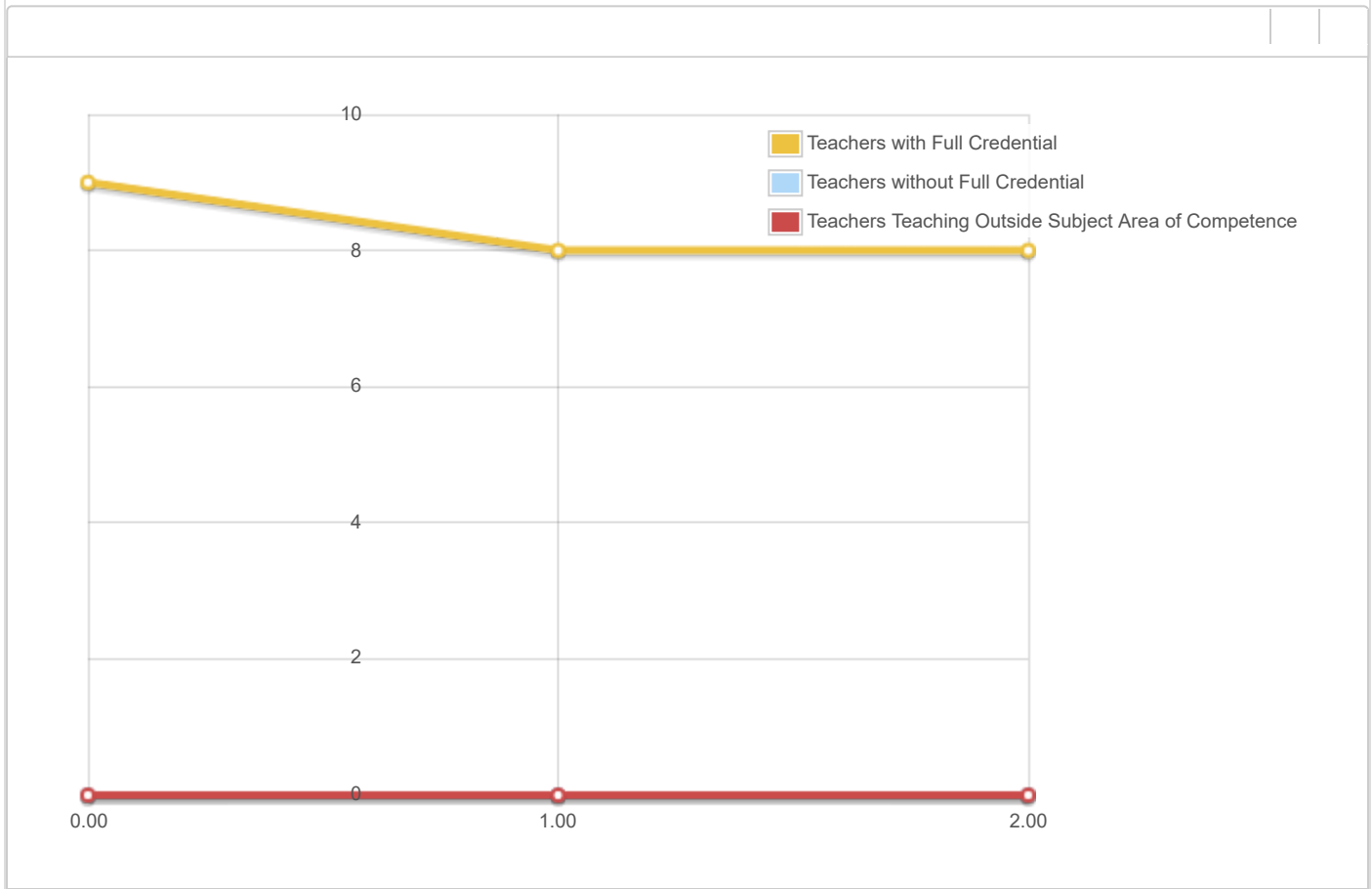
**State Priority: Basic**

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**

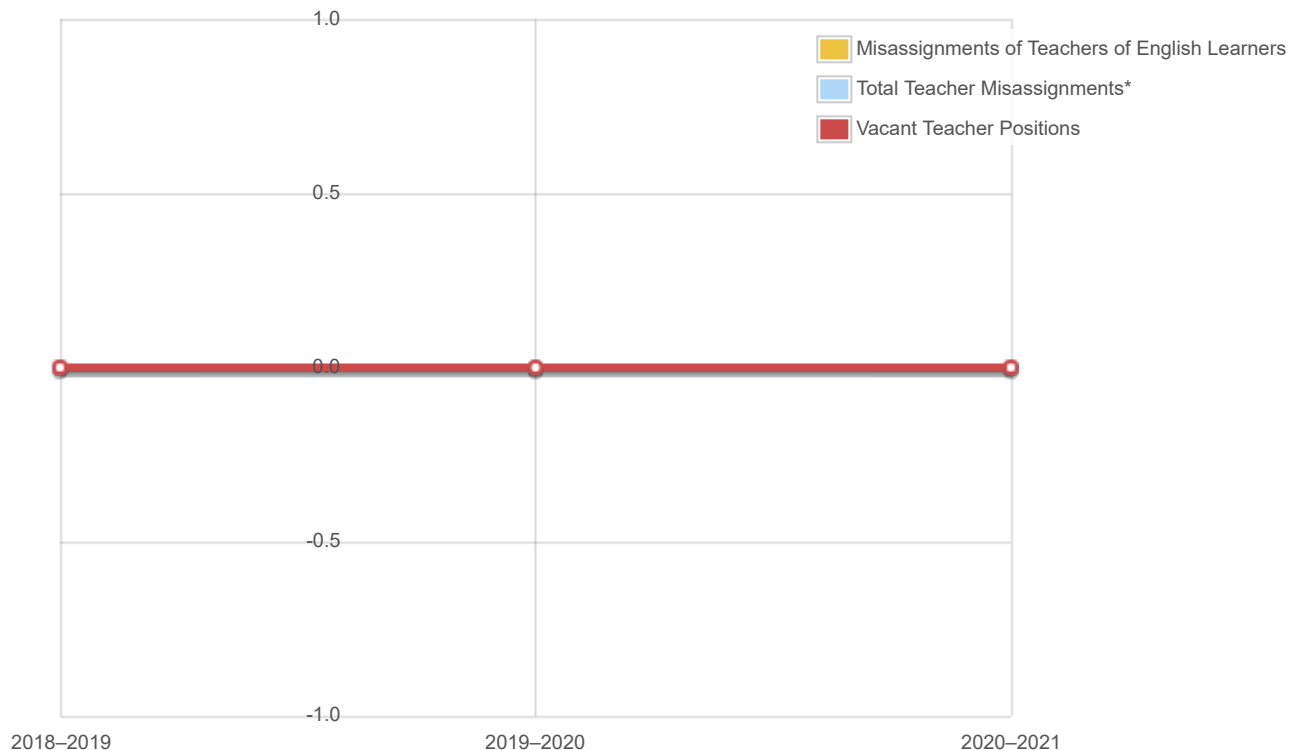
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	9	8	8	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/14/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

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

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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 1/14/2021*

### 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, earthquake 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 classroom 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: 1/14/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed



- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

## Overall Facility Rate

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

Overall Rating	Good
----------------	------

*Last updated: 1/14/2021*

## 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	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	38.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/14/2021*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

## Career Technical Education (CTE) Programs (School Year 2019–2020)

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

*Last updated: 1/14/2021*

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/14/2021*

## 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 2020–2021)

### 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 homework 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 with 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.

*Last updated: 1/14/2021*

## State Priority: Pupil Engagement

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

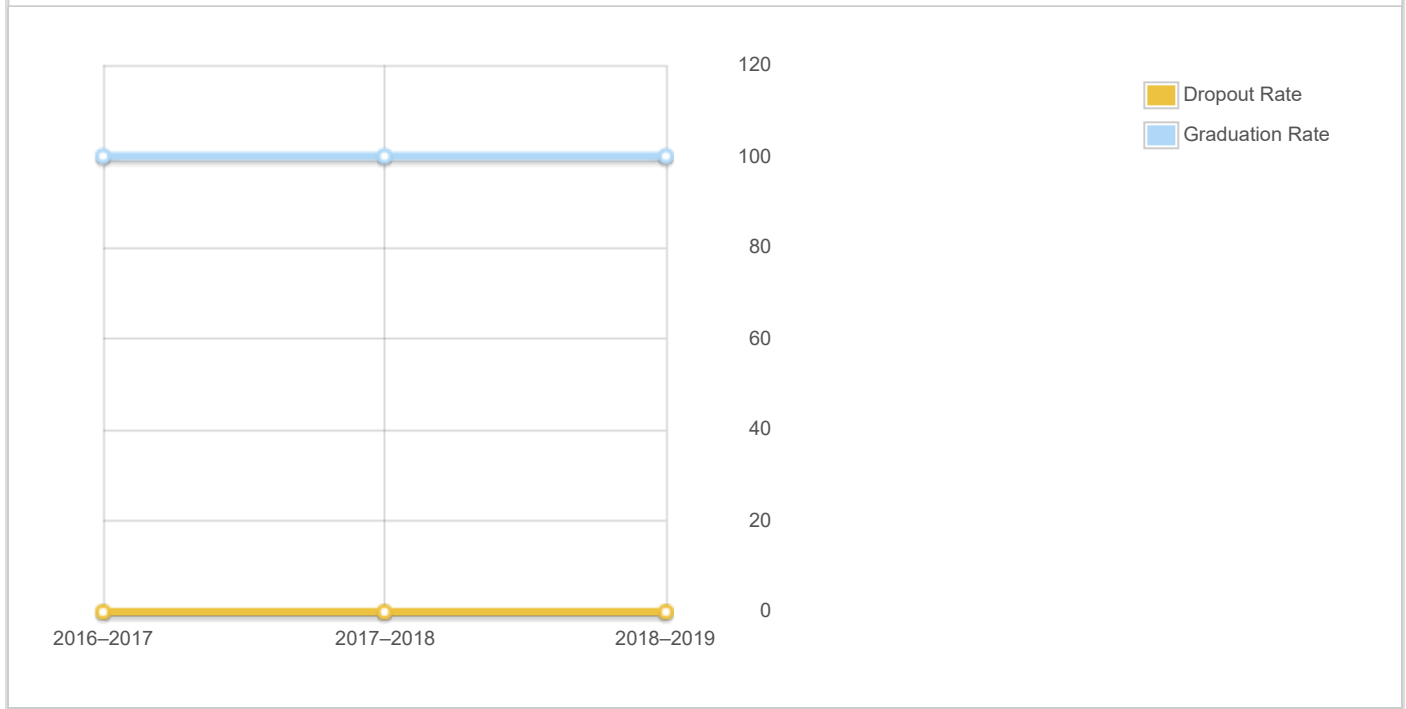
- High school dropout rates; and
- High school graduation rates



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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	0.00%	0.00%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	100.00%	100.00%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

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



Last updated: 1/14/2021

### 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.60%	0.00%
<b>School 2018–2019</b>	0.00%	0.00%
<b>District 2017–2018</b>	0.80%	0.00%
<b>District 2018–2019</b>	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.00%	0.00%
<b>District 2019–2020</b>	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/14/2021*

**School Safety Plan (School Year 2020–2021)**

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, earthquake 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: 1/14/2021*

**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 (2017–2018)**

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

\* 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 (2018–2019)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							28.00	
<b>Number of Classes * 1-20</b>							2	
<b>Number of Classes * 21-32</b>								

\* 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 (2019–2020)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							23.00	
<b>Number of Classes * 1-20</b>							2	
<b>Number of Classes * 21-32</b>								

