



Board Agenda Item #	II A: Consent Item
Date:	January 20, 2022
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for all MPS

Proposed Board Recommendation

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

Background

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

The SARC presented for board approval is for the year of 2020-21 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school's website. It is also required of LEAs to notify all parents of the availability of a full report and provide instructions regarding how this information can be obtained both through the Internet and on paper (upon request). LEAs with access to the Internet are required to make SARCs available through that medium. MPS will publish SARC after board approval and before February 1 and will notify parents of the availability. 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)
 - MSA-1.....Pg. 3
 - MSA-2.....Pg. 27
 - MSA-3.....Pg. 54
 - MSA-4.....Pg. 77
 - MSA-5.....Pg. 104
 - MSA-6.....Pg. 128
 - MSA-7.....Pg. 154
 - MSA-8.....Pg. 178
 - MSA-Santa Ana.....Pg. 216
 - MSA-San Diego.....Pg. 254

Magnolia Science Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	18238 Sherman Way Reseda, CA , 91335-4550	Principal:	Mr. Brad Plonka, Principal
Phone:	(818) 609-0507	Grade Span:	6-12

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

Mr. Brad Plonka, Principal

Principal, Magnolia Science Academy

About Our School

Contact

Magnolia Science Academy
18238 Sherman Way
Reseda, CA 91335-4550

Phone: (818) 609-0507

Email: bplonka@magnoliapublicschools.org

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	Duardo, Debra
Email Address	duardo_debra@lacoed.edu
Website	www.lacoed.edu

School Contact Information (School Year 2020—2021)

School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-4550
Phone Number	(818) 609-0507
Principal	Mr. Brad Plonka, Principal
Email Address	bplonka@magnoliapublicschools.org
Website	https://msal.magnoliapublicschools.org
County-District-School (CDS) Code	19101996119945

Last updated: 1/7/22

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

Our Mission:

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MSA-1's 2021-22 Goals:

1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including full credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

2. EXCELLENCE

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.

3. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT INNOVATION

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.

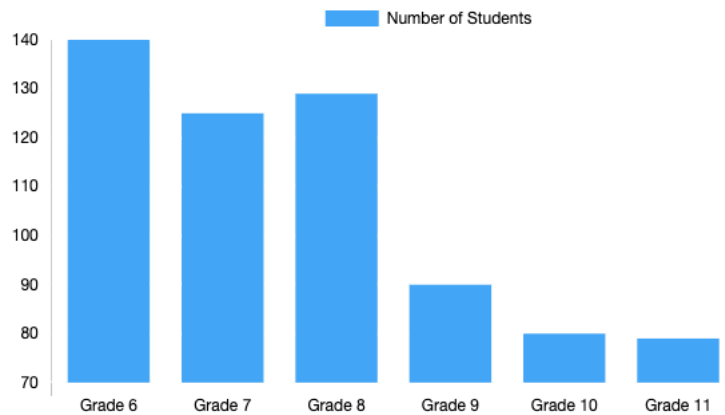
4. CONNECTION

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. Teacher assignments and credentials Instructional materials and technology Clean and safe facilities that support learning Healthy and nutritious meals Well-orchestrated Home Office support services

Last updated: 12/21/21

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 6	140
Grade 7	125
Grade 8	129
Grade 9	90
Grade 10	80
Grade 11	79
Grade 12	74
Total Enrollment	717



Last updated: 12/21/21

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	1.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Filipino	2.00%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.00%
Two or More Races	1.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	91.00%
English Learners	22.00%
Students with Disabilities	15.00%
Foster Youth	0.00%
Homeless	2.00%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: December 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%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, federal American Disabilities Act (ADA) access requirements, and 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 complies 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: 1/7/22

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 2021

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/7/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/10/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	74	15.78	84.22	45.95
Male	241	39	16.18	83.82	46.15
Female	228	35	15.35	84.65	45.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	17	3	17.65	82.35	--
Filipino	--	--	--	--	--
Hispanic or Latino	428	68	15.89	84.11	42.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	2	15.38	84.62	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	422	68	16.11	83.89	44.12
English Learners	115	15	13.04	86.96	0.00
Students with Disabilities	72	12	16.67	83.33	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/10/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	74	15.78	84.22	25.68
Male	241	39	16.18	83.82	25.64
Female	228	35	15.35	84.65	25.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	17	3	17.65	82.35	--
Filipino	--	--	--	--	--
Hispanic or Latino	428	68	15.89	84.11	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	2	15.38	84.62	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	422	68	16.11	83.89	22.06
English Learners	115	15	13.04	86.96	0.00
Students with Disabilities	72	12	16.67	83.33	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/10/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	31.21	N/A	28.72

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: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	N/T	N/T	N/T	N/T
Male	99	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	180	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	182	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	30	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 1/10/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	84.85%

Last updated: 1/10/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/10/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

MSA-1 is a school of choice that significantly benefits from parent involvement in our students' learning process. Our school provides a login for parents 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 can also voice any concerns they have prior to the school year starting and have any of their questions answered.

Our Parent Task Force (PTF) meets every month. We also have Coffee with the Admin team to allow parents to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to contact and meet any teacher during an assigned time to discuss a student's progress. This is particularly necessary because parents know that a teacher can be reached. Open Houses are held during the school year and are available to the neighbors and community that the school is located. Field trips are organized over the year and are taken within the community and overnight in locations that support academic growth.

Every six weeks, parents are mailed home a hard copy of their child's progress report or sent digitally. Teachers can 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 analysis is directly written for their child. We also offer our parents learning opportunities such as Parent activities on Saturdays and during the weekdays.

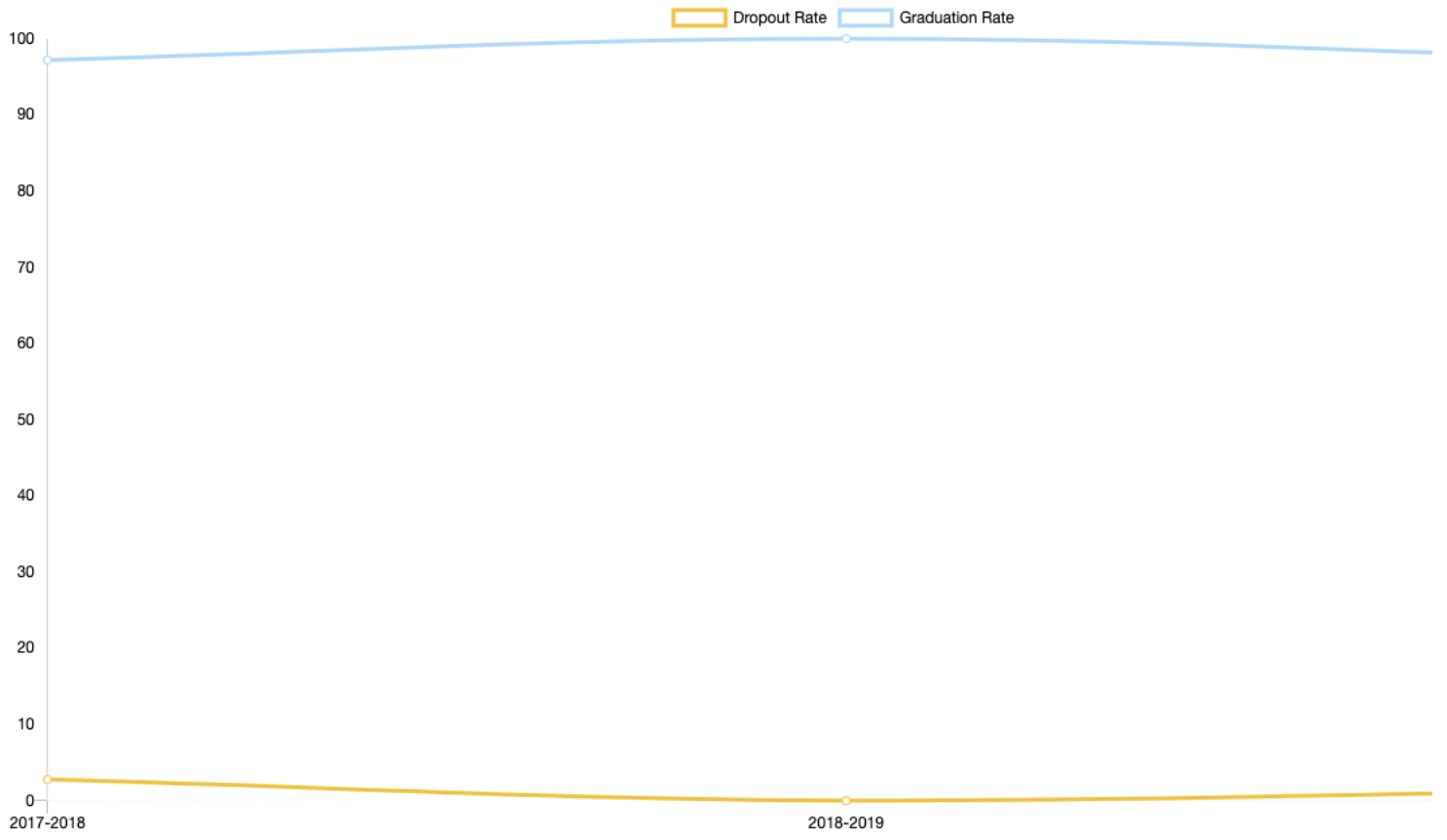
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.80%	0.00%	1.40%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	97.20%	100.00%	97.30%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	2.26%	0.90%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.07%	0.01%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	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: 1/10/22

School Safety Plan (School Year 2021-2022)

MSA-1 conducts fire, earthquake, and other mandated drills, including lockdown drills. Our campus is a safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following 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/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. Our staff also offers adequate supervision during transitions and breaks.

Last updated: 1/10/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	27.00		3	3
Other**				0

* 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	26.00	1	30	3
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

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

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

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	23.00	9	16	1
Math	23.00	10	14	2
Science	26.00	3	16	
Social Science	25.00	3	15	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	7	19	2
Math	23.00	12	16	1
Science	27.00	2	15	3
Social Science	26.00	4	13	3

Last updated: 1/10/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	499

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.70

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14724.80	\$3114.89	\$11609.92	\$64271.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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 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.

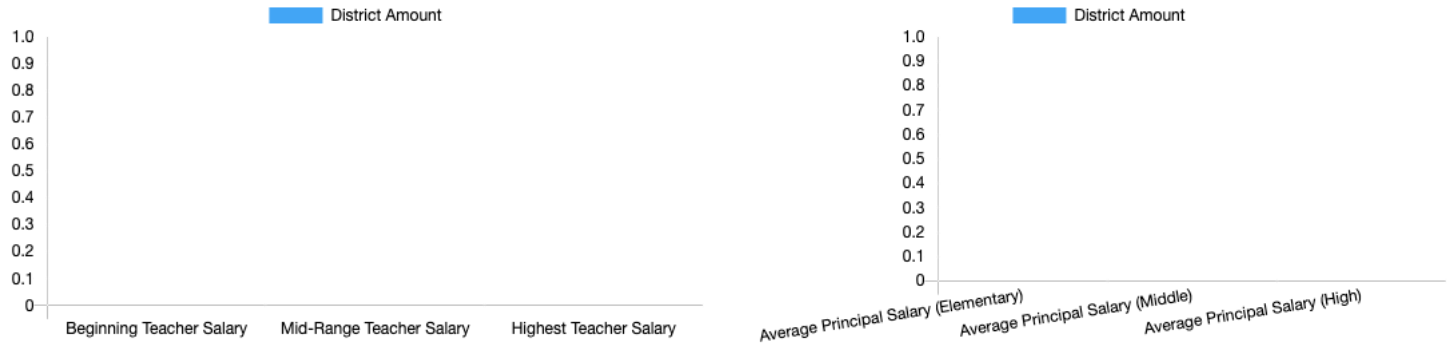
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

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/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020–2021)**Percent of Students in AP Courses** 41.80%

Subject	Number of AP Courses Offered*
Computer Science	1
English	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	1
Social Science	3
Total AP Courses Offered*	15.00%

Last updated: 1/10/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Math MSA1 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	467	440	94.2%	5.8%	23.1%
Female	227	211	93.0%	7.0%	21.8%
Male	240	229	95.4%	4.6%	24.5%
American Indian or Alaskan Native	--	--	--	--	--
Asian	22	22	100.0%	0.0%	54.5%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino	--	--	--	--	--
Hispanic or Latino	426	399	93.7%	6.3%	20.1%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	13	13	100.0%	0.0%	69.3%
English Learners	114	98	86.0%	14.0%	3.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	383	93.6%	6.4%	19.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	64	88.9%	11.1%	3.1%

Reading MSA1 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	467	438	93.8%	6.2%	39.5%
Female	227	213	93.8%	6.2%	46.0%
Male	240	225	93.8%	6.3%	33.3%
American Indian or Alaskan Native	--	--	--	--	--
Asian	22	22	100.0%	0.0%	68.2%
Black or African American			#DIV/0!	#DIV/0!	66.6%
Filipino	--	--	--	--	--
Hispanic or Latino	426	397	93.2%	6.8%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	13	13	100.0%	0.0%	69.3%
English Learners	114	98	86.0%	14.0%	3.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	382	93.4%	6.6%	36.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	68	94.4%	5.6%	7.3%

Magnolia Science Academy 2
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	17125 Victory Blvd. Van Nuys, CA , 91406-5455	Principal:	David Garner, Principal
Phone:	(818) 758-0300	Grade Span:	6-12

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

David Garner, Principal

Principal, Magnolia Science Academy 2

About Our School

Dear Parents, Guardians, and Stakeholders,

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

Respectfully,

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

Contact

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

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

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	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

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
Website	http://msa2.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115212

Last updated: 12/30/21

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 502 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.

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 2020–21 school year. School finances and school completion data are reported for the 2020-21 school year. Contact information, facilities, curriculum, 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 2

Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455

Phone: 818-758-0300

Email: 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, arts 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.

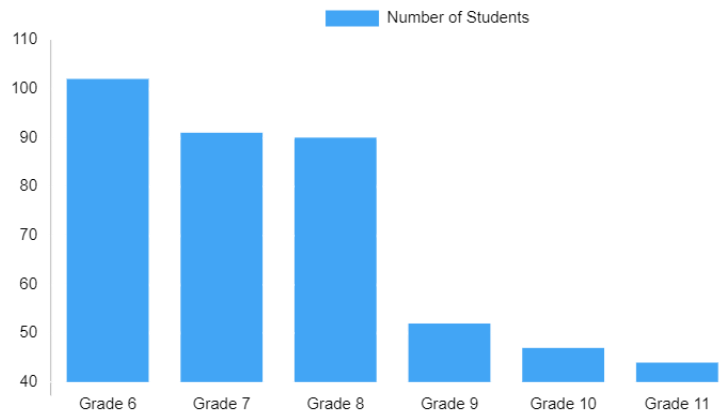
EXCELLENCE

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: 12/30/21

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	102
Grade 7	91
Grade 8	90
Grade 9	52
Grade 10	47
Grade 11	44
Grade 12	40
Total Enrollment	466



Last updated: 12/30/21

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	2.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Filipino	2.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.00%
White	5.00%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	87.00%
English Learners	13.00%
Students with Disabilities	15.00%
Foster Youth	0.00%
Homeless	2.00%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: December 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%
Mathematics	McGraw Hill	Yes	0%
Science	McGraw Hill	Yes	0%
History-Social Science	McGraw Hill	Yes	0%
Foreign Language	Wayside Publishing	Yes	0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/30/21

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: 12/30/21

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 2021

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

Overall Facility Rate

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

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

Last updated: 12/30/21

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/1/01

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	41	12.54	87.46	46.34
Male	178	18	10.11	89.89	44.44
Female	149	23	15.44	84.56	47.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	13	2	15.38	84.62	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	34	11.89	88.11	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	14	1	7.14	92.86	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	285	39	13.68	86.32	46.15
English Learners	47	2	4.26	95.74	--
Students with Disabilities	49	6	12.24	87.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	41	12.54	87.46	24.39
Male	178	18	10.11	89.89	22.22
Female	149	23	15.44	84.56	26.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	13	2	15.38	84.62	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	34	11.89	88.11	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	14	1	7.14	92.86	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	285	39	13.68	86.32	25.64
English Learners	47	2	4.26	95.74	--
Students with Disabilities	49	6	12.24	87.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	NT	NT	NT	NT
Male	74	NT	NT	NT	NT
Female	57	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	108	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

*Last updated:***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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: 12/9/21***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	92.11%

*Last updated: 12/13/21***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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/13/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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, MSA2 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 School Plan for Student Achievement (SPSA)

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:

- 7/1 Baseline Covid Testing for In-Person Summer School & Sports
- 7/6 English as a Second Language Summer Course for Parents
- 7/8 English as a Second Language Summer Course for Parents
- 7/13 Incoming 9th Graders Meetings with Admin
- 7/13 English as a Second Language Summer Course for Parents
- 7/14 Incoming 9th Graders Meetings with Admin
- 7/15 Incoming 9th Graders Meetings with Admin
- 7/15 English as a Second Language Summer Course for Parents
- 7/19 Incoming 9th Graders Meetings with Admin
- 7/20 Incoming 9th Graders Meetings with Admin
- 7/20 English as a Second Language Summer Course for Parents
- 7/22 Incoming 9th Graders Meetings with Admin
- 7/22 English as a Second Language Summer Course for Parents
- 7/27 English as a Second Language Summer Course for Parents
- 7/29 English as a Second Language Summer Course for Parents

August:

- 8/3 English as a Second Language Summer Course for Parents
- 8/4 Baseline Covid Testing for New MSA2 Students
- 8/5 English as a Second Language Summer Course for Parents
- 8/6 Orientation (English & Spanish), Uniform Sale & Baseline Covid Testing for Returning MSA2 Students
- 8/10 Orientation - Independent Study (English & Spanish)
- 8/10 English as a Second Language Summer Course for Parents
- 8/11 Weekly Covid Testing for New MSA2 Students
- 8/12 English as a Second Language Summer Course for Parents
- 8/13 Weekly Covid Testing for Returning MSA2 Students
- 8/18 Weekly Covid Testing for New MSA2 Students
- 8/20 Weekly Covid Testing for Returning MSA2 Students
- 8/20 Coffee with the Principal - Beginning of Year Support for Families
- 8/25 Weekly Covid Testing for New MSA2 Students
- 8/27 Weekly Covid Testing for Returning MSA2 Students
- 8/27 Coffee with the Principal - Transitional Support for Families

September:

- 9/1 Weekly Covid Testing for New MSA2 Students
- 9/3 Weekly Covid Testing for Returning MSA2 Students
- 9/3 Coffee with the Principal - Transitional Support for Families
- 9/8 Weekly Covid Testing for New MSA2 Students
- 9/8 Virtual Back to School Night
- 9/10 Weekly Covid Testing for Returning MSA2 Students
- 9/10 Coffee with the Principal - Transitional Support for Families
- 9/11 English as a Second Language Fall Course for Parents
- 9/15 Weekly Covid Testing for New MSA2 Students
- 9/17 Weekly Covid Testing for Returning MSA2 Students
- 9/17 Coffee with the Principal - Transitional Support for Families
- 9/18 English as a Second Language Fall Course for Parents

9/22 Weekly Covid Testing for New MSA2 Students

9/24 Weekly Covid Testing for Returning MSA2 Students

9/24 Coffee with the Principal - Transitional Support for Families

9/25 English as a Second Language Fall Course for Parents

9/25 Community Resource Fair & Free Covid Vaccine Clinic

9/29 Weekly Covid Testing for New MSA2 Students

9/30 College Night Virtual Presentation

October:

10/1 Weekly Covid Testing for Returning MSA2 Students

10/1 Coffee with the Principal - School Site Council Meeting / ELAC Meeting / Title 1 Meeting

10/2 English as a Second Language Fall Course for Parents

10/6 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/8 Weekly Covid Testing for Returning MSA2 Students

10/8 Coffee with the Principal - Transitional Support for Families

10/9 English as a Second Language Fall Course for Parents

10/9 Free Covid Vaccination Pop-Up Clinic Event at MSA2

10/12 Parent Teacher Conferences

10/12 College Counselor Parent Conferences

10/13 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/13 Parent Teacher Conferences

10/13 12th Grade Class Fundraiser at Chipotle

10/14 College Counselor Parent Conferences

10/14 Parent Teacher Conferences

10/15 Weekly Covid Testing for Returning MSA2 Students

10/15 Coffee with the Principal - Transitional Support for Families

10/16 English as a Second Language Fall Course for Parents

10/20 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/21 Magnolia-wide College and Career Evening Presentation Series - MPS High School Graduation Requirements

10/22 Weekly Covid Testing for Returning MSA2 Students

10/22 Together Fighting COVID-19: Free Virtual Workshop with Dignity Health Northridge Hospital

10/22 Coffee with the Principal - COVID 19 Workshop & ESSER Fund

10/23 English as a Second Language Fall Course for Parents

10/26 College and Career Readiness: University of California (UC) Application Workshop

10/27 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

10/29 Weekly Covid Testing for Returning MSA2 Students

10/29 Coffee with the Principal - Transitional Support for Families

10/29 Halloween Costume Event and Festival of Fun

10/30 English as a Second Language Fall Course for Parents

10/30 Free Covid Vaccination Pop-Up Clinic Event at MSA2

November:

11/3 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/4 Day of the Dead & Mariposas Monarcas Community Event

11/4 Magnolia-wide College and Career Evening Presentation Series - University of California A-G Requirement

11/5 Weekly Covid Testing for Returning MSA2 Students

11/5 Coffee with the Principal - Transitional Support for Families

11/6 English as a Second Language Fall Course for Parents

11/10 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/12 Weekly Covid Testing for Returning MSA2 Students

11/12 Coffee with the Principal - Transitional Support for Families

11/13 English as a Second Language Fall Course for Parents

11/16 Magnolia-wide College and Career Evening Presentation Series - Dual Enrollment

11/17 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

11/17 Question, Persuade, Refer (QPR) Training: A Community Suicide Prevention Training with Dignity Health Northridge Hospital Medical Center (English Training)

11/18 Magnolia-wide College and Career Evening Presentation Series - Basics of Financial Aid for College

11/19 Weekly Covid Testing for Returning MSA2 Students

11/19 Coffee with the Principal - Transitional Support for Families

11/23 Question, Persuade, Refer (QPR) Training: A Community Suicide Prevention Training with Dignity Health Northridge Hospital Medical Center (Spanish Training)

December:

12/1 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

12/3 Weekly Covid Testing for Returning MSA2 Students

12/3 Coffee with the Principal - Transitional Support for Families

12/4 English as a Second Language Fall Course for Parents

12/8 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students

12/8 11th Grade College and Career Readiness Meetings

12/9 Dual Enrollment Spring Semester Update Meeting

12/9 11th Grade College and Career Readiness Meetings

12/10 Weekly Covid Testing for Returning MSA2 Students

12/10 Coffee with the Principal - ELAC Meeting / Title I Meeting

12/11 English as a Second Language Fall Course for Parents

12/13 11th Grade College and Career Readiness Meetings

12/14 11th Grade College and Career Readiness Meetings

12/15 Weekly Covid Testing for New MSA2 Students / Make-Up Testing for Returning Students
 12/17 Weekly Covid Testing for Returning MSA2 Students
 12/17 Middle School Winter Dance and Highschool Homecoming Dance
 12/18 Free COVID-19 Vaccine Clinic and Winter Wonderland Resource Fair with Pacoima Beautiful

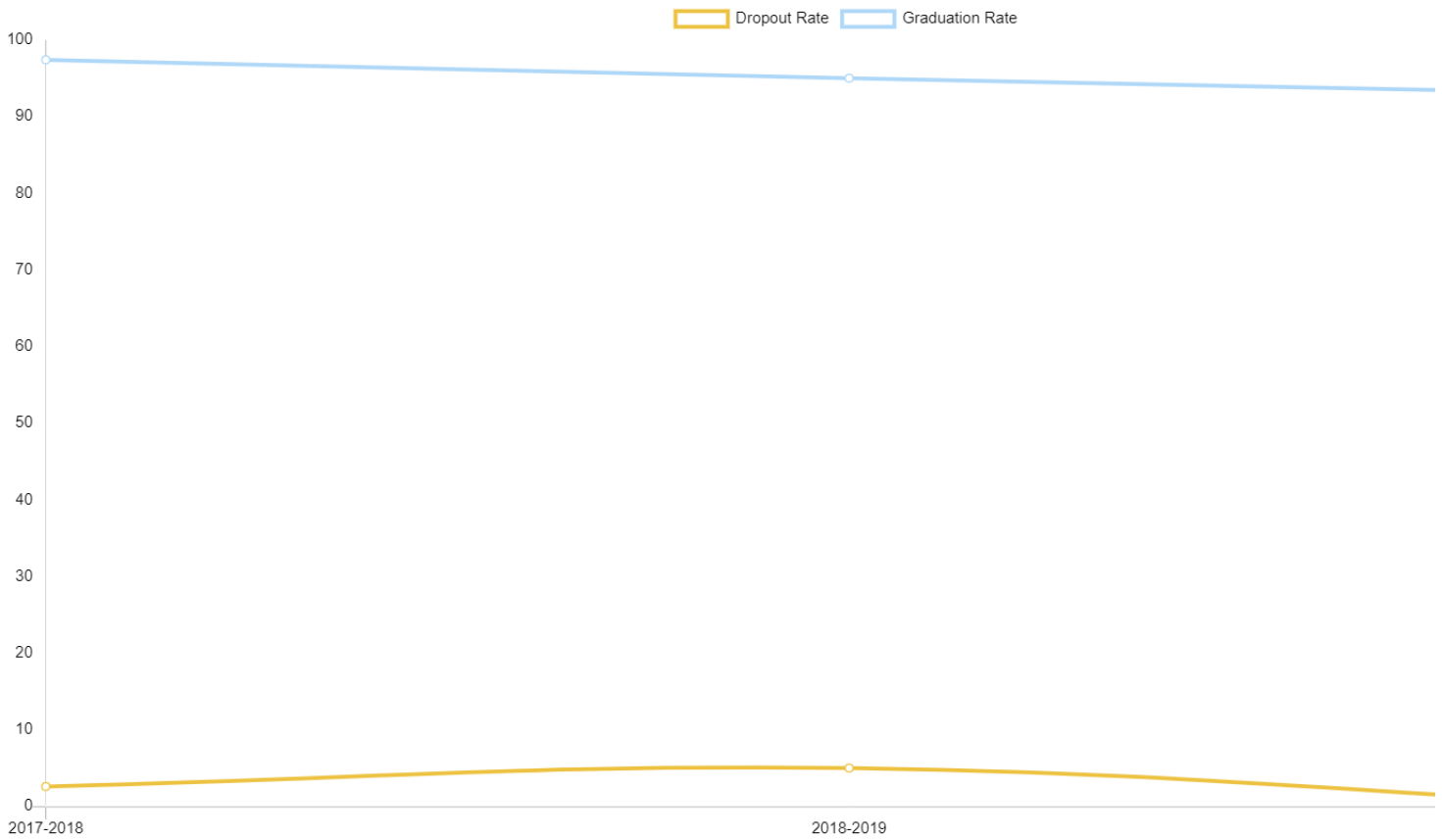
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.60%	5.00%	0.00%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	97.40%	95.00%	92.90%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.22%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.07%	0.01%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	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: 12/14/21

School Safety Plan (School Year 2021-2022)

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 inservice 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 January 14 2022, MSA2's School Site Council voted to approve the School Safety Plan.