**Number of Classes \*  
33+**

\* 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: 1/14/2021*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	29.00	29.00	29.00	29.00
<b>Number of Classes * 1-22</b>	4	4	4	4
<b>Number of Classes * 23-32</b>				

**Number of Classes \*  
33+**

\* 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 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	20.00	25.00	25.00
<b>Number of Classes * 1-22</b>	2	2	2	2
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+** \* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	24.00	24.00	24.00
<b>Number of Classes * 1-22</b>	2	2	2	2
<b>Number of Classes * 23-32</b>	2	2	2	2

**Number of Classes \*  
33+**

\* 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: 1/14/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	134

\*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: 1/14/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00

	Number of FTE* Assigned to School
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)	1.00
Other	0.20

\*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: 1/14/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10839.87	\$3256.58	\$7583.29	\$63459.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/14/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-6’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals

and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-6 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

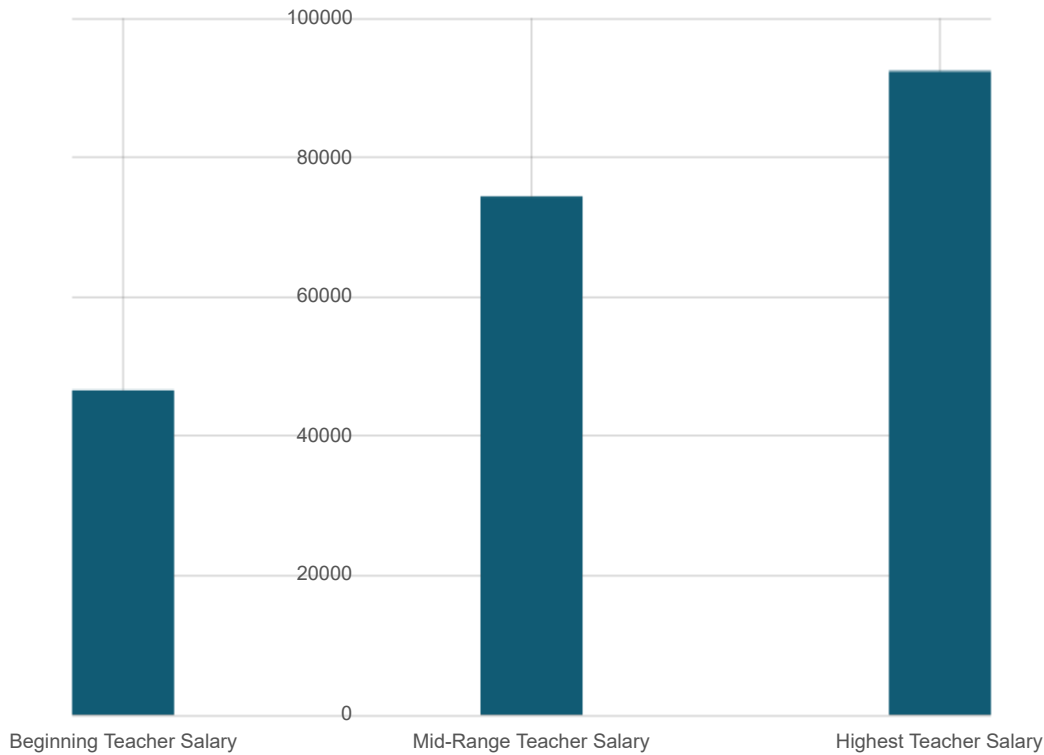
*Last updated: 1/14/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

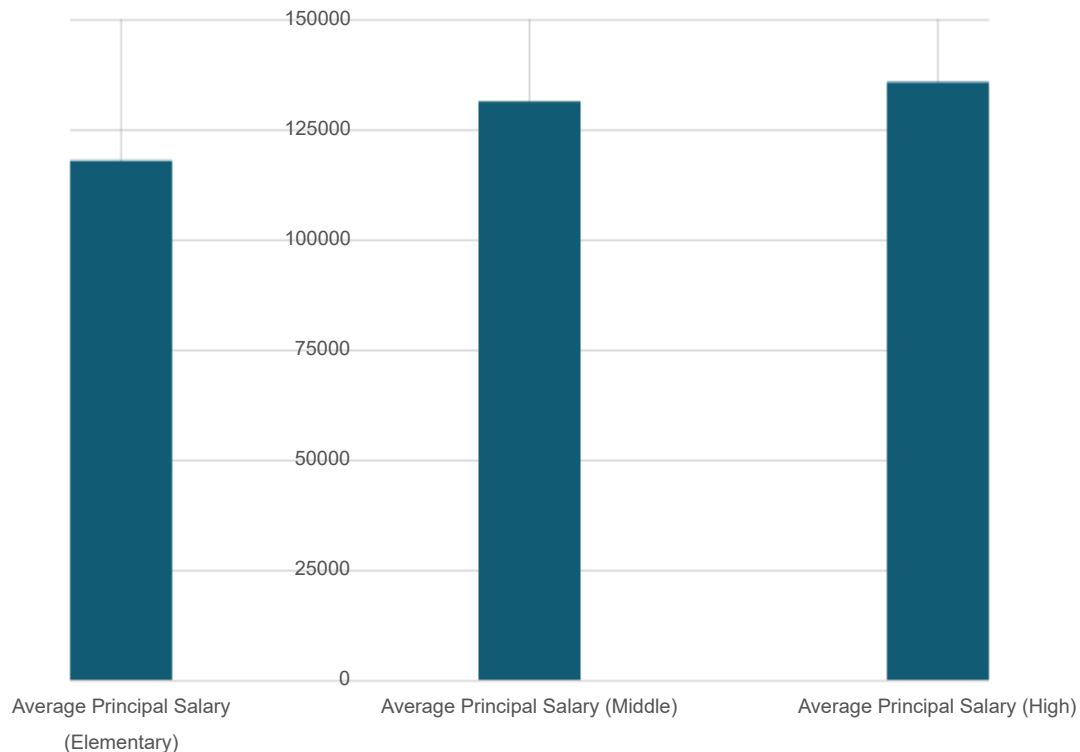
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**





**Principal Salary Chart**



*Last updated: 1/14/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



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## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Meagan Wittek, Principal

- 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](mailto:mwittek@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** Los Angeles Unified

**Phone Number** (213) 241-1000

**Superintendent** Austin Beutner

**Email Address** [austin.beutner@lausd.net](mailto:austin.beutner@lausd.net)

**Website** [www.lausd.net](http://www.lausd.net)

#### School Contact Information (School Year 2020–2021)

**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, Principal

**Email Address** [mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

**Website** <http://msa7.magnoliapublicschools.org>

**County-District-School  
(CDS) Code** 19647330117655

*Last updated: 12/22/2020*

## School Description and Mission Statement (School Year 2020–2021)

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 eleventh year in operation, first opening its doors in 2010.

We focus on growth mindsets at our small elementary school. We utilize small group learning, student-driven instruction, and guided math. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention. 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). In addition, students receive weekly computer and physical education classes, along with an integrated arts program. 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.

At Magnolia Science Academy 7 (MSA 7), our small charter school encapsulates our community. We are a close-knit, family school -- comprising neighbors, siblings, cousins and friends. Our TK-5 students have close, caring connections to each other, to their teachers and with our staff.

### **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.

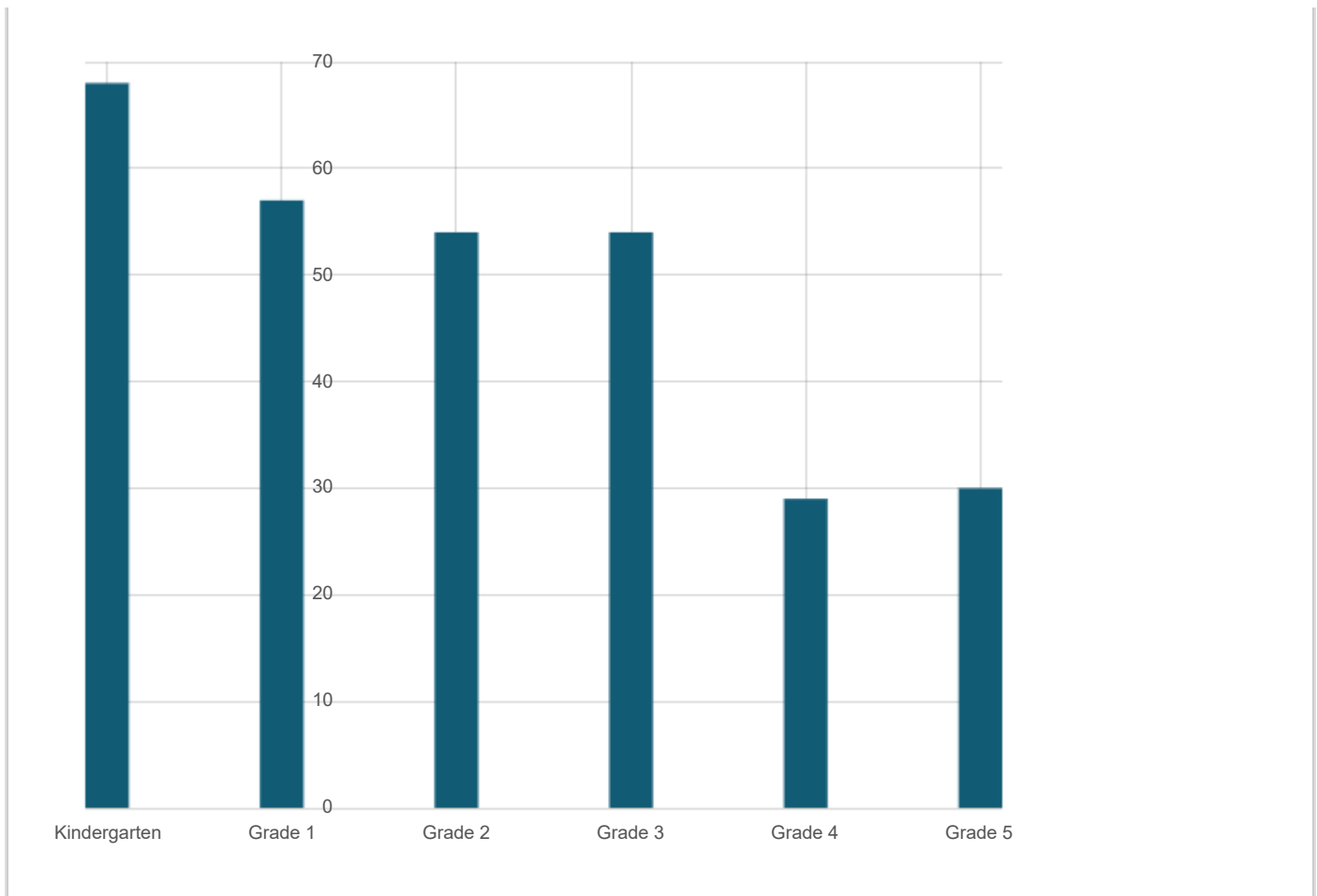
*Connection*

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.