Last updated: 1/14/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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		18	7
Other**				0

* 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	34.00	1	15	9
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 2020–2021

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	39.00	2	1	13
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

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

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

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	23.00	9	10	1
Math	23.00	11	6	2
Science	25.00	4	7	1
Social Science	27.00	2	8	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	5	12	3
Math	27.00	12	7	
Science	29.00	1	9	1
Social Science	27.00	4	9	1

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
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)	0.00
Other	3.50

Last updated: 12/9/21

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12708.52	\$1765.17	\$10943.35	\$65026.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	-40.00%	-19.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	-19.00%	-26.00%

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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:

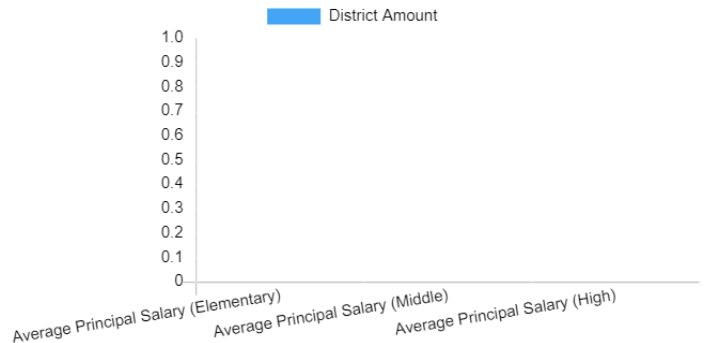
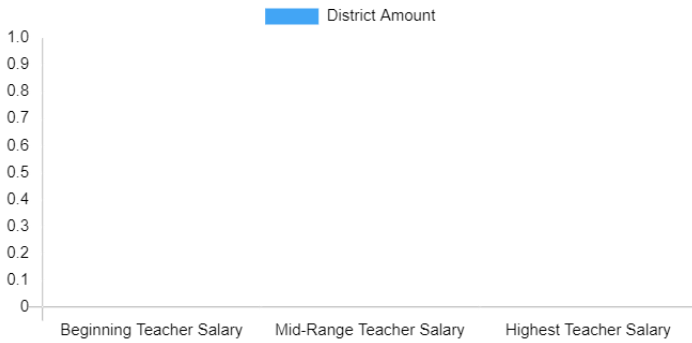
- Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and wellorchestrated Home Office support services.
- Goal 2: Excellence: Broad 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 wellrounded 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: 12/30/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

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/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 34.80%

Subject	Number of AP Courses Offered*
Computer Science	2
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	5.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	71

Math MSA2 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	327	317	96.9%	3.1%	32.5%
Female	149	146	98.0%	2.0%	37.6%
Male	178	171	96.1%	3.9%	28.1%
American Indian or Alaskan Native	--	--	--	--	--
Asian	19	18	94.7%	5.3%	61.1%
Black or African American			#DIV/0!	#DIV/0!	16.7%
Filipino	--	--	--	--	--
Hispanic or Latino	286	278	97.2%	2.8%	30.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	14	14	100.0%	0.0%	42.8%
English Learners	47	47	100.0%	0.0%	14.9%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	280	272	97.1%	2.9%	32.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.9%	4.1%	17.0%

Reading MSA2 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	327	314	96.0%	4.0%	49.7%
Female	149	146	98.0%	2.0%	55.4%
Male	178	168	94.4%	5.6%	44.6%
American Indian or Alaskan Native	--	--	--	--	--
Asian	19	19	100.0%	0.0%	84.3%
Black or African American			#DIV/0!	#DIV/0!	75.0%
Filipino	--	--	--	--	--
Hispanic or Latino	286	276	96.5%	3.5%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White	14	14	100.0%	0.0%	71.4%
English Learners	47	45	95.7%	4.3%	11.1%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	280	270	96.4%	3.6%	49.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	45	91.8%	8.2%	20.0%

Magnolia Science Academy 3
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

Address: 1254 East Helmick St. **Principal:** Zekeriya Ocel, Principal
Carson, CA , 90746-3164

Phone: (310) 637-3806 **Grade Span:** 6-12

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

Zekeriya Ocel, Principal

Principal, Magnolia Science Academy 3

About Our School

Contact

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

Phone: (310) 637-3806

Email: zocel@magnoliapublicschools.org

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	Duardo, Debra
Email Address	duardo_debra@lacoed.edu
Website	www.lacoed.edu

School Contact Information (School Year 2020—2021)

School Name	Magnolia Science Academy 3
Street	1254 East Helmick St.
City, State, Zip	Carson, CA , 90746-3164
Phone Number	(310) 637-3806
Principal	Zekeriya Ocel, Principal
Email Address	zocel@magnoliapublicschools.org
Website	http://msa3.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115030

Last updated:

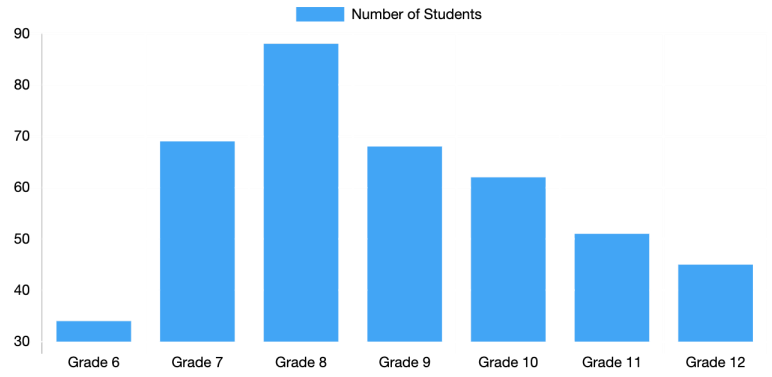
School Description and Mission Statement (School Year 2020–2021)

null

Last updated:

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 6	34
Grade 7	69
Grade 8	88
Grade 9	68
Grade 10	62
Grade 11	51
Grade 12	45
Total Enrollment	417



Last updated:

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	39.10%	Socioeconomically Disadvantaged	72.70%
American Indian or Alaska Native	0.00%	English Learners	6.50%
Asian	0.70%	Students with Disabilities	11.00%
Filipino	0.20%	Foster Youth	0.20%
Hispanic or Latino	56.60%	Homeless	1.00%
Native Hawaiian or Pacific Islander	0.20%		
White	1.20%		
Two or More Races	1.90%		

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/1/01

School Facility Conditions and Planned Improvements

<p>null</p>

Last updated:

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: Not Available

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/1/01

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	44	18.03	81.97	69.77
Male	129	20	15.50	84.50	73.68
Female	115	24	20.87	79.13	66.67
Black or African American	98	7	7.14	92.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	33	24.26	75.74	75.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	32	18.29	81.71	71.88
English Learners	13	2	15.38	84.62	--
Students with Disabilities	24	3	12.50	87.50	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 12/10/21

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	45	18.44	81.56	34.09
Male	129	20	15.50	84.50	45.00
Female	115	25	21.74	78.26	25.00
Black or African American	98	8	8.16	91.84	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	33	24.26	75.74	40.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	175	32	18.29	81.71	35.48
English Learners	13	2	15.38	84.62	--
Students with Disabilities	24	4	16.67	83.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 12/10/21

**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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	NT	NT	NT	NT
Male	72	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Black or African American	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	66	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

<p>null</p>

Last updated:

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 12/9/21

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	96.23%

Last updated: 12/13/21

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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

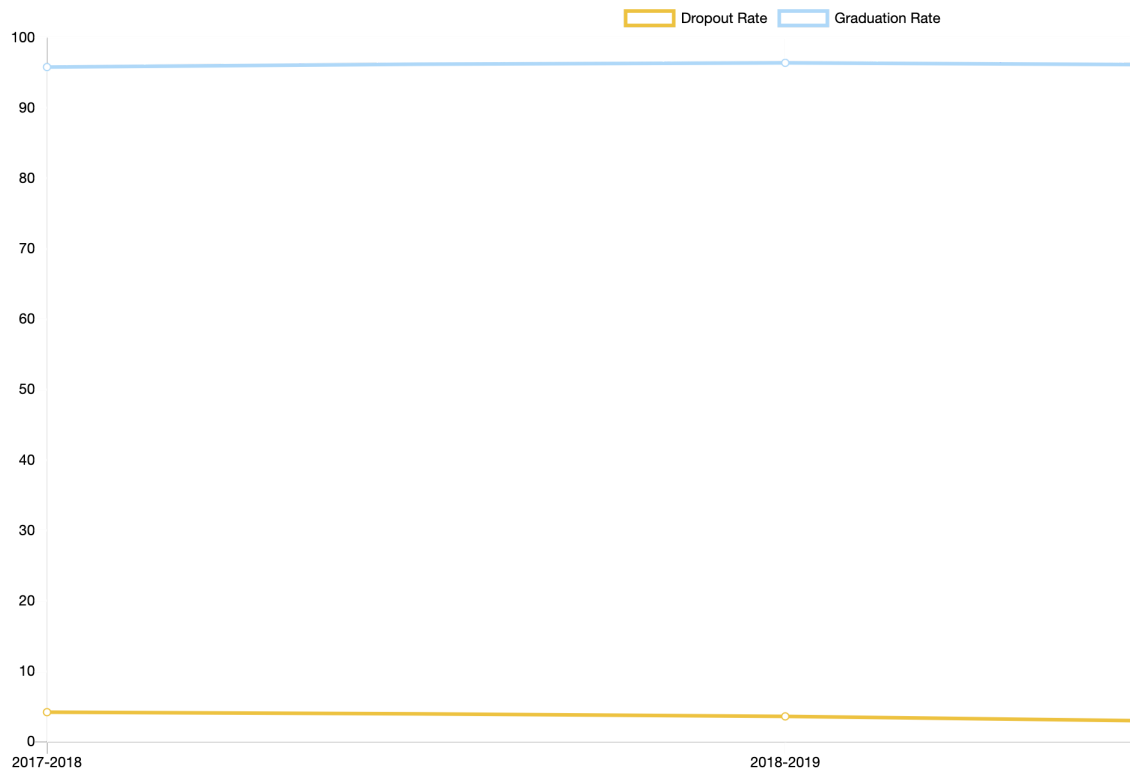
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	4.20%	3.60%	2.20%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	95.80%	96.40%	95.70%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



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 2018- 2019	School 2019- 2020	District 2018- 2019	District 2019- 2020	State 2018- 2019	State 2019- 2020
Suspensions	1.33%	0.97%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.19%	0.00%	0.07%	0.01%	0.08%	0.05%

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 2020—2021	District 2020—2021	State 2020—2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	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: 12/14/21

School Safety Plan (School Year 2021-2022)

null

Last updated:

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	21.00	5	16	
Other**				0

* 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	23.00	3	16	1
Other**				

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

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

**Average Class Size and Class Size Distribution (Elementary) School Year
2020–2021**

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	17.00	13		1
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

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

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

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	26.00	4	11	3
Math	26.00	2	12	2
Science	27.00	3	11	2
Social Science	29.00		10	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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	5	10	2
Math	24.00	8	9	1
Science	29.00	1	8	1
Social Science	26.00	4	10	2

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020–2021)

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

Last updated: 12/9/21

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

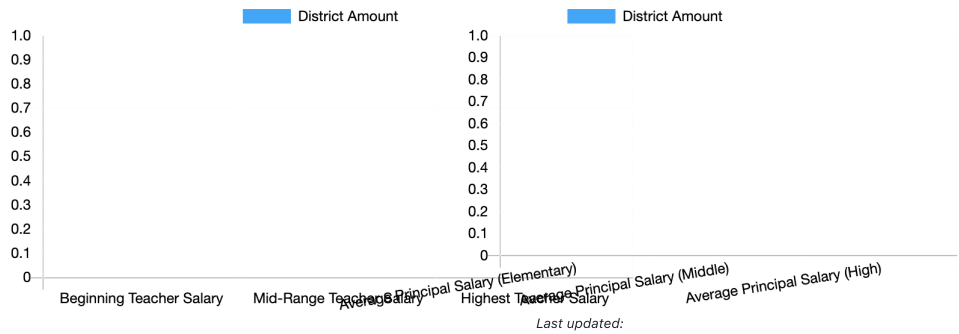
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Last updated:

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

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/>.



Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses 54.40%

Subject	Number of AP Courses Offered*
Computer Science	2
English	1
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	0
Social Science	2
Total AP Courses Offered*	10.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement			

Math MSA3 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	227	93.0%	7.0%	18.0%
Female	117	108	92.3%	7.7%	19.5%
Male	127	119	93.7%	6.3%	16.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	100.0%
Black or African American	97	89	91.8%	8.2%	9.0%
Filipino	--	--	--	--	--
Hispanic or Latino	137	127	92.7%	7.3%	23.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White			#DIV/0!	#DIV/0!	40.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	154	92.2%	7.8%	18.8%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.8%	4.2%	0.0%

Reading MSA3 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	226	92.6%	7.4%	32.8%
Female	117	105	89.7%	10.3%	39.1%
Male	127	121	95.3%	4.7%	27.3%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	100.0%
Black or African American	97	89	91.8%	8.2%	17.9%
Filipino	--	--	--	--	--
Hispanic or Latino	137	127	92.7%	7.3%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	20.0%
White			#DIV/0!	#DIV/0!	75.0%
English Learners	14	11	78.6%	21.4%	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	155	92.8%	7.2%	30.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.8%	4.2%	26.1%

Magnolia Science Academy 4
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

Address: 11330 West Graham Pl., **Principal:** Musa Avsar, Principal
B-9
Los Angeles, CA ,
90064

Phone: (310) 473-2464 **Grade** 6-12
Span:

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

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.

Contact

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

Phone: (310) 473-2464

Email: mavsar@magnoliapublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020—2021)

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

Last updated: 1/6/22

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.

VISION

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MISSION

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

CORE VALUES

MPS has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities. The MPS home office academic department will lead the effort to ensure alignment of the following core values to better align with the newly developed Portrait of the Graduate competencies:

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. Students demonstrate their mastery and excellence in their learning outcomes based on MPS core competencies.

Innovation

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, 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, community cultivates 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.

PORTRAIT OF A GRADUATE

Our overarching objective at MPS is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, and through a design process that intentionally engaged our MPS community, MPS has developed the Portrait of a Graduate. Our goal with the Portrait of a Graduate is a collective vision for MPS that articulates our organization and community's aspirations for our students.

Portrait of a Graduate Competencies

The following are SIX COMPETENCIES and descriptions in our community's Portrait of a Graduate.

SIX COMPETENCIES

- Literacy with a Learner's Mindset
- Critical Thinking
- Creativity
- Effective Communication
- Adaptability
- Global Citizenship

COMPETENCY #1 - LITERACY WITH A LEARNER'S MINDSET

Literacy with a learner's mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions.

Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn.

COMPETENCY #2 - CRITICAL THINKING

Students will utilize their critical thinking skills to problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution.

COMPETENCY #3 - CREATIVITY

Creativity for Magnolia students is to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations.

COMPETENCY #4 - EFFECTIVE COMMUNICATION

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture.

COMPETENCY #5 - ADAPTABILITY

Adaptability for Magnolia students is to demonstrate flexibility when

acclimating to various roles and situations. Students will work effectively in a climate of ambiguity and changing priorities, demonstrating agility in thoughts and actions. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism.

COMPETENCY #6 - GLOBAL CITIZENSHIP

Global Citizenship for Magnolia students is to contribute to making the world a better place.

Students will understand the world and its complexities, value and embrace diverse cultures

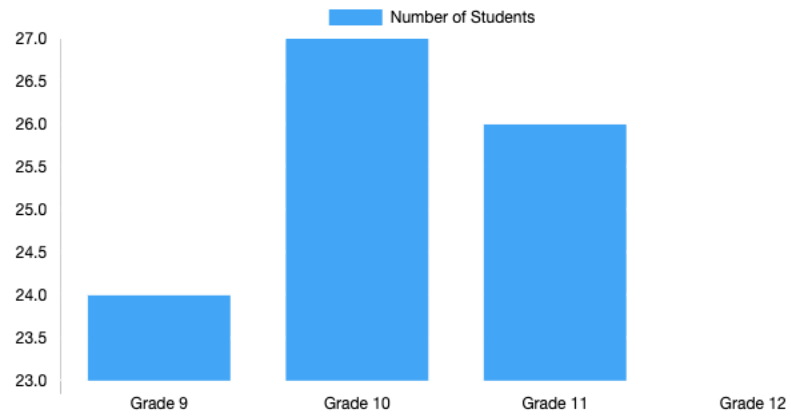
and unique perspectives through mutual respect and open dialog, cultivate compassion, and

take action in building more peaceful and inclusive environments.

Last updated: 1/6/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	24
Grade 10	27
Grade 11	26
Grade 12	23
Total Enrollment	100



Last updated: 1/6/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	11.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Filipino	0.00%
Hispanic or Latino	85.00%
Native Hawaiian or Pacific Islander	0.00%
White	2.00%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	89.00%
English Learners	12.00%
Students with Disabilities	28.00%
Foster Youth	0.00%
Homeless	1.00%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: January 2022

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.