*Last updated: 12/22/2020*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
<b>Number of Students</b>	68	57	54	54	29	30	292



Last updated: 12/22/2020

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
<b>Percent of Total Enrollment</b>	5.80 %	%	5.10 %	6.20 %	68.50 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	77.10 %	29.80 %	12.00 %	%	
◀ ▶					

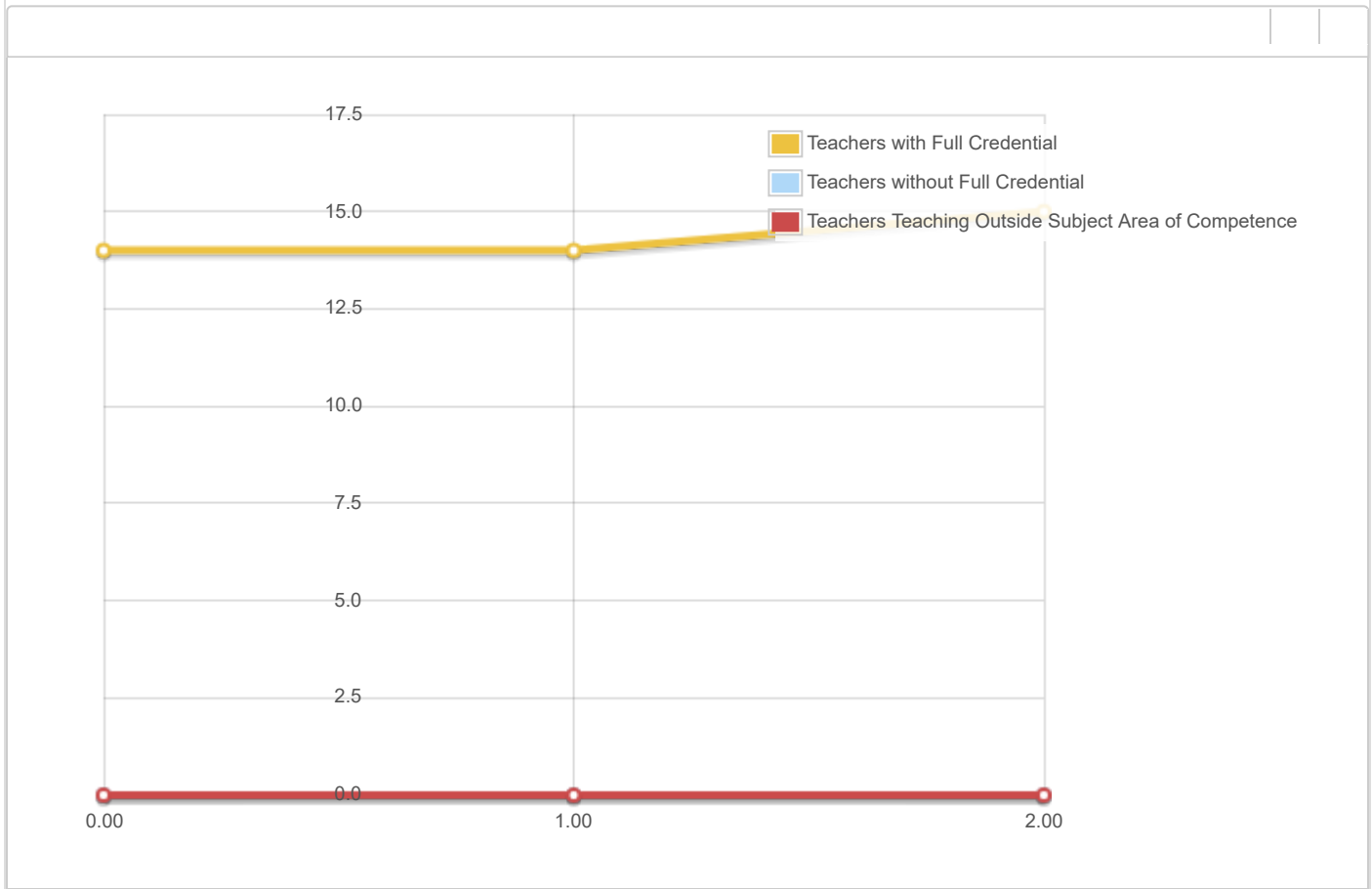
**State Priority: Basic**

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	14	14	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

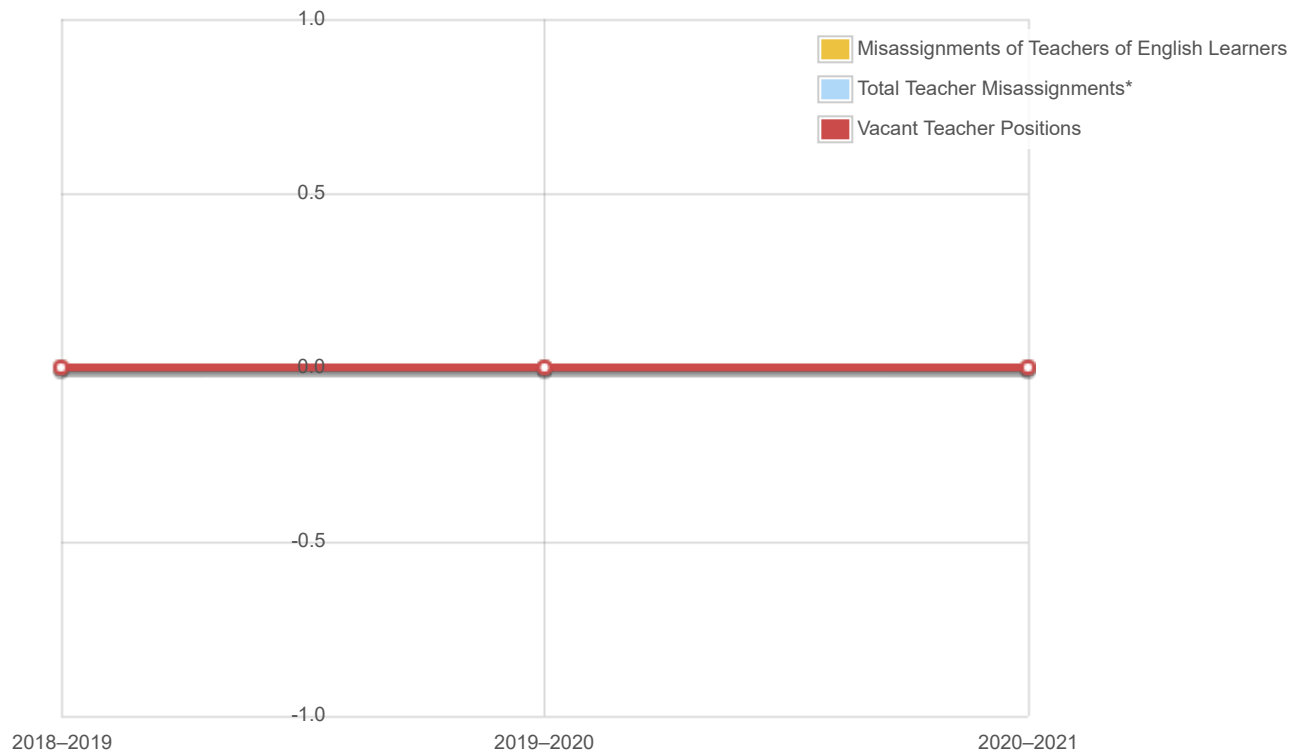


Last updated: 12/22/2020

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 12/22/2020*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

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 Hill	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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Teacher produced materials for arts integration	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: 12/22/2020*

### 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 receives 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 maintenance 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 and staff 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. Energy efficient motion sensors for the lights were installed in all rooms in the school building.

During the 2019-2020 school year additional improvement projects continued including repairing a shared wall with a neighboring business, installing weather stripping on all doors, installation of new fencing and vinyl siding around the playground area, two additional security gates were installed and repairs were made to the asphalt in the parking lot area.

Future projects that are in the planning stages include repairs and maintenance to the playground and installation of shading and replacing the doors with newer, more secure doors.

*Last updated: 12/22/2020*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repairs and maintenance to existing playground structure and shading installed  New, more secure doors installed

**Overall Facility Rate**

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

Overall Rating	Good
----------------	------

*Last updated: 12/22/2020*

**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**

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	32.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 12/22/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	36	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 12/22/2020*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*



## Career Technical Education (CTE) Programs (School Year 2019–2020)

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.

*Last updated: 12/22/2020*

## 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 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/22/2020*

## 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 2020–2021)

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. When the school closures occurred last March due to COVID-19, the Home Visit program came to a halt. Seeing a need for this program to continue, the MPS Board adopted a Virtual Home Visit Policy for the current semester so that teachers and parents can continue to strengthen their relationship and communication during a time when it's most needed.

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. For the 2020-21 school year, all such events and activities have been and will continue to be held virtually until it is deemed safe to return to an in-person setting.

Our school has an active Parent Task Force (PTF) 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. Again, all parent committee meetings have been held virtually this school year. In addition to these regular meetings, MSA-7 and MPS have held multiple Town Hall meetings since last Spring to discuss health & safety, Distance Learning, Hybrid Learning, and other important topics having to do with the current state of education and our communities.

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. In addition to this stakeholder survey, this year we also asked parents, staffs, and students to complete a Mental Health & Wellness survey to allow us to check in and see how our community members are doing during this difficult time and to provide resources as needed.

Due to the current and challenging situation of Distance Learning, parents need more support now than ever. We have developed and implemented a weekly Parent Workshop program led by our own staff members. Topics include, reading, math, and writing strategies, technology use, STEAM at home, special education support, and more. We have also partnered with The Latino Literacy Project to provide a 6-week long workshop series on the importance of literacy.

Our school usually holds about 15 school-wide events for students and families each year. It has been difficult to do so this year due to the closures. In an effort to support our student's SEL, parent engagement, and continue to build school culture, we have been able to hold a few events this year, some virtually and some in person in a drive through format. We have had a Fall Car Parade, Fall Awards Assembly, and a Winter Care Package Distribution day to name a few.

Last updated: 12/22/2020

## State Priority: Pupil Engagement

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	--	--
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State  
2017–2018

### Suspensions and Expulsions for School Year 2019–2020 Only

State  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

State  
2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

## School Safety Plan (School Year 2020–2021)

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 3, 2019 at Magnolia Science Academy-7

Reviewed by Law Enforcement October 3, 2019

Plan Adopted by School Site Council October 21, 2019

Plan approved by Magnolia Public Schools Board November 14, 2019

### 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.

**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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	19.00	26.00	29.00	30.00	24.00	24.00		
Number of Classes * 1-20	2	2	1	1	2	3		
Number of Classes * 21-32								

\* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	24.00	29.00	30.00	31.00	28.00		
Number of Classes * 1-20	3	2	2	1	1	2		
Number of Classes * 21-32								

\* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	29.00	27.00	27.00	29.00	30.00		
Number of Classes * 1-20	3	2	2	2	1	1		
Number of Classes * 21-32								

21-32

Number of Classes \*  
33+

\* 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: 12/22/2020

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	730.0

\*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.

*Last updated: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	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	0.00
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.