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, and IXL.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, and IXL.	Yes	0%
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science, and Chemistry. (9-12)	Yes	0%
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)	Yes	0%
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%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/6/22

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: 1/6/22

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 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

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

Last updated: 1/6/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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: 1/1/01

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100.00	0.00	48.00
Male	18	18	100.00	0.00	35.29
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	47.83
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100.00	0.00	11.54
Male	18	18	100.00	0.00	5.56
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

**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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

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:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	NT	NT	NT	NT
Male	15	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
English Learners	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

*Last updated:***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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: 12/9/21***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

*Last updated: 12/13/21***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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/10/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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.

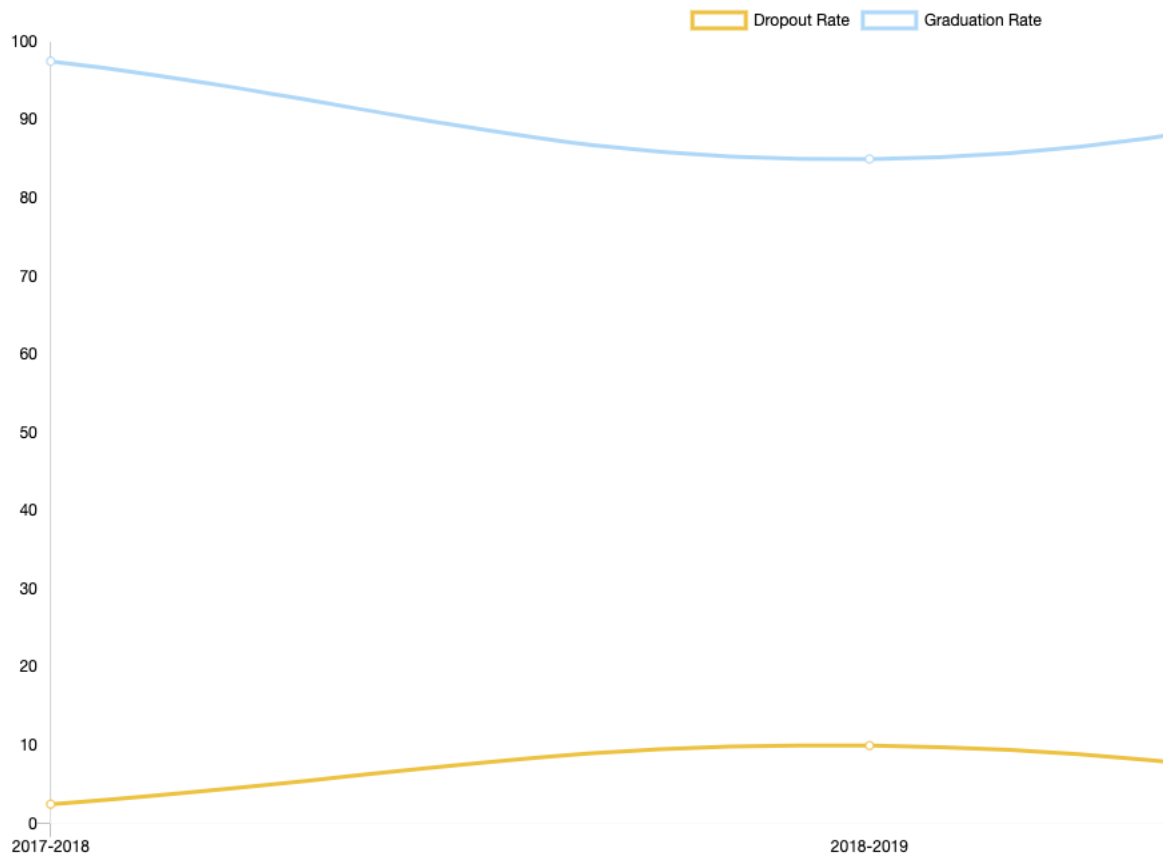
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	2.50%	10.00%	0.00%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	97.50%	85.00%	100.00%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%



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 2018- 2019	School 2019- 2020	District 2018- 2019	District 2019- 2020	State 2018- 2019	State 2019- 2020
Suspensions	7.49%	2.90%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.53%	0.00%	0.02%	0.02%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	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: 12/14/21

School Safety Plan (School Year 2021-2022)

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

Last updated: 1/6/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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				
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				
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 2020–2021

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	10.00	16	2	
Math	14.00	12	1	
Science	18.00	6	1	
Social Science	16.00	10	1	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	11	2	
Math	12.00	8	2	
Science	17.00	4	2	
Social Science	15.00	7	1	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	15.00	8	1	
Math	15.00	8		
Science	16.00	4	1	
Social Science	18.00	3	2	

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020—2021)

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

Last updated: 12/9/21

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

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 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 well-rounded education.

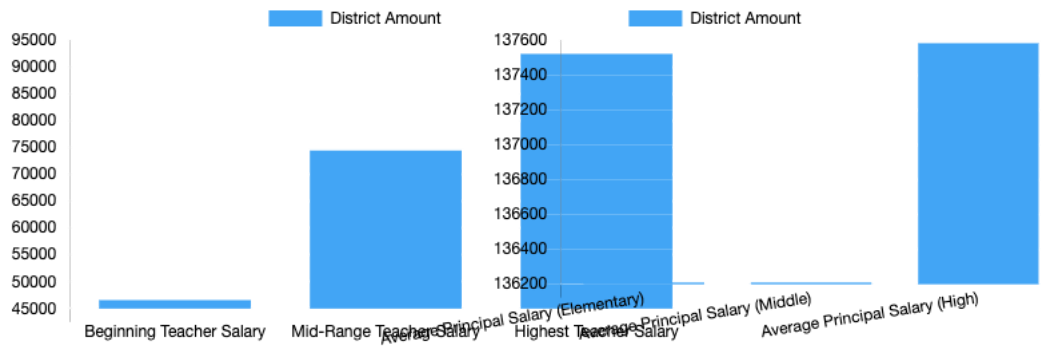
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 1/6/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 42.00%

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*	4.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	52	52	52

Math MSA4 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	26	26	100.0%	0.0%	11.5%
Female			#DIV/0!	#DIV/0!	25.0%
Male	18	18	100.0%	0.0%	5.6%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.0%	0.0%	13.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	0.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	0.0%	12.5%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities			#DIV/0!	#DIV/0!	0.0%

Reading MSA4 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	26	26	100.0%	0.0%	53.8%
Female			#DIV/0!	#DIV/0!	75.0%
Male	18	18	100.0%	0.0%	44.4%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American			#DIV/0!	#DIV/0!	66.7%
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.0%	0.0%	54.5%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	0.0%
English Learners			#DIV/0!	#DIV/0!	0.0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	0.0%	54.2%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities			#DIV/0!	#DIV/0!	25.0%

Magnolia Science Academy 5
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	18238 Sherman Way Reseda, CA , 91335-6121	Principal:	Mr. Ali Kaplan, Principal
Phone:	(818) 705-5676	Grade Span:	6-12

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

Mr. Ali Kaplan, Principal

Principal, Magnolia Science Academy 5

About Our School

Welcome to a new school year at the new campus! This school year will no doubt be unique, memorable, and, at times, challenging as we are "hopefully" heading out from the pandemic at our temporary home. Magnolia Science Academy-5 (MSA-5), 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 2008, MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-5 offers a comprehensive learning experience designed to serve the needs of students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-college links. In order to maintain the stability of its student population, MSA-5 will relocate to 18238 Sherman Way in Reseda, the location of MSA-1, another Los Angeles County Board authorized charter school. MSA-5 is selected "Best Middle Schools" by US News in 2022.

Contact

Magnolia Science Academy 5
18238 Sherman Way
Reseda, CA 91335-6121

Phone: (818) 705-5676

Email: msa5@magnoliapublicschools.org

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	Duardo, Debra
Email Address	duardo_debra@lacoed.edu
Website	www.lacoed.edu

School Contact Information (School Year 2020—2021)

School Name	Magnolia Science Academy 5
Street	18238 Sherman Way
City, State, Zip	Reseda, CA , 91335-6121
Phone Number	(818) 705-5676
Principal	Mr. Ali Kaplan, Principal
Email Address	msa5@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990137679

Last updated: 12/21/21

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

Our Mission:

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MSA-5's 2021-22 Goals:

1. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including full credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

2. EXCELLENCE

All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.

3. BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT INNOVATION

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.

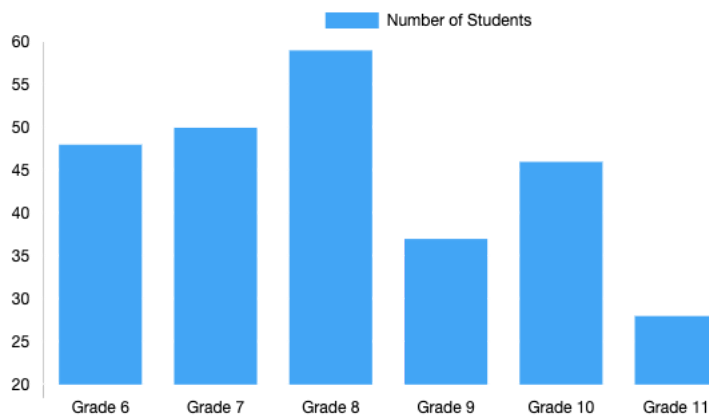
4. CONNECTION

All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. Teacher assignments and credentials Instructional materials and technology Clean and safe facilities that support learning Healthy and nutritious meals Well-orchestrated Home Office support services

Last updated: 12/21/21

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 6	48
Grade 7	50
Grade 8	59
Grade 9	37
Grade 10	46
Grade 11	28
Grade 12	22
Total Enrollment	290



Last updated: 12/21/21

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	1.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Filipino	2.00%
Hispanic or Latino	91.00%
Native Hawaiian or Pacific Islander	0.00%
White	4.00%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	91.00%
English Learners	28.00%
Students with Disabilities	20.00%
Foster Youth	1.00%
Homeless	1.00%

A. Conditions of Learning

State Priority: Basic

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync California Edition	Yes	0%
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 Glencoe Math	Yes	0%
Science	McGraw Hill California Inspire Science Series Glencoe Biology	Yes	0%
History-Social Science	McGraw Hill IMPACT: California Series McGraw Hill United States Government Our Democracy McGraw Hill World History and Geography Modern Times Bentley, Traditions and Encounters	Yes	0%
Foreign Language	McGraw Hill Así se dice Series Vista Learning Temas	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/21/21

School Facility Conditions and Planned Improvements

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

Last updated: 12/21/21

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 2021

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 12/21/21

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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: 1/1/01

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	16	8.70	91.30	30.77
Male	101	11	10.89	89.11	33.33
Female	83	5	6.02	93.98	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	15	9.04	90.96	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantages	103	13	12.62	87.38	36.36
English Learners	52	1	1.92	98.08	--
Students with Disabilities	37	3	8.11	91.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 12/10/21

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	13	7.07	92.93	7.69
Male	101	8	7.92	92.08	--
Female	83	5	6.02	93.98	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	11	6.63	93.37	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	103	10	9.71	90.29	--
English Learners	52	1	1.92	98.08	--
Students with Disabilities	37	4	10.81	89.19	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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: 12/10/21

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	31.21	N/A	28.72

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:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 12/9/21

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 12/13/21

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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Magnolia Science Academy-5 values community engagement. School-wide events, large-scale changes, and budget-related topics are discussed and reviewed at the in-person and virtual meetings. In addition, MSA-5 has hired a PACE coordinator in order to establish effective communication between the school, parents, and students. MSA-5 sends periodic newsletters and messages utilizing ParentSquare for announcements, upcoming meetings, and events. The PACE coordinator and school administration hold bi-weekly coffee with principal meetings in addition to School Site Committee meetings and weekly staff and admin meetings. The agenda, minutes are shared with the participants of those meetings and translation has been provided by the PACE coordinator. In addition, we received feedback from MSA5 staff during our regular staff meeting, and we received feedback from parents, students, and community members during the School Site Council meeting. Additionally, the families that speak languages other than English also attended all of our meetings. For those parents, we provided translation services. Also, we have had meetings held for English speaking and Spanish only speaking parents so that the information related to school issues were provided to those parents in their language

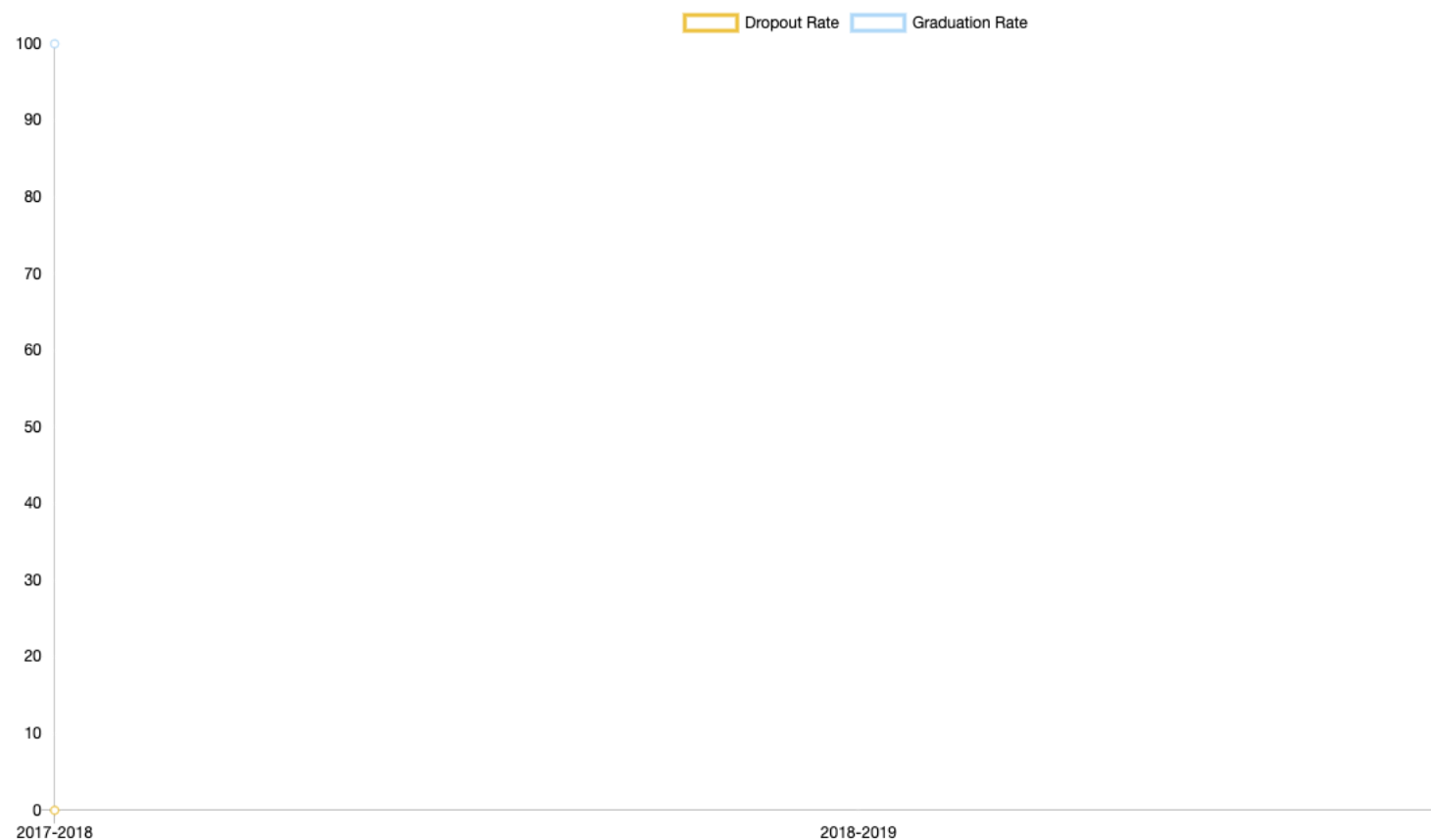
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	0.00%	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	100.00%	57.10%	60.00%	72.70%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.16%	0.35%	11.54%	7.95%	3.47%	2.45%
Expulsions	0.39%	0.00%	0.07%	0.01%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	1.87%	0.20%
Expulsions	0.00%	0.00%	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: 12/14/21