*Last updated: 12/22/2020*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13275.58	\$4231.89	\$9043.69	\$69930.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

## Types of Services Funded (Fiscal Year 2019–2020)

MSA-7's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-7 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

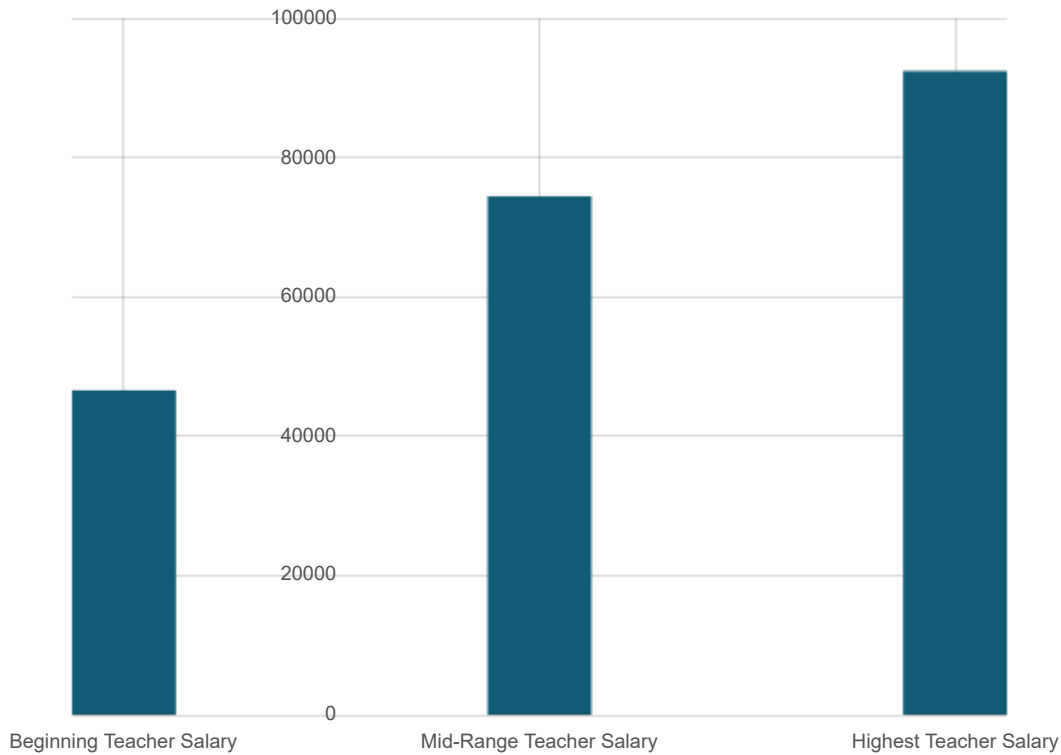
Last updated: 1/8/2021

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

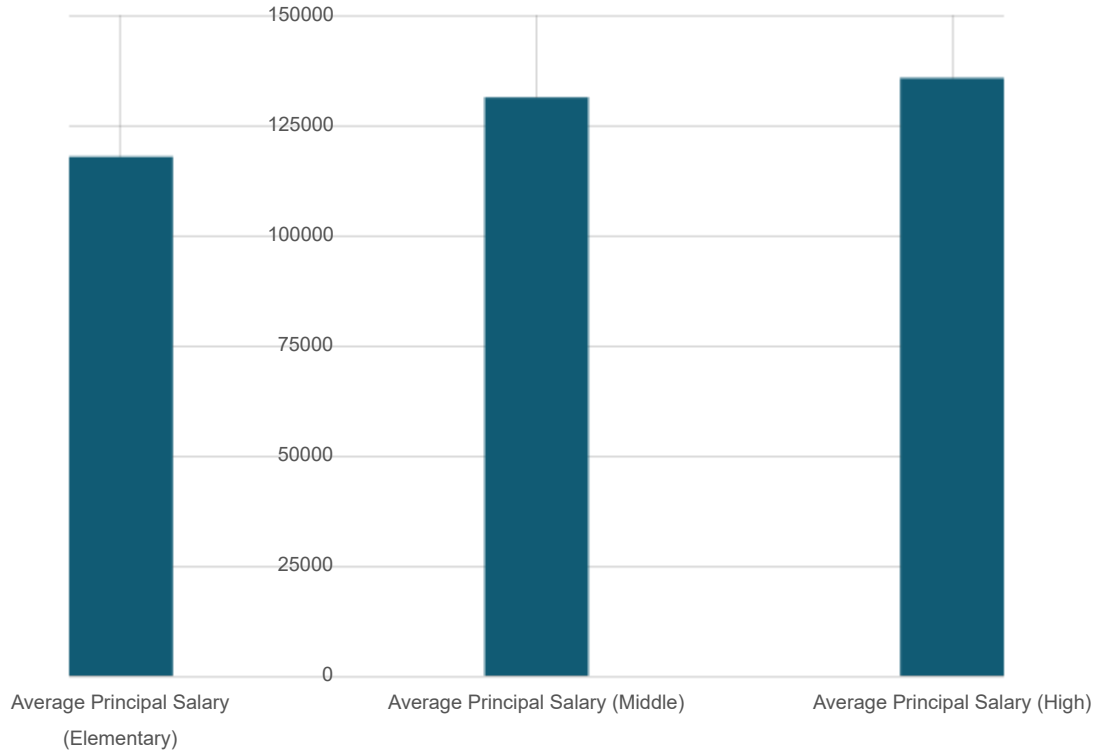
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**





**Principal Salary Chart**



*Last updated: 12/22/2020*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	37	39	42

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

**California Department of Education**  
 1430 N Street  
 Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy Bell

## 2019–2020 School Accountability Report Card

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# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Jason Hernandez, Principal

- 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](mailto:jhernandez@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Magnolia Science Academy Bell
<b>Street</b>	6411 Orchard Ave.
<b>City, State, Zip</b>	Bell, Ca, 90201-1023
<b>Phone Number</b>	323-826-3925
<b>Principal</b>	Jason Hernandez, Principal
<b>Email Address</b>	<a href="mailto:jhernandez@magnoliapublicschools.org">jhernandez@magnoliapublicschools.org</a>
<b>Website</b>	<a href="https://msa8.magnoliapublicschools.org">https://msa8.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330122747

*Last updated: 12/18/2020*

### School Description and Mission Statement (School Year 2020–2021)

#### 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.

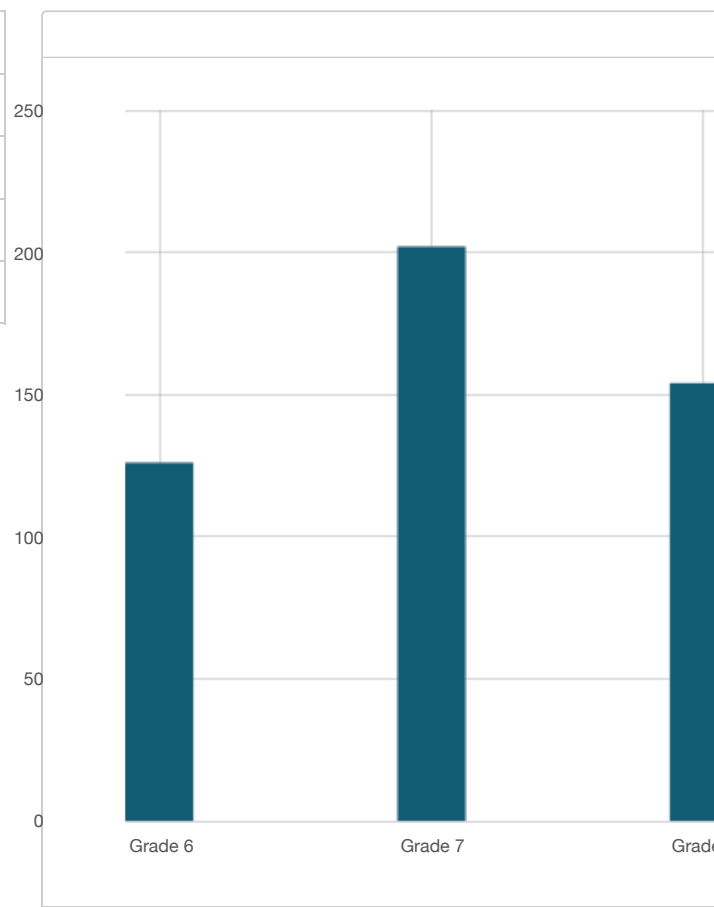
**INNOVATION** - Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' college and career readiness. This will include student participation in their four-year 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: 12/18/2020*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Number of Students
Grade 6	126
Grade 7	202
Grade 8	154
Total Enrollment	482



Last updated: 12/18/2020

### Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	1.20 %
Filipino	%
Hispanic or Latino	89.60 %
Native Hawaiian or Pacific Islander	%
White	8.50 %
Two or More Races	0.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.80 %
English Learners	13.30 %
Students with Disabilities	8.50 %
Foster Youth	0.20 %
Homeless	1.90 %

### State Priority: Basic

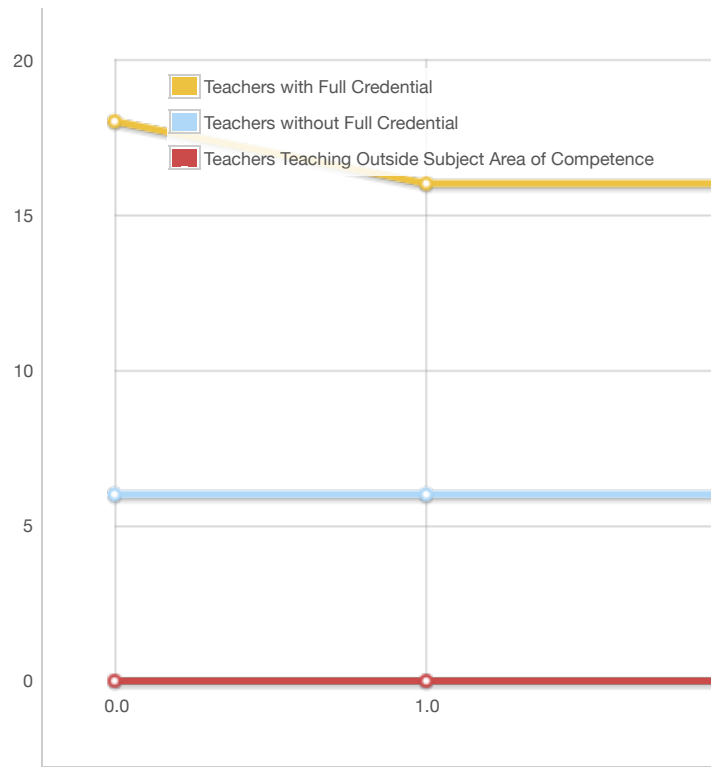
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	18	16	16	16
Without Full Credential	6	6	6	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

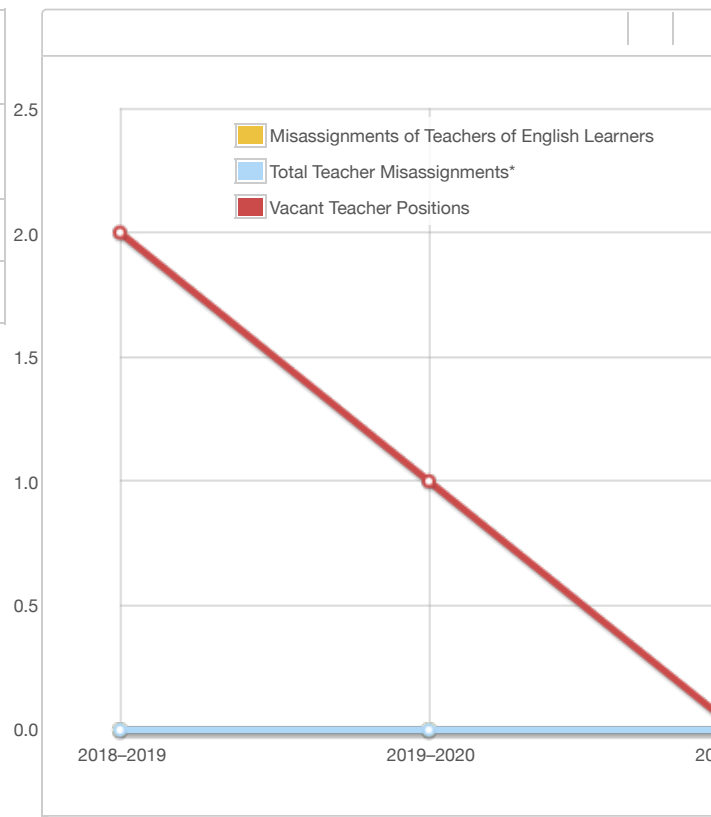
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Last updated: 12/18/2020

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	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: 1/13/2021*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 1/13/2021*

**School Facility Conditions and Planned Improvements**

MSA Bell is co-located with two district schools on Orchard Academies in the Southeast Los Angeles area. The facility opened doors in the fall of 2010. Yearly inspections (Williams Inspection) are conducted to ensure the campus is in functional and appropriate conditions.