School Safety Plan (School Year 2021-2022)

The school safety plan is collaboratively developed in July and August 2021 with the co-locating school site to ensure students and staff of both schools are safe and the procedures and policies don't conflict. Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. As required by California Education Code (CEC), Section 35294

A meeting for public input was held on 10/22/2021 at MSA-5

Reviewed by Law Enforcement on 10/22/2021

Plan Adopted by School Site Council on 10/22/2021

Here are the key elements of the safety plan:

1. Assessment of the Current Status of School Crime Page 6
 2. Programs and Strategies that Provide School Safety and Action Plan for Safe Orderly Environment
- Child Abuse Reporting Procedures Page 7
- Disaster Response Procedures Page 11
- Suspension and Expulsion Policies Page 22
- Procedures for Notifying Teachers about Dangerous Pupils Page 33
- Sexual Harassment Policy Page 36
- School-wide Dress Code prohibiting gang-related apparel Page 46
- Procedures for Safe Ingress and Egress from school Page 49
- Procedures to Ensure a Safe and Orderly Environment
- The social climate-people and programs (Component 1) Page 50
- The physical environment-place (Component 2) Page 52
- Rules and Procedures on School Discipline Page 60
- Hate Crime Policies and Procedures Page 68
- Bullying and Cyber-Bullying Page 68
- Safety Goals Page 69
- School Map Page 71
- School Evacuation Map Page 72
- Emergency Drill Status Report Page 73
- Emergency Data Sheet Page 74
- Emergency Drill Calendar Page 75
- Insurance Claim Forms Page 77
- HOST Page 79

Last updated: 12/21/21

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	27.00	4	12	1
Other**				0

* 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	20.00	11	10	1
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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	22.00	7	9	3
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	7	7	1
Math	20.00	7	6	
Science	25.00	2	5	
Social Science	25.00	2	6	1

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.70

Last updated: 12/9/21

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

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

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

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

ELOG
 Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

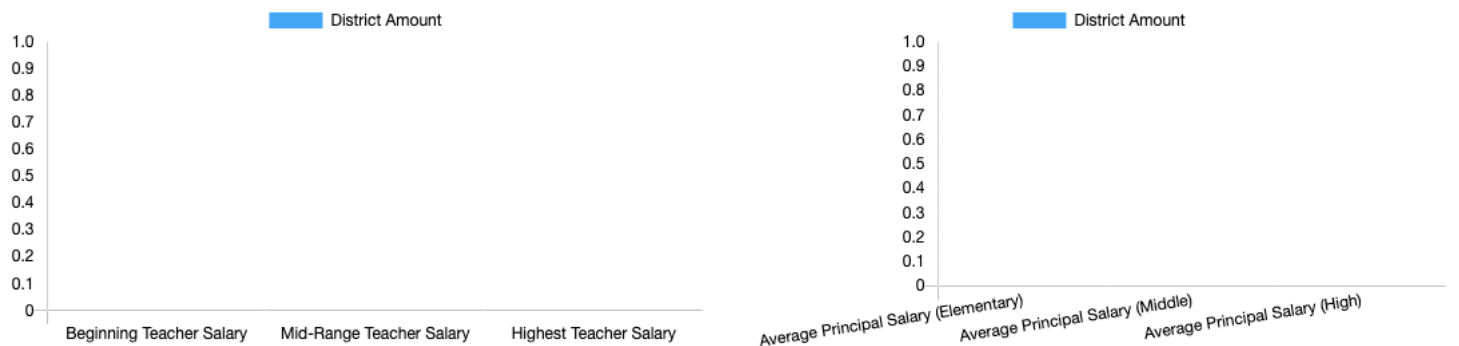
ESSER Funds
 Elementary and Secondary School Emergency Relief (ESSER) funds can support activities such as
 Addressing Learning Loss, Long-term Closure Activities
 Education Technology
 Mental Health Services
 Summer Learning
 Other Every Student Succeeds Act (ESSA) Activities
 Providing Principals/Leaders with Resources (ESSER II only)
 Addressing Unique Needs of Special Populations
 ESSER Funds can also support improvements or modifications that help prevent transmission of the COVID-19 virus:
 Improving Preparedness and Response
 Training to Minimize Virus Transmission
 Supplies to Sanitize and Clean
 Facility Repairs/Improvement to Minimize Virus Transmission
 Improve Air Quality
 Coordination of Preparedness and Response

Last updated: 12/21/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

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/>.



Advanced Placement (AP) Courses (School Year 2020–2021)**Percent of Students in AP Courses** 34.60%

Subject	Number of AP Courses Offered*
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	3.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	43

Math MSA5 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	183	169	92.3%	7.7%	17.8%
Female	82	77	93.9%	6.1%	20.8%
Male	101	92	91.1%	8.9%	15.2%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	33.3%
Black or African American			#DIV/0!	#DIV/0!	100.0%
Filipino	--	--	--	--	--
Hispanic or Latino	166	153	92.2%	7.8%	15.1%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	44.4%
English Learners	51	47	92.2%	7.8%	10.7%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	139	92.1%	7.9%	18.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	25	86.2%	13.8%	4.0%

Reading MSA5 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	183	166	90.7%	9.3%	34.9%
Female	82	77	93.9%	6.1%	45.5%
Male	101	89	88.1%	11.9%	25.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	66.7%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	166	149	89.8%	10.2%	34.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White			#DIV/0!	#DIV/0!	22.2%
English Learners	51	46	90.2%	9.8%	2.2%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	136	90.1%	9.9%	30.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	24	82.8%	17.2%	20.8%

Magnolia Science Academy 6
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1512 Arlington Ave. Los Angeles, CA , 90019-4552	Principal:	James Choe, Principal
Phone:	(310) 842-8555	Grade Span:	6-8

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

James Choe, Principal

Principal, Magnolia Science Academy 6

About Our School

WELCOME!

My name is James Choe and I am the principal at Magnolia Science Academy 6 (MSA-6). I have been in the education field for 13 years. I began my career by teaching Physical Education to our students for 5 years. During the 3rd year, I was asked to become the Dean of Students. I had a dual role for many years as a Physical Education teacher and as an administrator. I naturally started to learn the role of academics and assumed the role of Dean of Academics. This role had many responsibilities, which included the monitoring of programs and the analysis of data. In 2018, I obtained a math credential to become more involved in the math department. For the past several years, we have shown respectable numbers from our English and Math departments. For the 2021-2022 school year, I will be taking a new adventure as the Principal of Magnolia Science Academy 6.

My education background includes a Kinesiology degree from CSUDH, a teaching credential from CSULB, an M.A. in Educational Technology from Azusa Pacific University, and Masters in Education along with an Administrative credential from CSULB.

This year will be a momentous year for all of us new and old. After 12 years, we are moving from our original site in Palms, to our new site at Pio Pico middle school. Our 13th year will kick off with an extended school year, where we come back from Distance Learning and return to our new normal. This move to our new site and away from Distance Learning/Hybrid to traditional school has given us a chance to reinvent ourselves. I am looking forward to seeing what our staff members can do with our new vision. I am excited to collaborate with our current and new parents to continuously support our community, and hopeful to see how much our students will improve in their academics. I believe that our parents' involvement will be the key to our students' and school's success. I look forward to building strong relationships with our families and our students as the year begins and progresses.

James H. Choe
Principal
Magnolia Science Academy 6

Contact

Magnolia Science Academy 6
1512 Arlington Ave.
Los Angeles, CA 90019-4552

Phone: [\(310\) 842-8555](tel:3108428555)

Email: jchoe@magnoliapublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020—2021)

School Name	Magnolia Science Academy 6
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Street	1512 Arlington Ave.
City, State, Zip	Los Angeles, CA , 90019-4552
Phone Number	(310) 842-8555
Principal	James Choe, Principal
Email Address	jchoe@magnoliapublicschools.org
Website	http://www.msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 1/7/22

School Description and Mission Statement (School Year 2020—2021)

VISION:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MISSION:

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

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.

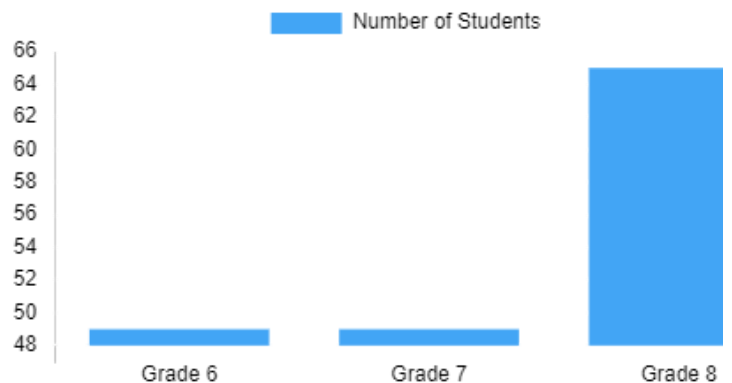
MSA-6 is a high-performing, classroom-based public Charter School which in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”) since 2009. MSA-6’s mission is to provide a college preparatory educational 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 11 years, MSA-6 has had a 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.

Last updated: 1/7/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	49
Grade 7	49
Grade 8	65
Total Enrollment	163



Last updated: 1/7/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	8.00%
American Indian or Alaska Native	0.00%
Asian	1.20%
Filipino	0.00%
Hispanic or Latino	87.70%
Native Hawaiian or Pacific Islander	0.00%
White	1.80%
Two or More Races	1.20%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	90.80%
English Learners	23.90%
Students with Disabilities	18.40%
Foster Youth	0.60%
Homeless	1.20%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: August 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 English (Study Sync) 6th, 7th, and 8th Grade.	Yes	0%
Mathematics	McGraw Hill Mathematics (California Math) 6th, 7th, and 8th Grade.	Yes	0%
Science	McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade	Yes	0%
History-Social Science	McGraw Hill Science (Inspire Science) 6th, 7th, and 8th Grade		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/7/22

School Facility Conditions and Planned Improvements

- 1. 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.**
- 2. We added security cameras to have high definition surveillance. cameras for students' safety.**
- 3. 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 to the attention of the site manager to have a regular heater for these classrooms.**
- 4. Solar panels were installed to become more eco-friendly.**
- 5. Over the summer break, a fresh coat of paint was added to the exterior walls.**
- 6. Painting of the lunch benches were done during the summer break.**
- 7. The attic space was reinsulated and the vents were reinforced with new grates to prevent rodents from coming into the attic.**
- 8. 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: 1/7/22

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: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	This section is based off of Pio Pico's 2020 February FIT report. http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20192020&which=4980
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/7/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%
Mathematics (grades 3-8 and 11)	null%	null%	null%	null%	null%	null%

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: 1/1/01

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	NT	NT	NT	NT
Male	79	NT	NT	NT	NT
Female	82	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	141	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	138	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 12/10/21

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	NT	NT	NT	NT
Male	79	NT	NT	NT	NT
Female	82	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	141	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	138	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 12/10/21

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

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:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Male	27	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantages	52	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

*Last updated:***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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: 12/9/21***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/11/22***State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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 Infinte Campus 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 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 2021-2022 school year, we have continued 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.

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 2017- 2018	School 2018- 2019	School 2019- 2020	District 2017- 2018	District 2018- 2019	District 2019- 2020	State 2017- 2018	State 2018- 2019	State 2019- 2020
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	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: 12/14/21

School Safety Plan (School Year 2021-2022)

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.

Last updated: 12/20/21

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	28.00		14	
Other**				0

* 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	14.00		18	
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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	29.00	4	8	5
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2	3	
Math	20.00	2	3	
Science	25.00	1	3	
Social Science	25.00	1	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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	2	3	
Math	24.00	1	3	
Science	37.00		2	2
Social Science	25.00	1	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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	36.00		4	3
Math	36.00		3	3
Science	38.00		3	3
Social Science	38.00		3	3

Last updated: 12/9/21

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 12/9/21

* 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.

Student Support Services Staff (School Year 2020—2021)

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

Last updated: 12/9/21

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/1/01

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

Types of Services Funded (Fiscal Year 2020–2021)

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 wellorchestrated 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 wellrounded education.

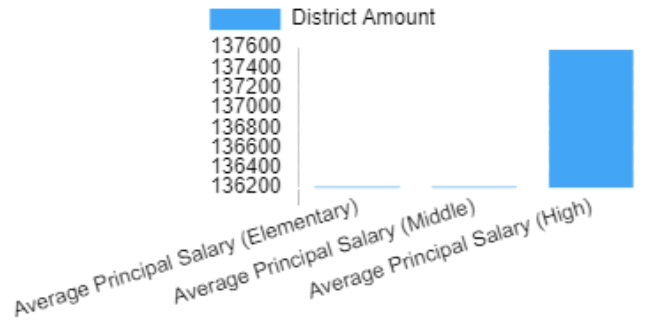
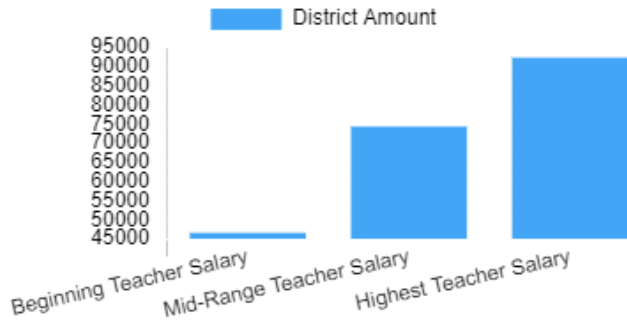
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 12/20/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 12/10/21

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50

Math MSA6 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	161	157	97.5%	2.5%	24.2%
Female	82	81	98.8%	1.2%	28.4%
Male	79	76	96.2%	3.8%	19.7%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	50.0%
Black or African American	13	12	92.3%	7.7%	8.3%
Filipino	--	--	--	--	--
Hispanic or Latino	141	138	97.9%	2.1%	24.6%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	0.0%
White			#DIV/0!	#DIV/0!	66.7%
English Learners	37	35	94.6%	5.4%	8.6%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	130	97.7%	2.3%	23.0%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.0%	0.0%	12.0%

Reading MSA6 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	161	158	98.1%	1.9%	42.4%
Female	82	82	100.0%	0.0%	43.9%
Male	79	76	96.2%	3.8%	40.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	50.0%
Black or African American	13	12	92.3%	7.7%	50.0%
Filipino	--	--	--	--	--
Hispanic or Latino	141	139	98.6%	1.4%	41.7%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	50.0%
White			#DIV/0!	#DIV/0!	33.3%
English Learners	37	35	94.6%	5.4%	14.3%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	131	98.5%	1.5%	44.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100.0%	0.0%	24.0%

Magnolia Science Academy 7
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	18355 Roscoe Blvd. Northridge, CA , 91325-4104	Principal:	Meagan Wittek, Principal
Phone:	(818) 886-0585	Grade Span:	K-5

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

Meagan Wittek, Principal

Principal, Magnolia Science Academy 7

About Our School

Dear MSA 7 Community Partners:

MSA 7 is a special place. We are a small, close-knit charter school made up of families from all over the San Fernando Valley. We are neighbors and nephews, cousins and little sisters, new-to-towners and old friends. Our elementary students in grades TK to five have close connections to each other, to their teachers, and with our staff.

Our full inclusion model welcomes and supports all students. Every MSA 7 staff member knows each child – not just by name – but for who they are. Our students are seen for their individual talents, challenges, interests, and growth. Our passionate teachers and staff believe our scholars are never too young to be introduced to life's possibilities like art, music, and STEAM-focused after school clubs -- including robotics. This is also why we offer our College, Career and Trade School Week. No child is too young to think about and dream of their future.

We strive every day to be a trusted, effective and consistent safe space for learning as we prepare our students for life in the 21st century. Our students are ready with Chromebooks and our computer lab. Plus, we elevate their sense of self through social emotional learning and mental health supports, project-based and small group learning, and our focus on vital growth mindsets.

We are MSA 7 and we welcome all students, families, champions and stakeholders to our small, community school. Our doors are always open.

Warmly,
Meagan Wittek
MSA 7 Principal

Contact

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

Phone: (818) 886-0585

Email: mwittek@magnoliapublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	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
Website	http://msa7.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/11/22

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 safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Vision Statement

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Core Values

Magnolia Public Schools (MPS) has identified Excellence, Innovation, and Connection as its core anchor values, which are reinforced through the Life Skills curriculum, Schoolwide 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. Students demonstrate their mastery and excellence in their learning outcomes based on MPS core competencies.

Innovation

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, and adaptive assessments.

Connection

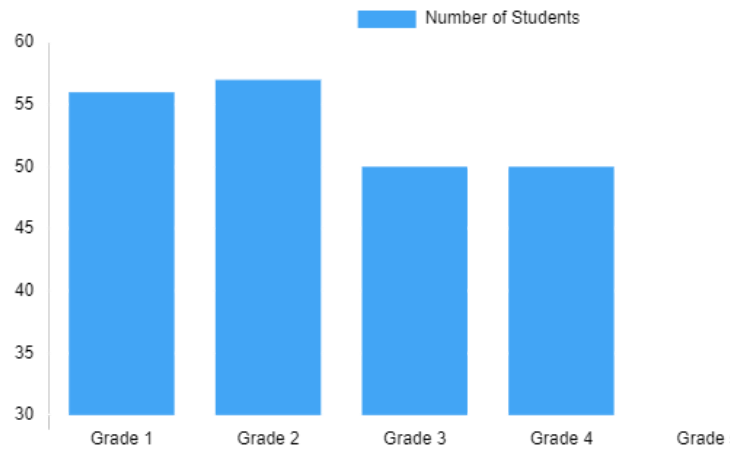
School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, stakeholder 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: 1/11/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	56
Grade 2	57
Grade 3	50
Grade 4	50
Grade 5	30
Kindergarten	51

Grade Level	Number of Students
Total Enrollment	294



Last updated: 1/11/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	5.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Filipino	5.00%
Hispanic or Latino	68.00%
Native Hawaiian or Pacific Islander	0.00%
White	16.00%
Two or More Races	1.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	77.00%
English Learners	28.00%
Students with Disabilities	12.00%
Foster Youth	0.00%
Homeless	4.00%

A. Conditions of Learning

State Priority: Basic

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

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

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

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

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%
Mathematics	My Math, McGraw Hill	Yes	0%
Science	Inspire Science, McGraw Hill	Yes	0%
History-Social Science	Networks, McGraw Hill	Yes	0%
Foreign Language			0%
Health	Sparks Health Education (2014) Health Connected: Puberty Talk (2018)	Yes	0%
Visual and Performing Arts	Teacher produced materials for arts integration	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/11/22

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 two 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 2020-2021 school year and Summer of 2021, several facility improvement projects were completed. A new school-wide security camera system was installed. New, more secure metal doors were installed in the main office. Several windows were replaced as needed. All classroom doors that needed to be replaced were, for a total of 9. Playground fencing was repaired. The floor tiles in 3 classrooms were replaced and/or repaired. All air filters in the HVAC system were upgraded to MERV-13 filters.

Future projects that are in the planning stages include the installation of shading and replacing all the windows in the school.

Last updated: 1/11/22

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 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground shading installed; funding partially raised through school-wide fundraising campaign and quotes secured Windows replaced in all classrooms; funding partially available; quotes secured

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/11/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/11/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	N/T	N/T	N/T	N/T
Male	65	N/T	N/T	N/T	N/T
Female	63	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	89	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
White	18	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	99	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	20	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/11/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	N/T	N/T	N/T	N/T
Male	65	N/T	N/T	N/T	N/T
Female	63	N/T	N/T	N/T	N/T
Black or African American	--	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	89	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
White	18	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	99	N/T	N/T	N/T	N/T
English Learners	34	N/T	N/T	N/T	N/T
Students with Disabilities	20	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/11/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	25.29	N/A	28.72

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: 1/11/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	N/T	N/T	N/T	N/T
Male	14	N/T	N/T	N/T	N/T
Female	16	N/T	N/T	N/T	N/T
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	26	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	N/T	N/T	N/T	N/T
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	24	N/T	N/T	N/T	N/T
English Learners	--	N/T	N/T	N/T	N/T
Students with Disabilities	--	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/11/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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: 1/11/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 1/11/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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	--	--	--
7	N/A	N/A	N/A
9	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: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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 in March 2020 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 which is still in effect so families and staff have the choice between an in-person or virtual visit.

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 community partners to see one another and talk. For the 2021-22 school year, all such events and activities have been held virtually until it is deemed safe to return to large in-person gatherings.

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 community members 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 and led by our newly hired Parent and Community Engagement (PACE) Coordinator. In addition to these regular meetings, MSA-7 and MPS have held multiple Town Hall meetings during the past two years to discuss health & safety, Distance Learning, Hybrid Learning, the return to in-person learning, vaccination information and other important topics having to do with the current state of education and our communities. We also held two successful vaccination events for our elementary students as well as a Community Resource Fair which served as a vaccination site for the community.

Parents are encouraged to become volunteers at MSA-7 and to be active members of our school community. All educational partners including parents, staff and students are given the opportunity annually to complete a survey so the school can better learn how to meet the needs of our community members. In addition to this survey, we also administer a Social Emotional Learning (SEL) and Mental Health & Wellness survey to allow us to check in with our students and see how they are doing and to provide resources as needed.

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 the past couple of years 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 small ones in person.

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	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: 1/11/22

School Safety Plan (School Year 2021-2022)

As part of the development of our School Safety Plan, different groups of educational partners 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 December 9, 2020 at Magnolia Science Academy-7

Reviewed by Law Enforcement January 5, 2021

Reviewed by Fire Department November 2, 2020

Plan Adopted by School Site Council November 17, 2020

Plan approved by Magnolia Public Schools Board February 11, 2021

Statement of Purpose

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

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

Last updated: 1/11/22

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		3	
1	24.00		2	
2	29.00		2	
3	30.00		1	
4	31.00		1	
5	28.00		2	
6				
Other**				0

* 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	23.00		3	
1	29.00		2	
2	27.00		2	
3	27.00		2	
4	29.00		1	
5	30.00		1	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		1	
1	28.00		2	
2	28.00		2	
3	25.00		2	
4	25.00		2	
5	30.00		1	
6				
Other**			1	

* 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 2018-2019)

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

* 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				
Math				
Science				
Social Science				

* 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 2020-2021)

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

Last updated: 1/11/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	548.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	4.50

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12785.48	\$3405.61	\$9379.87	\$58484.00
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	-54.00%	-29.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	-34.00%	-36.00%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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 wellorchestrated 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 wellrounded education.

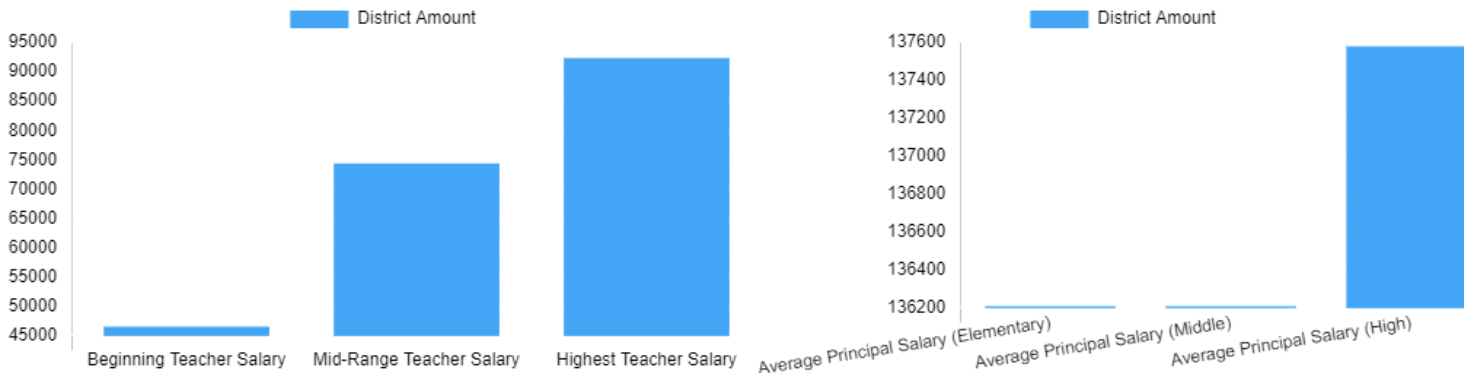
Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

Last updated: 1/11/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/11/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	39	42	45

Math MSA7 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	184	182	98.9%	1.1%	27.5%
Female	87	85	97.7%	2.3%	23.5%
Male	97	97	100.0%	0.0%	30.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian	18	18	100.0%	0.0%	72.2%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino			#DIV/0!	#DIV/0!	0.0%
Hispanic or Latino	125	123	98.4%	1.6%	13.8%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	27	27	100.0%	0.0%	59.2%
English Learners	55	54	98.2%	1.8%	7.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	137	100.0%	0.0%	18.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.0%	0.0%	0.0%

Reading MSA7 Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	184	179	97.3%	2.7%	34.6%
Female	87	84	96.6%	3.4%	34.5%
Male	97	95	97.9%	2.1%	34.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian	18	18	100.0%	0.0%	66.6%
Black or African American			#DIV/0!	#DIV/0!	33.3%
Filipino			#DIV/0!	#DIV/0!	0.0%
Hispanic or Latino	125	120	96.0%	4.0%	24.2%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	100.0%
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	27	27	100.0%	0.0%	59.2%
English Learners	55	52	94.5%	5.5%	11.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.8%	2.2%	26.1%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.7%	4.3%	18.2%

Magnolia Science Academy Bell
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	6411 Orchard Ave. Bell, CA , 90201-1023	Principal:	Laura Schlottman, Principal
Phone:	(323) 826-3925	Grade Span:	6-8

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

Laura Schlottman, Principal

📍 Principal, Magnolia Science Academy Bell

About Our School

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 thinkers that 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.

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: [\(323\) 826-3925](tel:(323)826-3925)

Email: lbschlottman@magnoliapublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan

Email Address megan.reilly@lausd.net

Website www.lausd.net

School Contact Information (School Year 2020—2021)

School Name Magnolia Science Academy Bell

Street 6411 Orchard Ave.

City, State, Zip Bell, CA , 90201-1023

Phone Number (323) 826-3925

Principal Laura Schlottman, Principal

Email Address lbschlottman@magnoliapublicschools.org

Website <https://msa8.magnoliapublicschools.org>

County-District-School (CDS) 19647330122747

Code

Last updated: 1/6/22

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

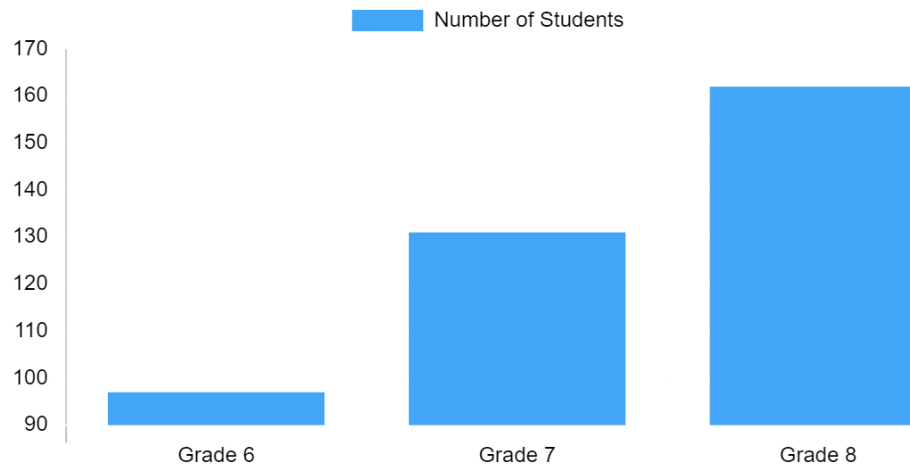
identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field

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: 1/6/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	97
Grade 7	131
Grade 8	162
Total Enrollment	390



Last updated: 1/13/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Filipino	0.00%
Hispanic or Latino	90.50%
Native Hawaiian or Pacific Islander	0.00%
White	8.00%
Two or More Races	0.20%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	84.50%
English Learners	12.50%
Students with Disabilities	10.20%
Foster Youth	0.00%
Homeless	0.90%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/1/01

School Facility Conditions and Planned Improvements

null

Last updated:

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 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	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.
Interior: Interior Surfaces	Good	Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following: <ul style="list-style-type: none"> • 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 <p>Year and month of the most recent FIT report: June 2021</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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Last updated: 1/13/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	NT	NT	NT	NT
Male	218	NT	NT	NT	NT
Female	221	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	396	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	35	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	364	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/13/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	NT	NT	NT	NT
Male	218	NT	NT	NT	NT
Female	221	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	396	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	35	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	364	NT	NT	NT	NT
English Learners	55	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/13/22

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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	25.29	N/A	28.72

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: 1/13/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/13/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

*Last updated: 1/13/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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: 1/13/22***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/13/22***State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

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	--	--	--
9	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: 1/13/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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 reopening of in-person school, we have transition all meetings to both in person and 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)

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 2017- 2018	School 2018- 2019	School 2019- 2020	District 2017- 2018	District 2018- 2019	District 2019- 2020	State 2017- 2018	State 2018- 2019	State 2019- 2020
Dropout Rate	--	--	--	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%

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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.43%	0.00%	0.65%	0.44%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.02%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	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: 1/13/22

School Safety Plan (School Year 2021-2022)

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 10, 2021.