Last updated: 1/13/2021

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	minor touch-up painting in some hallways required
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 12/18/2020

### 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**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	24.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 12/18/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	30	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 12/18/2020*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/18/2020*

### 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 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/18/2020*

### 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 2020–2021)

##### 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 academic 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 at least 2 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.

- With the transition to distance learning, all meetings have taken place over the phone or through zoom.

### **Student-Teacher Status Portal**

MSA Bell uses Illuminate, an online cloud-based dashboard that 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 students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on.

Since the start of remote learning, MSA Bell conducted a technology and parent portal access survey to determine the need and provide the necessary resources to families. Families were provided with physical instructions that were mailed and phone calls provided walkthroughs to utilize the various applications of communication. Students without technology were provided with Chromebooks and mobile hot spots in order to access their learning and these various platforms at home.

### **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. These meetings were held over zoom in order to meet the health and safety guidelines of the state and local government agencies.

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. MPS policy was adopted to allow for these home visits to occur virtually over platforms such as Zoom or Google Hangout.

Families complete a survey each year evaluating the strengths and weaknesses they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community. This year surveys have been expanded to monitor the health and well-being of all stakeholders.

### **The Parent Committee is as follows:**

School Site Council (SSC)  
English Learner Advisory Committee (ELAC)  
Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL PAC) (LCAP through coffee chats, etc.)  
Parent Task Force (PTF)

*Last updated: 12/18/2020*

## **State Priority: Pupil Engagement**

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**

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.00%	7.00%	--	--	3.50%	3.50%
Expulsions	0.00%	0.00%	--	--	0.10%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	--	--
Expulsions	0.00%	--	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

**School Safety Plan (School Year 2020–2021)**

MSA Bell is 1 of 3 academies colocated on an LAUSD district site in the Southeast Los Angeles area. All 3 academies collaborate together to create a comprehensive school safety plan that ensures the safety and well-being of every individual on campus.

The following documents were reviewed and approved by the School Site Council on December 1, 2020.

- Orchard Academies Integrated Safe School Plan 2020-21, [https://drive.google.com/file/d/16Z7kikUxDcLqHa2ptpr0R23i6c\\_mTTez/view?usp=sharing](https://drive.google.com/file/d/16Z7kikUxDcLqHa2ptpr0R23i6c_mTTez/view?usp=sharing)
- MSA Bell School Safety Plan 2020-21, <https://drive.google.com/file/d/1mNmJkq2uLB0Zc9admDDuMrT4u2durlVx/view?usp=sharing>
- Integrated Safe School Plan Quick Reference Guide 2020-21 for MSA Bell, <https://docs.google.com/document/d/1RsvcvghuD9MEhuEplfkqS53Pw5LrllH8s5A2D1oaprl/edit>
- Orchard Academies School Site Management Organization Chart, <https://docs.google.com/document/d/1Fm-9LuiDcwxNPMAXkedDbtbhvZWBf8NgM5dHLtrR7M8/edit?usp=sharing>



Safety meetings are conducted collaboratively throughout the year to review processes and procedures in order to make changes that address stakeholder safety.

*Last updated: 12/18/2020*

**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 (2017–2018)**

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	
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 (2018–2019)**

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 (Elementary) School Year (2019–2020)**

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	35.00		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.

*Last updated: 12/18/2020*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

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 2018–2019)**

	Number of Classes *	Number of Classes *	Number of Classes *
--	---------------------	---------------------	---------------------

Subject	Average Class Size	1-22	23-32	33+
English	29.00	2	8	3
Mathematics	31.00		8	3
Science	30.00	1	7	4
Social Science	31.00		7	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 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	33.00		14	1
Mathematics	33.00		14	1
Science	33.00		14	1
Social Science	33.00		14	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: 12/18/2020*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	239

\*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: 1/13/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00

Psychologist	1.00
Social Worker	1.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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: 1/13/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11315.47	\$2454.82	\$8860.66	\$61552.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	-25.00%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	13.00%	-30.00%

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

*Last updated: 12/22/2020*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA Bell's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA Bell uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and

technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

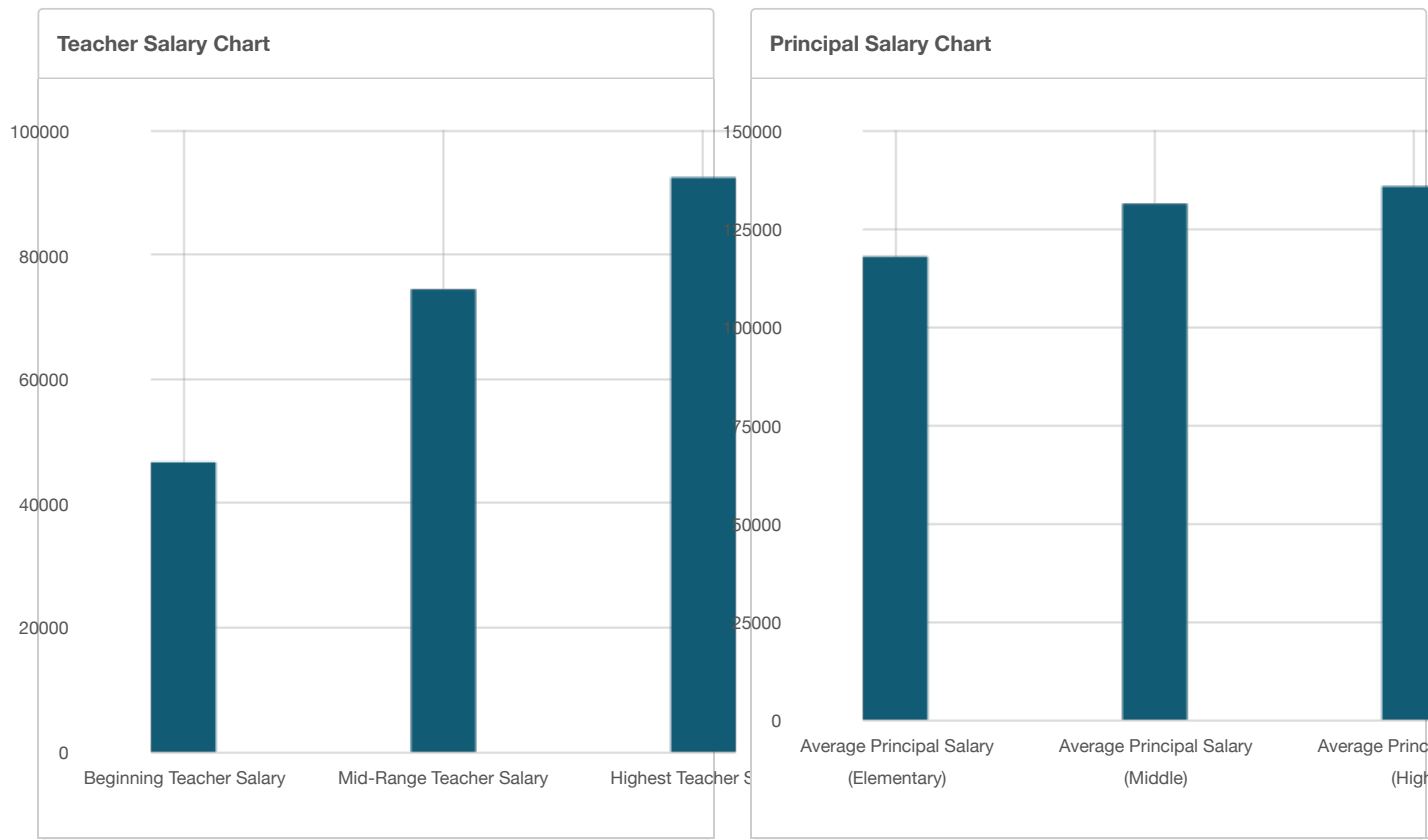
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families of the various supports and resources available, <https://loom.com/share/folder/de7a11bcc68849eb8c5ce34b23afeaef>

*Last updated: 12/28/2020*

### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
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/>.



Last updated: 12/18/2020

### Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	40	47	47

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Magnolia Science Academy Santa Ana

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Mr. Steven Keskinturk

- 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](http://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](mailto:skeskinturk@magnoliapublicschools.org)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

**District Name** SBE - Magnolia Science Academy Santa Ana

**Phone Number** (714) 479-0115

**Superintendent** Steven Keskinturk

**Email Address** [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

**Website** [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org)

#### School Contact Information (School Year 2020–2021)

**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

**Email Address** [skeskinturk@magnoliapublicschools.org](mailto:skeskinturk@magnoliapublicschools.org)

**Website** [www.msasa.magnoliapublicschools.org](http://www.msasa.magnoliapublicschools.org)

**County-District-School  
(CDS) Code** 30768930130765

## School Description and Mission Statement (School Year 2020–2021)

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 540 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 T K–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 our schools' information. Most data presented in this report are reported for the 2019–20 school year. School finances and school completion data are reported for the 2019–20 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2019–20 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](mailto:skeskinturk@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve Orange County's community in the Fall of 2009 for grades T K through 12th grade. In 2016, the school site moved to its 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, interests, 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.

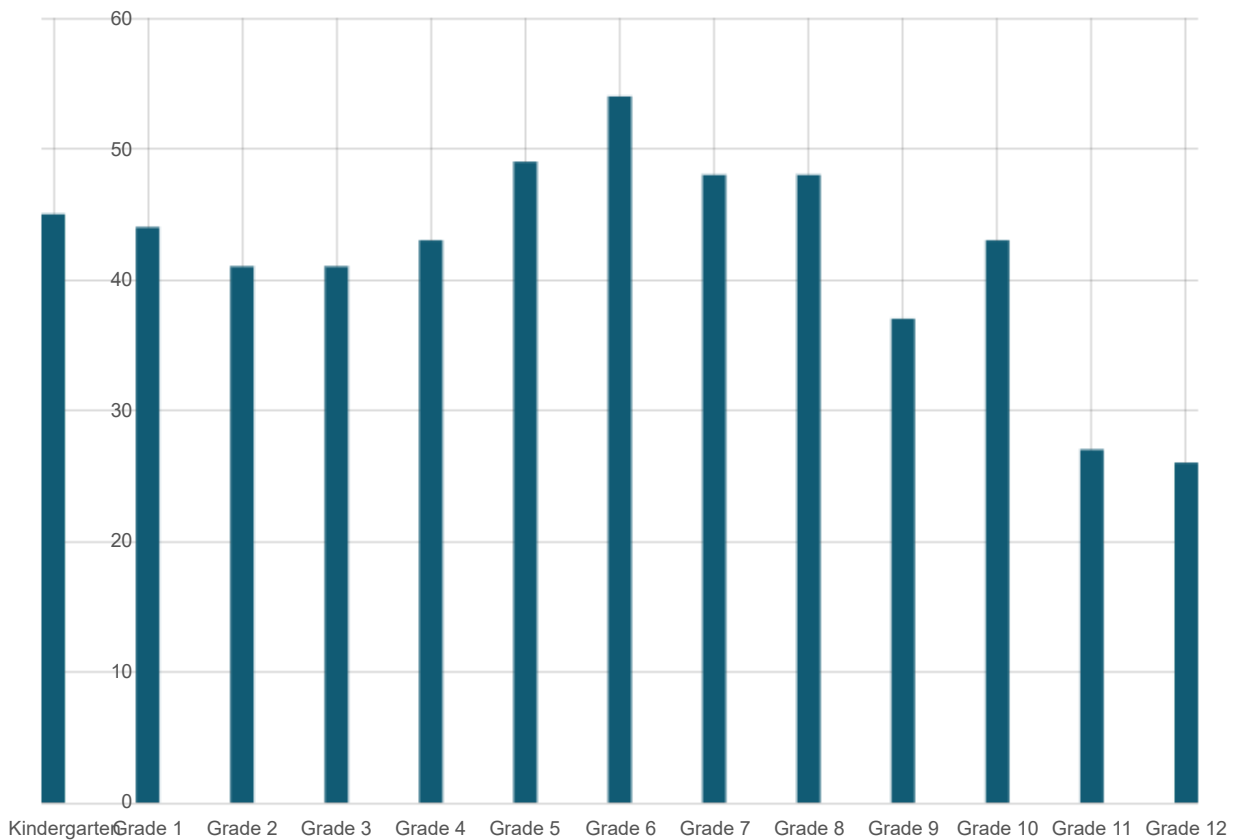
**EXCELLENCE**

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: 1/13/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Number of Students	45	44	41	41	43	49	54	48	48	37



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin
<b>Percent of Total Enrollment</b>	0.90 %	%	1.80 %	0.40 %	90.80 %
◀ [Progress Bar] ▶					
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	H
<b>Percent of Total Enrollment</b>	84.20 %	29.90 %	11.70 %	%	
◀ [Progress Bar] ▶					

**State Priority: Basic**

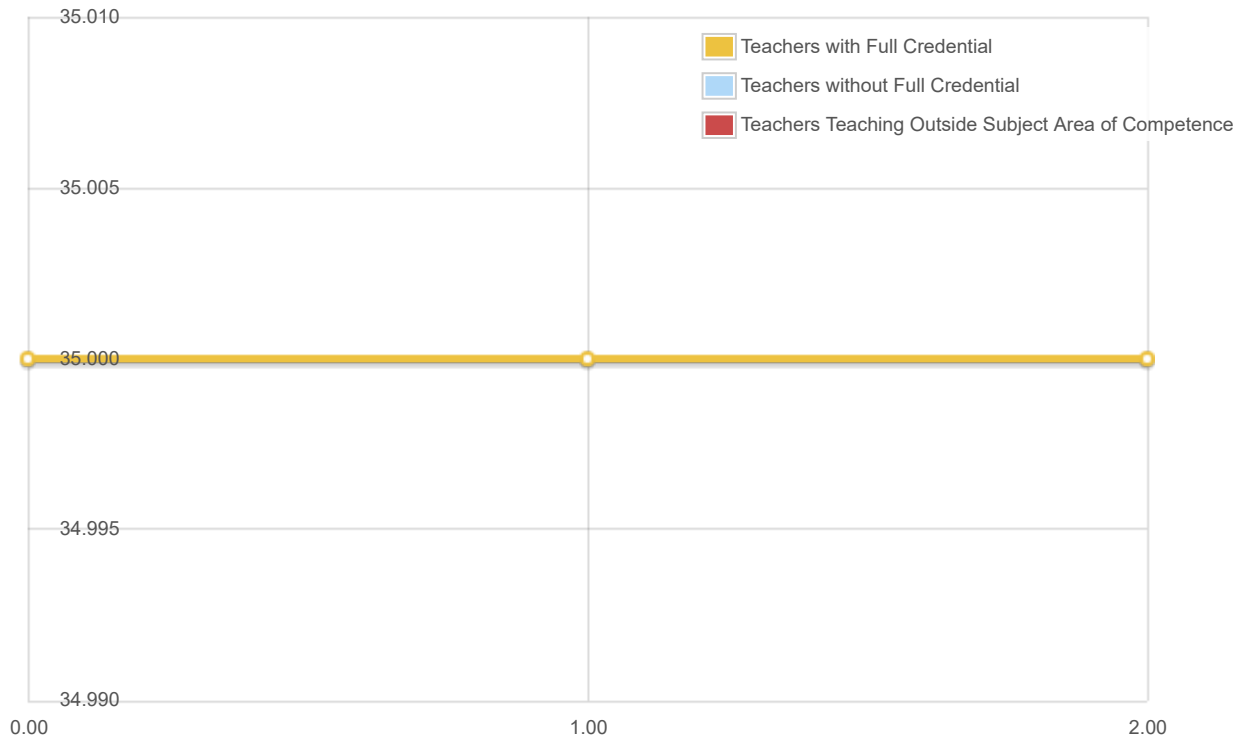
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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**

	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
<b>Teachers</b>				
With Full Credential	35	35	35	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

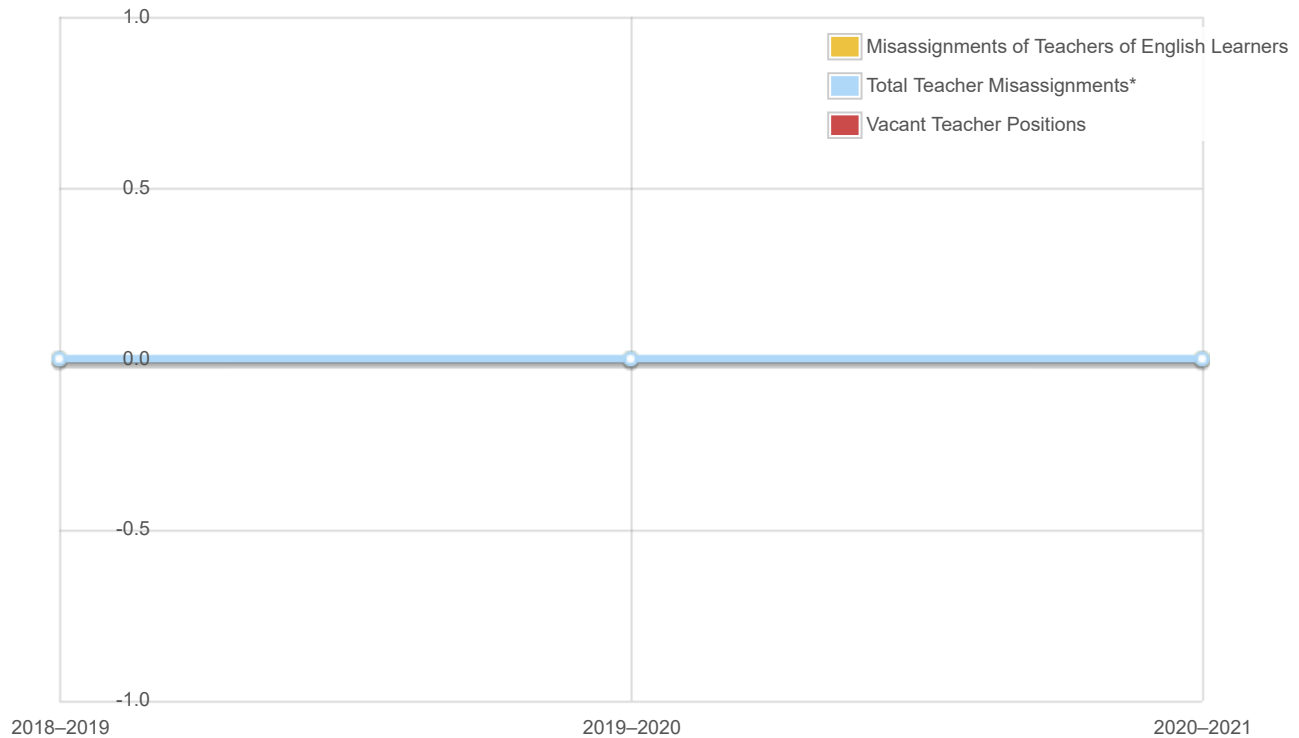
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Last updated: 1/13/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 1/13/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.00 %
Mathematics			0.00 %
Science			0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/13/2021*

### 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: 1/13/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

### Overall Facility Rate



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

Overall Rating

Good

*Last updated: 1/13/2021*

### 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	N/A	34.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	29.0%	N/A	29.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	17	N/A	17	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/13/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/13/2021*

### Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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: 1/13/2021*

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	87.88%

## State Priority: Other Pupil Outcomes

*Last updated: 1/13/2021*

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/13/2021*

## 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 2020–2021)

MSA-SA is a school of choice that significantly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents to track their child's progress at school. Each staff member has been 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 parents' emails and phone messages.

Additionally, teachers do home visits, enhancing 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 that a teacher can be reached. MSA-2 also holds an orientation for 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. MSASA also has a school site council, a school improvement team that supports 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 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."

Last updated: 1/13/2021

## State Priority: Pupil Engagement

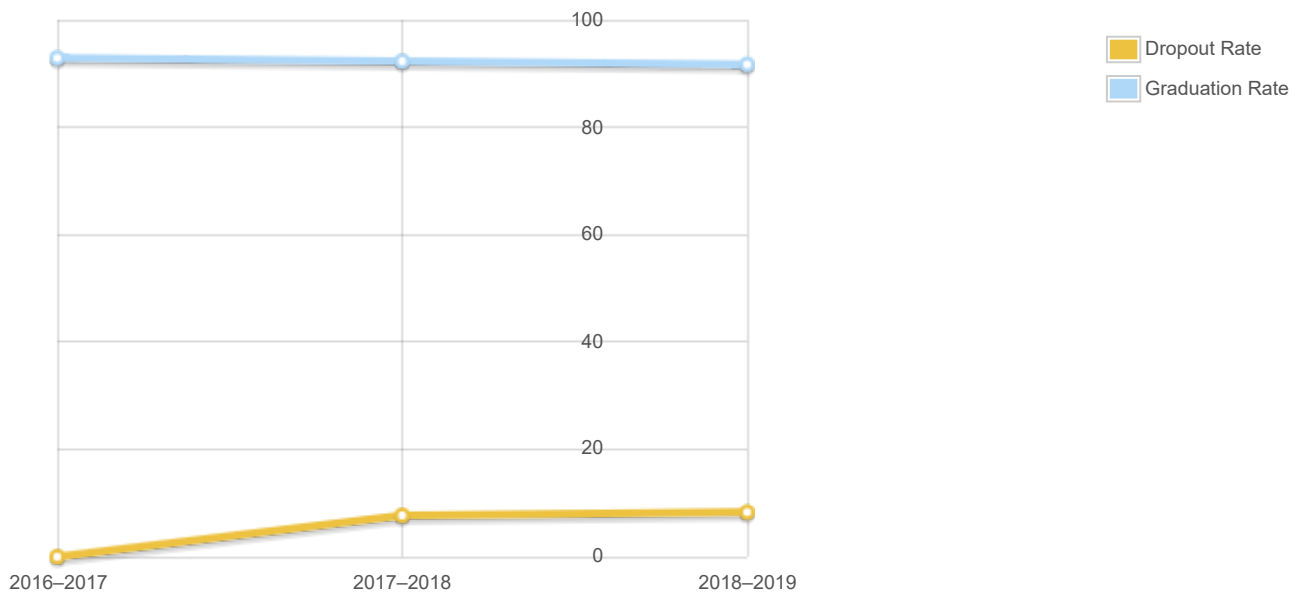
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	7.70%	8.30%	0.00%	7.70%	8.30%	9.10%	9.60%	9.00%
Graduation Rate	92.90%	92.30%	91.70%	92.90%	92.30%	91.70%	82.70%	83.00%	84.50%

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



Last updated: 1/13/2021

## 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	2.20%	0.00%
<b>School 2018–2019</b>	2.50%	0.00%
<b>District 2017–2018</b>	2.20%	0.00%
<b>District 2018–2019</b>	2.50%	0.00%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State  
2017–2018**

### Suspensions and Expulsions for School Year 2019–2020 Only

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)  
**2019–2020**

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.00%	0.00%
<b>District 2019–2020</b>	--	--
<b>District 2019–2020</b>	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/13/2021*