Orchard Academies Integrated Safe School Plan 2021-

22, <https://drive.google.com/file/d/1uWbtrR2FcSYNd7MbfBXRA2dhWpH3eTcO/view?usp=sharing>

MSA Bell School Safety Plan 2021-22,

<https://drive.google.com/file/d/1mNmJkq2uLB0Zc9admDDuMrT4u2durLVx/view?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: 1/13/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	1	15	17
Other**				0

* 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				

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
6	35.00	2	18	7
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	20.00	15	15	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	2	8	3
Math	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	29.00	2	5	6
Math	29.00		2	9
Science	35.00		5	6
Social Science	32.00		4	7

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00	2	5	6
Math	29.00		5	6

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Science	32.00		5	6
Social Science	32.00		5	6

Last updated: 1/13/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	1

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.50
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	4.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11558.26	\$2317.03	\$9241.23	\$52769.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	--	\$78721.00
Percent Difference – School Site and District	N/A	N/A	--	-39.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/13/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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 wellorchestrated 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 wellrounded 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 th

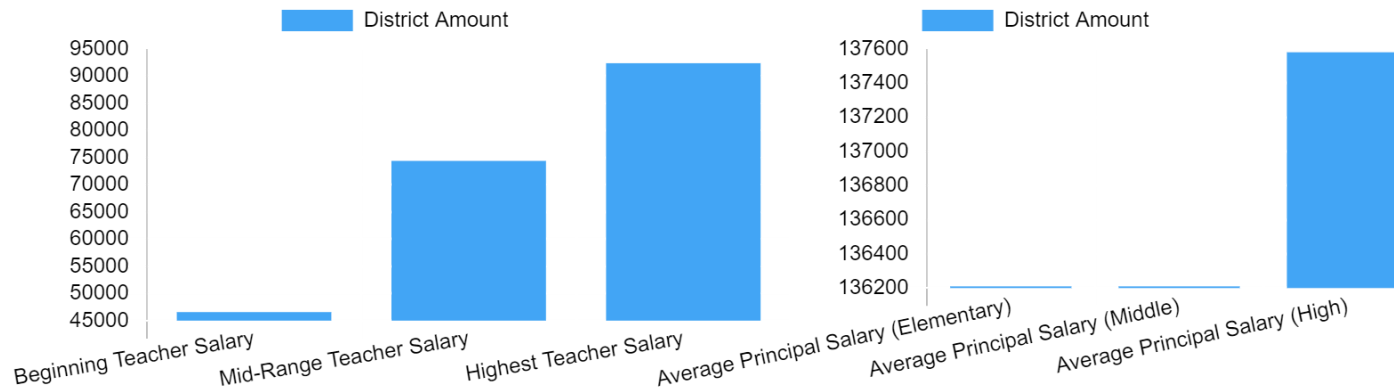
Last updated: 1/13/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$50897.00

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$74412.00	\$78461.00
Highest Teacher Salary	\$92389.00	\$104322.00
Average Principal Salary (Elementary)	\$124955.00	\$131863.00
Average Principal Salary (Middle)	\$136210.00	\$137086.00
Average Principal Salary (High)	\$137581.00	--
Superintendent Salary	\$350000.00	\$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/13/22

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

Professional Development

Measure	2019- 2020	2020- 2021	2021- 2022
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

Math MSA Bell Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	439	422	96.1%	3.9%	29.8%
Female	220	211	95.9%	4.1%	30.8%
Male	219	211	96.3%	3.7%	28.9%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	60.0%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	397	380	95.7%	4.3%	27.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	100.0%
White	35	35	100.0%	0.0%	45.7%
English Learners	56	51	91.1%	8.9%	13.7%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	337	96.3%	3.7%	29.3%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	43	97.7%	2.3%	14.0%

Reading MSA Bell Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	439	424	96.6%	3.4%	45.5%
Female	220	211	95.9%	4.1%	53.6%
Male	219	213	97.3%	2.7%	37.5%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	66.7%
Black or African American			#DIV/0!	#DIV/0!	0.0%
Filipino	--	--	--	--	--
Hispanic or Latino	397	381	96.0%	4.0%	44.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	100.0%
White	35	35	100.0%	0.0%	48.6%
English Learners	56	52	92.9%	7.1%	13.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	350	340	97.1%	2.9%	44.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	44	100.0%	0.0%	13.6%

Magnolia Science Academy Santa Ana
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2840 West 1st St. Santa Ana, CA , 92703-4102	Principal:	Mr. Steven Keskindurk, Principal
Phone:	(714) 479-0115	Grade Span:	K-12

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

Mr. Steven Keskinturk, Principal

📍 Principal, Magnolia Science Academy Santa Ana

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA). You can follow our school activities 24/7 from our webpage at www.msasa.magnoliapublicschools.org.

Yours sincerely,

Mr. Steven Keskinturk

Campus Director

Magnolia Science Academy Santa Ana

2840 West 1st St.

Santa Ana, CA 92703-4102

Phone: 714-479-0115

Email: skeskinturk@magnoliapublicschools.org

Contact

Magnolia Science Academy Santa Ana

2840 West 1st St.

Santa Ana, CA 92703-4102

Phone: [\(714\) 479-0115](tel:7144790115)

Email: skeskinturk@magnoliapublicschools.org

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	Keskinturk, Steven
Email Address	skeskinturk@magnoliapublicschools.org
Website	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, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	http://www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/13/22

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 emphasizing 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 2020–21 school year. School finances and school completion data are reported for the 2020–21 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are written for the 2020–21 school year.

Parents and community members should review the entire SARC or contact the school principal or the district office for additional information about the school.

Magnolia Science Academy Santa Ana

Address: 2840 West 1st St., Santa Ana, CA 92703-4102

Phone: (714) 479-0115

Email: skeskinturk@magnoliapublicschools.org

Our History

Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve 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 college and career readiness. In addition, 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 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, and promote unity and better decision-making through implementing restorative justice practices.

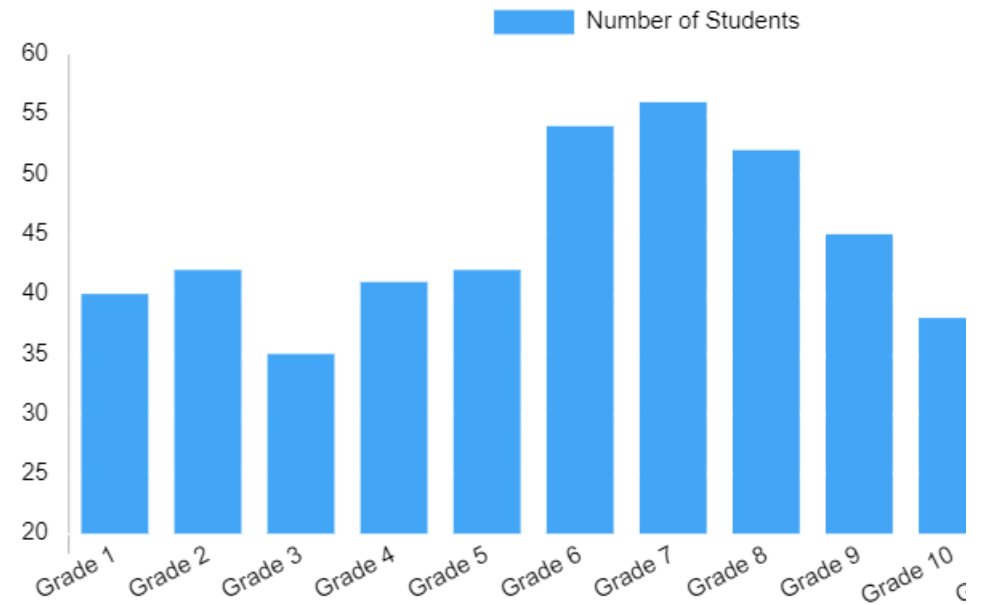
EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and 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: 1/13/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	40
Grade 2	42
Grade 3	35
Grade 4	41
Grade 5	42
Grade 6	54
Grade 7	56
Grade 8	52
Grade 9	45
Grade 10	38
Grade 11	41



Grade Level	Number of Students
Grade 12	21
Kindergarten	37
Total Enrollment	544

Last updated: 1/13/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	2.20%
American Indian or Alaska Native	0.20%
Asian	2.00%
Filipino	0.00%
Hispanic or Latino	89.70%
Native Hawaiian or Pacific Islander	0.00%
White	5.30%
Two or More Races	0.60%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	83.30%
English Learners	30.70%
Students with Disabilities	17.30%
Foster Youth	0.20%
Homeless	4.20%

A. Conditions of Learning

State Priority: Basic

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

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

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

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

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: 1/13/22

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: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/1/01

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	152	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	273	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					

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: 1/13/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
Female	152	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	297	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	13	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	273	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					

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: 1/13/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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: 1/13/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
Female	55	NT	NT	NT	NT
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2020—2021)

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: 12/9/21

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 12/13/21

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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/13/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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. In addition, 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, and 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."

State Priority: Pupil Engagement

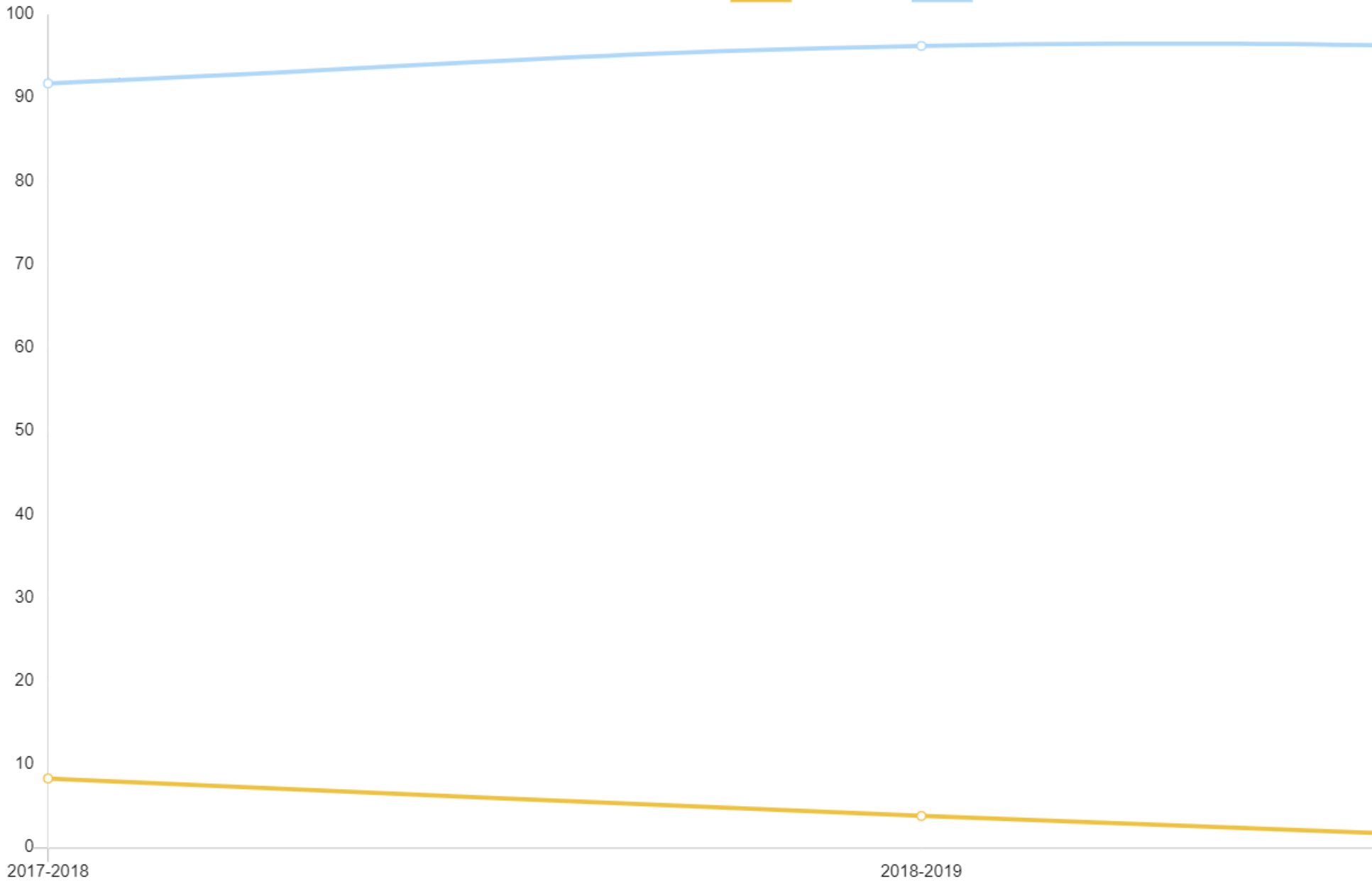
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	8.30%	3.80%	0.00%	8.30%	3.80%	0.00%	9.00%	8.90%	9.40%
Graduation Rate	91.70%	96.20%	95.70%	91.70%	96.20%	95.70%	84.50%	84.20%	83.60%

Dropout Rate Graduation Rate



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	2.52%	0.00%	2.52%	0.00%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

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 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.00%	0.20%
Expulsions	0.00%	0.00%	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: 1/13/22

School Safety Plan (School Year 2021-2022)

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: 1/13/22

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	1	2	
1	20.00	2	1	
2	28.00		2	
3	25.00		2	
4	30.00		2	
5	32.00		2	
6	23.00	3	10	
Other**				0

* 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	23.00		2	
1	22.00		2	
2	21.00	1	1	
3	21.00	1	1	

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
4	22.00	1	1	
5	25.00		2	
6	27.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	19.00	2		
1	20.00	1	1	
2	21.00	1	1	
3	18.00	2		
4	21.00	1	1	
5	21.00	1	1	
6	26.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	17.00	13	6	1
Math	20.00	7	8	
Science	22.00	4	8	
Social Science	20.00	6	5	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	11	4	
Math	18.00	17	1	
Science	21.00	5	4	
Social Science	17.00	9	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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	8	7	
Math	20.00	9	6	
Science	23.00	3	6	

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Social Science	22.00	5	5	

Last updated: 1/13/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	108

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	3.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

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	\$11844.04	\$2616.26	\$9227.78	\$51148.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	-47.00%	-62.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	-36.00%	-49.00%

Last updated: 1/13/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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.

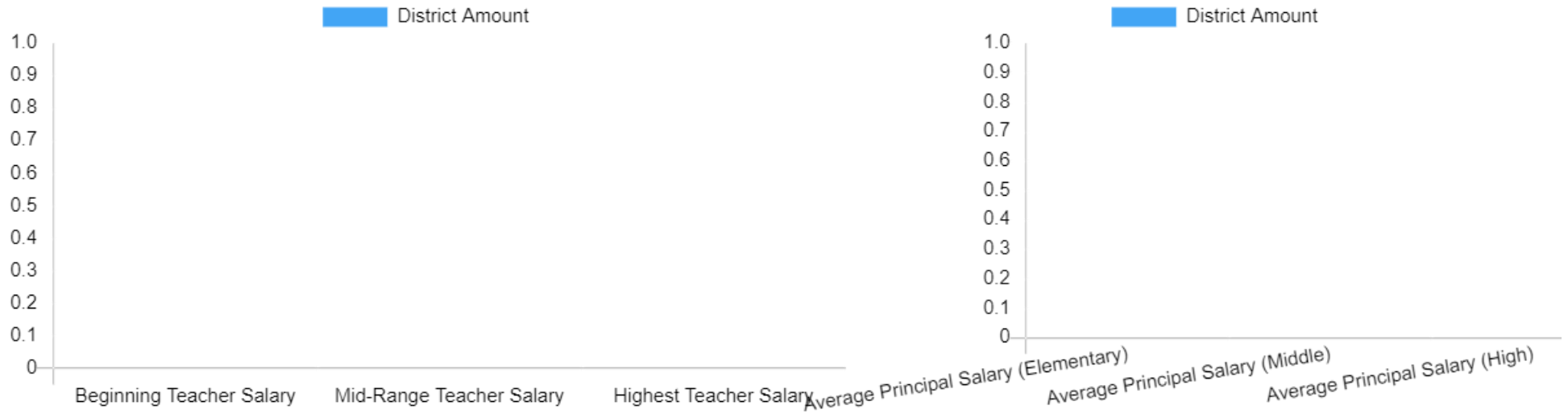
Last updated: 1/13/22

Teacher and Administrative Salaries (Fiscal Year 2019-2020)

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	--	--

Category	District Amount	State Average For Districts In Same Category
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/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 32.40%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	11.00%

Last updated: 1/13/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	47

Math MSA SA Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	362	352	97.2%	2.8%	21.9%
Female	173	168	97.1%	2.9%	22.1%
Male	189	184	97.4%	2.6%	21.8%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	83.4%
Black or African American			#DIV/0!	#DIV/0!	25.0%
Filipino	--	--	--	--	--
Hispanic or Latino	336	325	96.7%	3.3%	20.3%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	33.3%
White	14	14	100.0%	0.0%	28.6%
English Learners	118	113	95.8%	4.2%	6.2%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	304	296	97.4%	2.6%	20.6%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.1%	2.9%	10.5%

Reading MSA SA Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	362	348	96.1%	3.9%	35.6%
Female	173	167	96.5%	3.5%	38.3%
Male	189	181	95.8%	4.2%	33.2%
American Indian or Alaskan Native	--	--	--	--	--
Asian			#DIV/0!	#DIV/0!	83.3%
Black or African American			#DIV/0!	#DIV/0!	50.0%
Filipino	--	--	--	--	--
Hispanic or Latino	336	322	95.8%	4.2%	33.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races			#DIV/0!	#DIV/0!	66.7%
White	14	13	92.9%	7.1%	46.2%
English Learners	118	112	94.9%	5.1%	13.4%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	304	293	96.4%	3.6%	33.4%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	65	94.2%	5.8%	26.1%

Magnolia Science Academy San Diego
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 6525 Estrella Ave.
San Diego, CA , 92120-2707

Principal: Gokhan Serce, Principal

Phone: (619) 644-1300

Grade Span: 6-8

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

Gokhan Serce, Principal

Principal, Magnolia Science Academy San Diego

About Our School

Contact

Magnolia Science Academy San Diego
6525 Estrella Ave.
San Diego, CA 92120-2707

Phone: (619) 644-1300

Email: sandiego@magnoliapublicschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Jackson, Lamont
Email Address	ljackson@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2020—2021)

School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, CA , 92120-2707
Phone Number	(619) 644-1300
Principal	Gokhan Serce, Principal
Email Address	sandiego@magnoliapublicschools.org
Website	http://msasd.magnoliapublicschools.org
County-District-School (CDS) Code	37683380109157

Last updated: 1/14/22

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. Our next renewal meeting will be in 2027.

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. We also offer free Saturday school to close the achievement gap and a free summer school with enrichment classes. Based on California School Dashboard progress in academics, MSA-San Diego is the highest performing charter middle school in San Diego County.

In 2021, the California Department of Education recognized [Magnolia Science Academy San Diego](#) as one of [2021's California Distinguished Schools](#) for its exceptional gains in implementing the academic content and performance standards for all students.

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), Archery teams and School Band won first place awards 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. In the 2021-2022 school year we went back to full in-person instruction.

VISION:

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

MISSION:

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

INNOVATION

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

CONNECTION

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

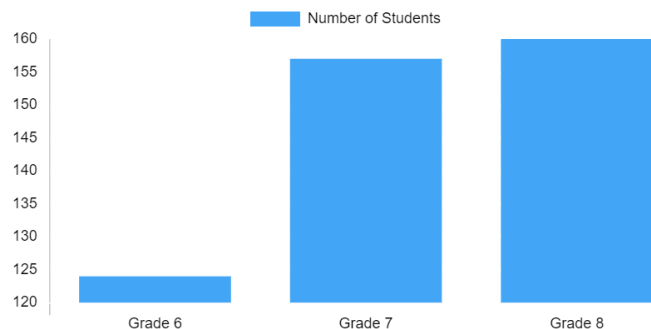
EXCELLENCE

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

Last updated: 1/14/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	124
Grade 7	157
Grade 8	160
Total Enrollment	441



Last updated: 1/14/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	6.10%
American Indian or Alaska Native	0.50%
Asian	7.70%
Filipino	2.00%
Hispanic or Latino	41.00%
Native Hawaiian or Pacific Islander	0.20%
White	33.80%
Two or More Races	8.60%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	39.50%
English Learners	8.40%
Students with Disabilities	16.10%
Foster Youth	0.20%
Homeless	2.50%

A. Conditions of Learning

State Priority: Basic

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

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

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

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

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%
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%
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0%
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/14/22

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: 1/14/22

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 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Due to covid-19 all HVAC filters were replaced with Merv-13 filters.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms are upgraded in 2021.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/14/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/14/22

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

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

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: 1/14/22

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

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

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: 1/14/22

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 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	--	N/A	28.72

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:

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)**

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

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: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

*Last updated:***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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: 12/9/21***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 1/14/22***State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/14/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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. Although we are back to full in-person instruction, due to the increases in covid cases after December 2021, some of the school events are held virtually via 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.

Principal Serce started hosting virtual Coffee with the Principal meetings during distance learning. Principal Serce continues to hold virtual Coffee with Principal meetings for all stakeholders and also invites many guest speakers to provide parent/student workshops during these 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. Some of these events are done in person and some will take place virtually depending on CDPH guidance.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates.

In addition, MSA-San Diego hosts two student-led conferences every year where students set goals and share their progress with their family and teachers.

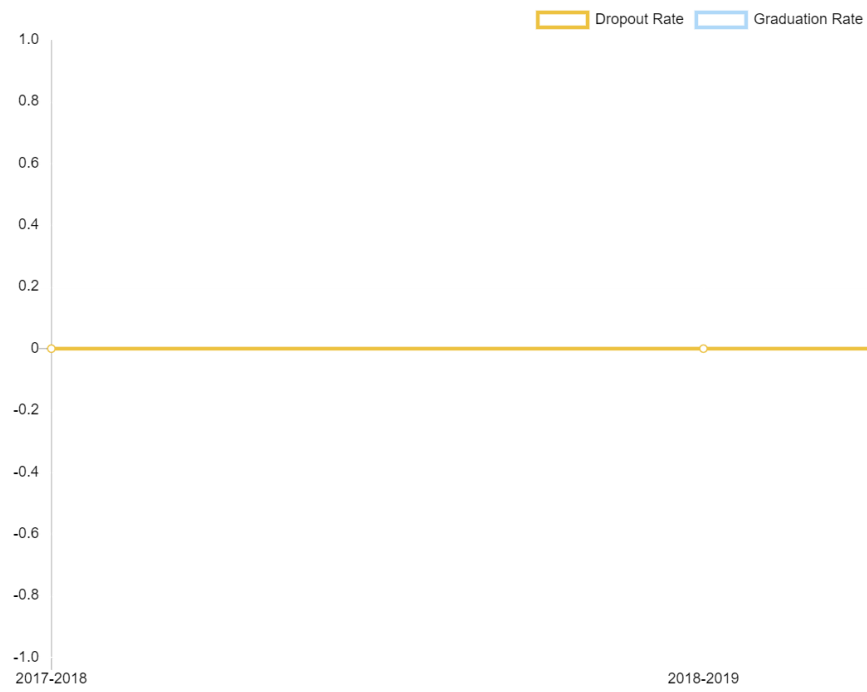
State Priority: Pupil Engagement

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 2017- 2018	School 2018- 2019	School 2019- 2020	District 2017- 2018	District 2018- 2019	District 2019- 2020	State 2017- 2018	State 2018- 2019	State 2019- 2020
Dropout Rate	0.00%	0.00%	0.00%	4.10%	3.90%	4.20%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.70%	85.60%	85.90%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.83%	2.14%	3.65%	2.24%	3.47%	2.45%
Expulsions	0.00%	0.21%	0.08%	0.04%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.06%	0.20%
Expulsions	0.00%	0.00%	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: 1/14/22

School Safety Plan (School Year 2021-2022)

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 supports 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 to train all onsite staff to assure a safe school environment for all stakeholders. MSA-San Diego created a Daily Operations plan based on the state and county health department guidance to provide a clear plan for a safe school environment.

At Magnolia, the safety of the students is crucial. Magnolia provides continuous supervision supported by corrective discipline, restorative practices, MTTS Program and the Wizard Way character education program. 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 active shooter training and emergency drill training during summer inservices.

[School Safety Plan Link](#)

Last updated: 1/14/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	30.00		5	
Other**				

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

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

Average Class Size and Class Size Distribution (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	28.00		5	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00		10	
Math	26.00		9	1
Science	26.00		10	
Social Science	26.00		10	

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

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	30.00		10	
Math	30.00		8	2
Science	30.00		10	
Social Science	30.00		10	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	32.00		10	
Math	32.00		8	2
Science	32.00		10	
Social Science	32.00		10	

Last updated: 1/14/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	882

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	3.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10525.44	\$1990.30	\$8535.14	\$55765.00
District	N/A	N/A	--	\$86877.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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. Some of the extracurricular programs are: Museum of Tolerance, High Tech 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.

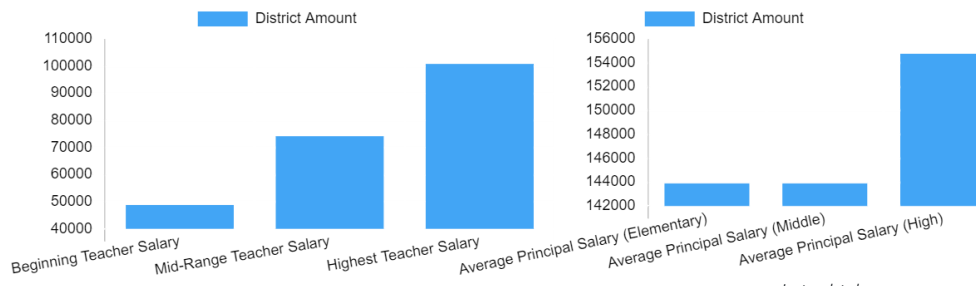
The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

Last updated: 1/14/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$50897.00
Mid-Range Teacher Salary	\$74140.00	\$78461.00
Highest Teacher Salary	\$100772.00	\$104322.00
Average Principal Salary (Elementary)	\$139968.00	\$131863.00
Average Principal Salary (Middle)	\$143902.00	\$137086.00
Average Principal Salary (High)	\$154753.00	--
Superintendent Salary	\$290907.00	\$297037.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
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:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

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

Professional Development

2019-20

14 Full Days and 16 partial Days

2020-21

12 Full Days and 40 partial Days

2021-2022

13 Full Days and 38 partial days

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	30	52	51

Math MSA SD Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	430	424	98.6%	1.4%	46.0%
Female	175	172	98.3%	1.7%	48.8%
Male	255	252	98.8%	1.2%	44.1%
American Indian or Alaskan Native			#DIV/0!	#DIV/0!	100.0%
Asian	43	43	100.0%	0.0%	69.8%
Black or African American	27	26	96.3%	3.7%	26.9%
Filipino	--	--	--	--	--
Hispanic or Latino	179	175	97.8%	2.2%	37.7%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races	37	37	100.0%	0.0%	48.6%
White	140	140	100.0%	0.0%	51.4%
English Learners	36	35	97.2%	2.8%	11.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	160	97.0%	3.0%	32.5%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.5%	1.5%	13.4%

Reading MSA SD Spring 2020-21 MAP Projected Proficiency

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	430	422	98.1%	1.9%	64.7%
Female	175	171	97.7%	2.3%	71.3%
Male	255	251	98.4%	1.6%	60.2%
American Indian or Alaskan Native			#DIV/0!	#DIV/0!	100.0%
Asian	43	43	100.0%	0.0%	71.4%
Black or African American	27	26	96.3%	3.7%	34.6%
Filipino	--	--	--	--	--
Hispanic or Latino	179	174	97.2%	2.8%	59.8%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	0.0%
Two or More Races	37	36	97.3%	2.7%	63.9%
White	140	140	100.0%	0.0%	71.4%
English Learners	36	34	94.4%	5.6%	20.5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	159	96.4%	3.6%	52.9%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	67	98.5%	1.5%	32.8%