### School Safety Plan (School Year 2020–2021)

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

Magnolia Science Academy-Santa Ana's comprehensive Safety Plan helps ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect



students' and staff's safety and 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 outages, and similar events affecting normal school operations. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service and 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 their standards and expectations, 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: 1/13/2021*

**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 (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	23.00	24.00	30.00	26.00	32.00	32.00	24.00	28.00
<b>Number of Classes * 1-20</b>	1	1	3	3	3	3	3	1
<b>Number of Classes * 21-32</b>		2	1	1			2	3
		1						

**Number of Classes \*  
33+**

\* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	20.00	20.00	28.00	25.00	30.00	32.00	23.00	
Number of Classes * 1-20	1	2						
Number of Classes * 21-32	2	1	2	2	2	2	3	

Number of Classes \* 33+ \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	22.00	21.00	21.00	22.00	25.00	27.00	
Number of Classes * 1-20			1	1	1			
Number of Classes * 21-32	2	2	1	1	1	2	2	

Number of Classes \* 33+

\* 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: 1/13/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	19.00	20.00	24.00	22.00
Number of Classes * 1-22	11	10	5	4
Number of Classes * 23-32	7	7	5	7

Number of Classes \* 33+ \* 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 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	17.00	20.00	22.00	20.00
<b>Number of Classes * 1-22</b>	13	7	4	6
<b>Number of Classes * 23-32</b>	6	8	8	5
	1			

**Number of Classes \*  
33+**

\* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	18.00	14.00	21.00	17.00
<b>Number of Classes * 1-22</b>	11	17	5	9
<b>Number of Classes * 23-32</b>	4	1	4	3

**Number of Classes \*  
33+**

\* 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: 1/13/2021*

### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	109.00

\*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: 1/13/2021*

### Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00

	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	3.00

\*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: 1/13/2021*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

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	\$10283.00	\$1958.62	\$8324.38	\$61464.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/13/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-SA’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners, and foster youth are used to increase or improve services for these students. Additionally, MSA-SA uses federal funds to supplement state and local funds to provide a coherent educational program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high-quality instruction, MTSS - Academic enrichment, intervention, and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support a well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

*Last updated: 1/13/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

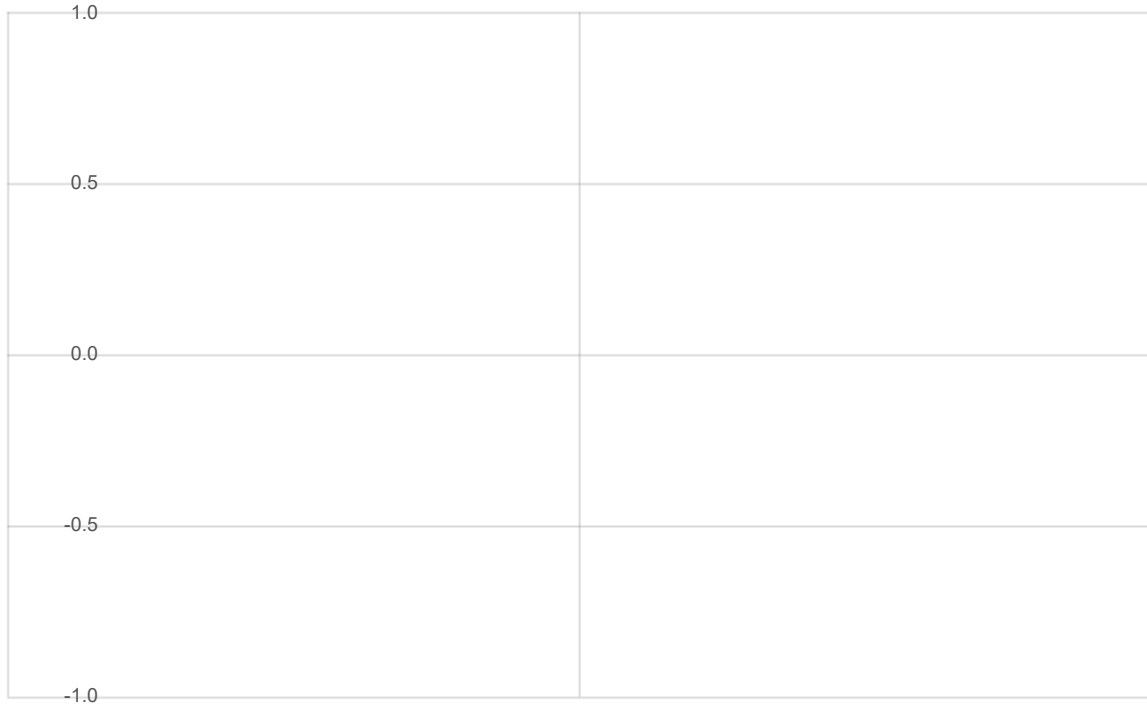
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
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



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/13/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 39.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	1
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	10

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

*Last updated: 1/13/2021*

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814





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## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### About This School

##### Contact Information (School Year 2020–2021)

###### District Contact Information (School Year 2020–2021)

**District Name** San Diego Unified

**Phone Number** (619) 725-8000

<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Website</b>	<a href="https://www.sandiegounified.org/">https://www.sandiegounified.org/</a>
<b>School Contact Information (School Year 2020–2021)</b>	
<b>School Name</b>	Magnolia Science Academy San Diego
<b>Street</b>	6525 Estrella Ave.
<b>City, State, Zip</b>	San Diego, Ca, 92120-2707
<b>Phone Number</b>	619-644-1300
<b>Principal</b>	Gokhan Serce, Principal
<b>Email Address</b>	<a href="mailto:gserce@magnoliapublicschools.org">gserce@magnoliapublicschools.org</a>
<b>Website</b>	<a href="http://msasd.magnoliapublicschools.org">http://msasd.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	37683380109157

*Last updated: 1/13/2021*

### School Description and Mission Statement (School Year 2020–2021)

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.

Implementing a blended learning program and having 1-1 chromebooks helped us transition to distance learning seamlessly during Covid-19 Pandemic.

**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.

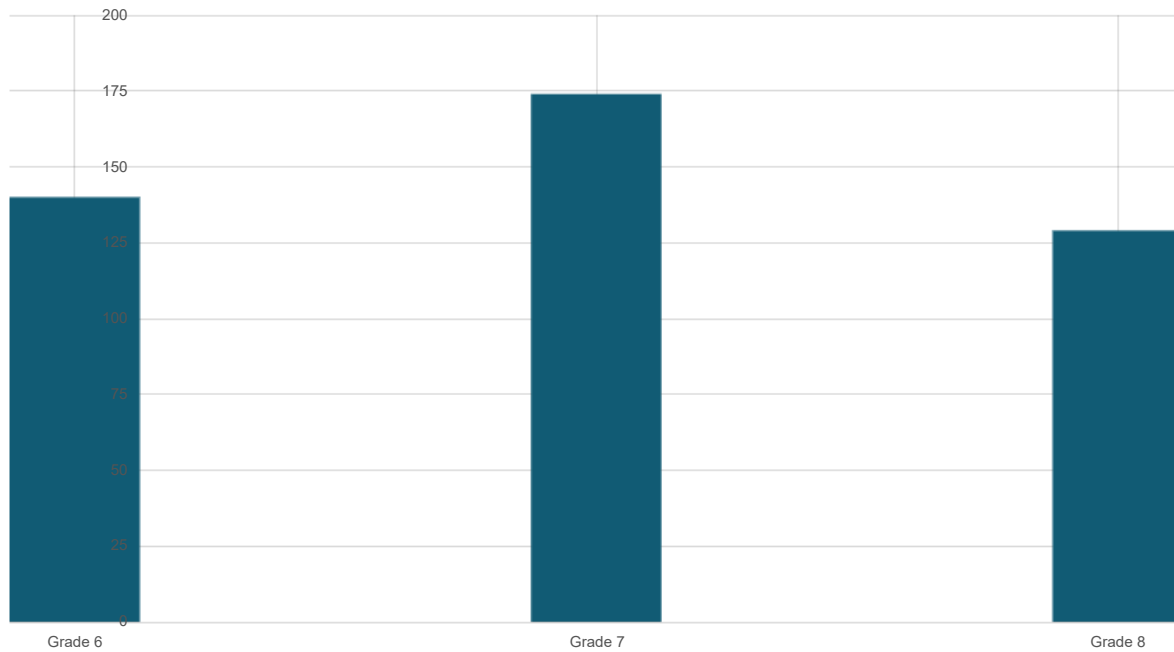
**EXCELLENCE**

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: 1/14/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
<b>Number of Students</b>	140	174	129	443



*Last updated: 1/13/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
<b>Percent of Total Enrollment</b>	6.80 %	0.50 %	6.80 %	2.30 %	36.10 %	0.20 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	34.10 %	6.10 %	15.10 %	%	1.10 %

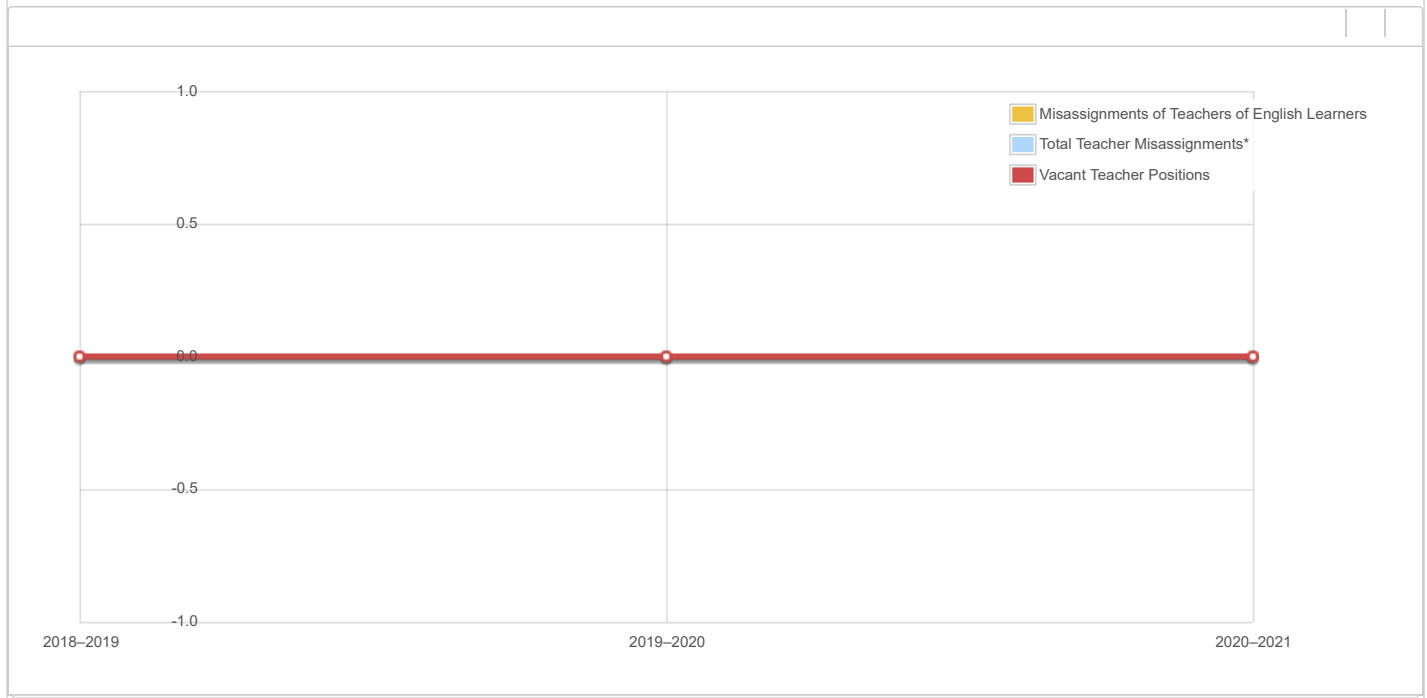
**State Priority: Basic**

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	2018–2019	2019–2020	2020–2021
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: 1/13/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

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

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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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-Hill	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: 1/14/2021

### 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: 1/14/2021

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Due to covid-19 all HVAC filters were replaced with Merv-13 filters.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

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

Overall Rating	Exemplary
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*Last updated: 1/14/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	69%	N/A	53%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	61%	N/A	43%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/14/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*



**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	55.74	N/A	34	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/14/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/14/2021*

**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 2019–2020)**

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/14/2021*

### 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 2020–2021)

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. Due to Covid-19 school closures and Distance Learning practice most of the parent involvement opportunities still took place via online platforms like Zoom.

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.

During Distance learning , in addition to the regular committee meetings Principal Serce held weekly virtual Coffee with Principal meetings for all stakeholders and also invited many guest speakers to provide parent/student workshops during this weekly meetings.

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. Most of the community events took place virtually due to Covid-19.

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.

*Last updated: 1/14/2021*

### State Priority: Pupil Engagement

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

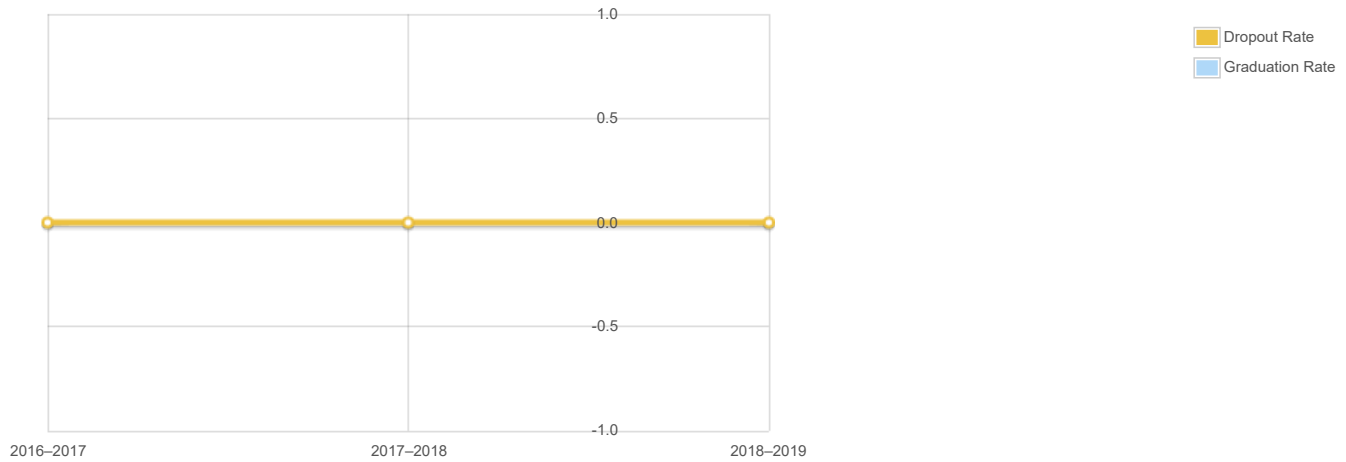
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	3.70%	4.10%	4.10%	9.10%	9.60%	9.00%

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Graduation Rate	--	--	--	82.00%	83.10%	84.70%	82.70%	83.00%	84.50%

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



Last updated: 1/14/2021

### 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	2.60%	0.00%
<b>School 2018–2019</b>	1.80%	0.00%
<b>District 2017–2018</b>	--	--
<b>District 2018–2019</b>	3.50%	0.10%

**State  
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	2.00%	0.20%
<b>District 2019–2020</b>	--	--

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/14/2021

**School Safety Plan (School Year 2020–2021)**

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.

Due to Covid-19 pandemic Msa-San Diego hired a school nurse and also trained all onsite staff to assure a safe school environment for all stake holders. MSA-San Diego created a Daily Operations plan based on the state and county health department guidance to provide a clear guidance for a safe school environment.

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 and emergency drill training during summer inservices.

[School Safety Plan Link](#)

Last updated: 1/14/2021

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 (2017–2018)**

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

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							30.00	
<b>Number of Classes * 1-20</b>							5	
<b>Number of Classes * 21-32</b>								

\* 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.

**Number of Classes \*  
33+**

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

<b>Grade Level</b>	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							28.00	
<b>Number of Classes * 1-20</b>							5	
<b>Number of Classes * 21-32</b>								

**Number of Classes \*  
33+**

\* 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: 1/14/2021

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	28.00	28.00	28.00	28.00
<b>Number of Classes * 1-22</b>	10	8	10	10
<b>Number of Classes * 23-32</b>		2		

**Number of Classes \*  
33+** \* 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 2018–2019)**

<b>Subject</b>	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	26.00	26.00	26.00	26.00
<b>Number of Classes * 1-22</b>	10	9	10	10
<b>Number of Classes * 23-32</b>		1		

**Number of Classes \*  
33+** \* 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 2019–2020)**

Subject	English	Mathematics	Science	Social Science
Average Class Size	30.00	30.00	30.00	30.00
Number of Classes * 1-22	10	8	10	10
Number of Classes * 23-32		2		

**Number of Classes \*  
33+**

\* 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: 1/14/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	886

\*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: 1/14/2021*

**Student Support Services Staff (School Year 2019–2020)**

	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)	3.00
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: 1/14/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

MSA-San Diego’s charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-San Diego uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.
- Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.
- Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education,

activity, and fitness, and additional programs and activities that support well-rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

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.

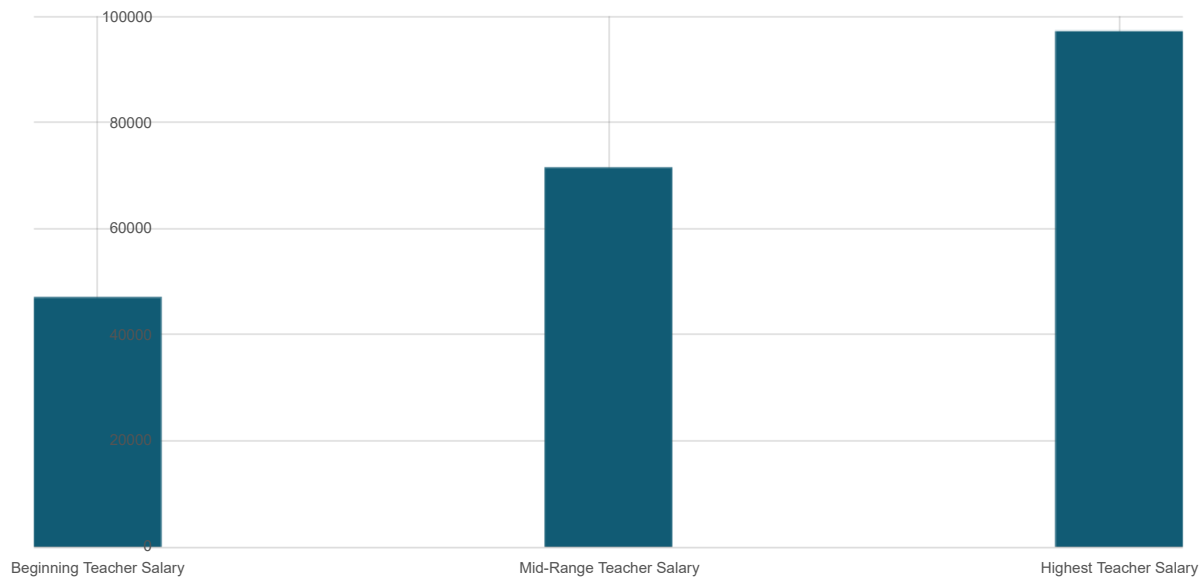
*Last updated: 1/14/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,051	\$50,029
Mid-Range Teacher Salary	\$71,495	\$77,680
Highest Teacher Salary	\$97,176	\$102,143
Average Principal Salary (Elementary)	\$128,899	\$128,526
Average Principal Salary (Middle)	\$131,842	\$133,574
Average Principal Salary (High)	\$140,843	\$147,006
Superintendent Salary	\$264,819	\$284,736
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

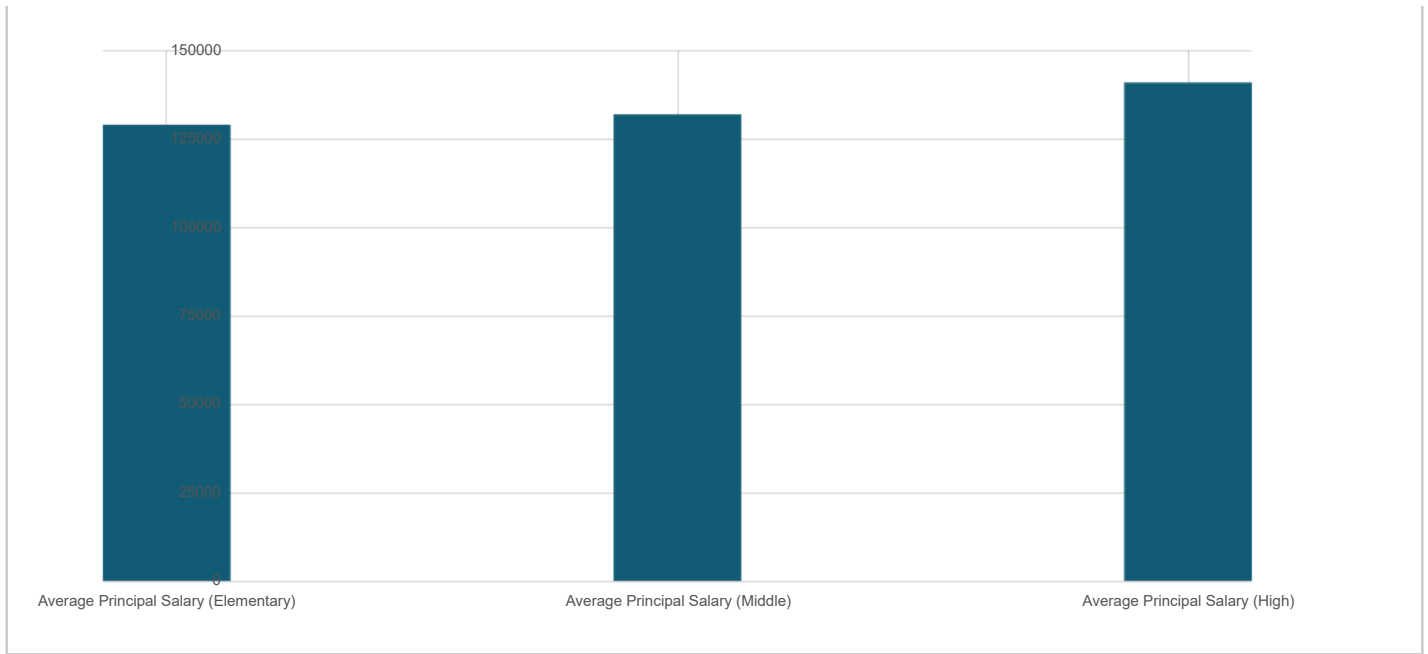
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**



**Principal Salary Chart**





Last updated: 1/14/2021

**Professional Development**

2018-19

16 Full Days and 13 partial Days

2019-20

14 Full Days and 16 partial Days

2020-21

12 Full Days and 40 partial Days

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	29	30	52

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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