Agenda Item:	II A: Consent Item
Date:	January 18, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) For All MPS

1. *Action Proposed:*

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

2. *Purpose:*

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).

3. *Background:*

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 2022-23 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. Schools are required to use the template provided by the CDE where the majority of the data is pre-populated in the report by the CDE 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.

4. *Analysis:*

Please see the attached SARC reports for the currently available data and information about each MPS school. MPS will publish SARC after board approval and before February 1 and will notify parents in English and Spanish 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. MPS also utilizes the ParentSquare messaging system to communicate with our educational partners. The Home Office Accountability Department supports and monitors the completion and dissemination of the report.

5. *__Impact:__*

It is mandated by the state that each school have a board approved SARC available for public view. It will also allow our educational partners to access data and information so they can provide feedback for continuous school improvement.

6. *__Budget Implications:__*

N/A

7. *__Committee Recommendations:__*

N/A

8. *__Exhibits:__*

- School Accountability Report Card (SARC) (one for each MSA)

Magnolia Science Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 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 and access to prior year reports, 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.

Internet Access

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

About This School

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 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	www.lacoe.edu

School Contact Information (School Year 2023–24)

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: 12/20/23

School Description and Mission Statement (School Year 2023–24)

SCHOOL DESCRIPTION:

Magnolia Science Academy-1 (MSA-1) is a public charter school that operates on a classroom-based model, catering to students in grades 6-12. The curriculum at MSA-1 places a significant emphasis on Science, Technology, Engineering, Arts, and Math (STEAM). The school currently serves a student population of ver 700 students. MSA-1 primarily attracts students from Reseda, CA, and the surrounding communities.

With a commitment to excellence, MSA-1 has formulated a clear and cohesive mission and vision, outlining what students should know and demonstrate. This educational framework is grounded in high-quality standards, aligned with current research and best practices, and takes into account student and community profile data. The school operates on the belief that all students can learn and achieve readiness for college

and careers. Furthermore, MSa-'s mission and vision align seamlessly with district goals and student succes.

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 and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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.

Last updated: 12/20/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	105
Grade 7	113
Grade 8	126
Grade 9	82
Grade 10	113
Grade 11	78
Grade 12	77
Total Enrollment	694
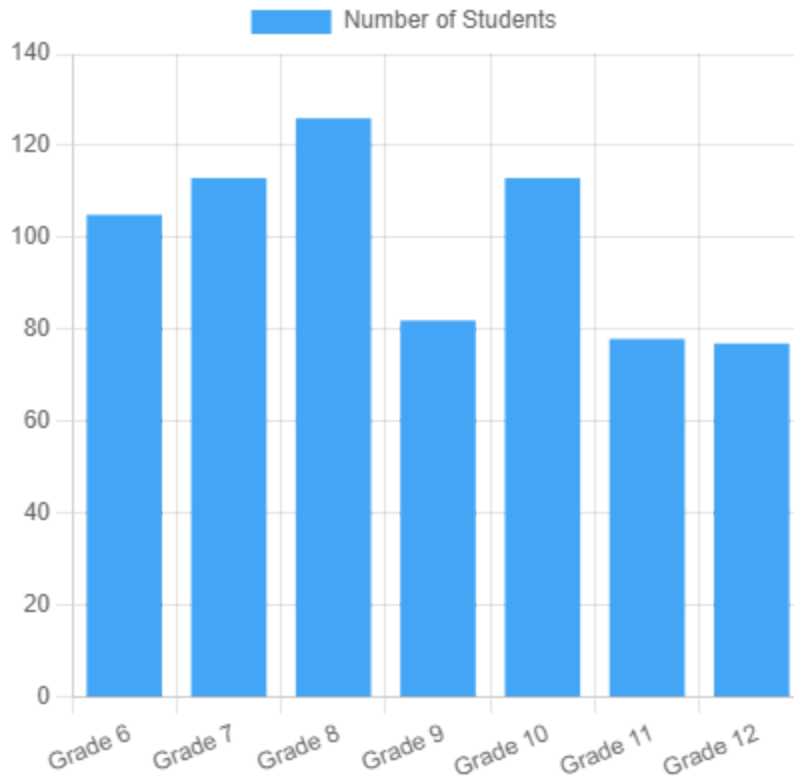
Last updated: 12/20/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	3.60%
Black or African American	1.60%
Filipino	2.00%
Hispanic or Latino	89.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.10%
White	3.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.50%
Foster Youth	0.00%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disavantaged	84.30%
Students with Disabilities	15.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	84.84%	314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.80	2.42%	13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	6.98%	42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.59%	139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.30	1.11%	20.20	3.82%	18854.30	6.86%
Total Teaching Positions	34.20	100.00%	529.00	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/20/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	74.14%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	3.80	10.16%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	7.06%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	8.59%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	37.70	100.00%	567.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.70	1.90
Misassignments	1.60	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	2.60

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.50	2.10
Total Out-of-Field Teachers	1.50	3.20

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20%	1.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: May 2023

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	Houghton Mifflin Harcourt	Yes	0
Science	CA Inspire	Yes	0
History-Social Science	Impact	Yes	0
Foreign Language		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: 12/20/23

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 and federal American Disabilities Act (ADA) access requirements, and are evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken 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. Depending on the facility

lease requirements, MSA-1 outsources all maintenance and operational
functions, including major and minor repairs, pest control, landscaping, and
gardening, to vendors qualified to perform such functions.

Last updated: 12/20/23

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: May 2023

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: May 2023

Overall Rating	Good

Last updated: 12/27/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	36%	33%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	14%	24%	22%	24%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	432	415	96.06%	3.94%	33.01%
Female	199	190	95.48%	4.52%	37.89%
Male	233	225	96.57%	3.43%	28.89%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31%	7.69%	50.00%
Black or African American	--	--	--	--	--
Filipino	11	11	100.00%	0.00%	54.55%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	384	371	96.61%	3.39%	31.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	14	11	78.57%	21.43%	45.45%
English Learners	96	85	88.54%	11.46%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	366	352	96.17%	3.83%	31.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	56	94.92%	5.08%	10.71%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	432	425	98.38%	1.62%	23.53%
Female	199	194	97.49%	2.51%	22.68%
Male	233	231	99.14%	0.86%	24.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	38.46%
Black or African American	--	--	--	--	--
Filipino	11	11	100.00%	0.00%	36.36%
Hispanic or Latino	384	377	98.18%	1.82%	22.28%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	14	14	100.00%	0.00%	28.57%
English Learners	96	94	97.92%	2.08%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	366	360	98.36%	1.64%	22.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	57	96.61%	3.39%	3.51%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	21.13%	16.34%	27.78%	35.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	202	98.54%	1.46%	16.34%
Female	93	90	96.77%	3.23%	12.22%
Male	112	112	100.00%	0.00%	19.64%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	183	180	98.36%	1.64%	14.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	33	31	93.94%	6.06%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	175	173	98.86%	1.14%	16.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	27	93.10%	6.90%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	181
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: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	75.71%

Last updated: 1/9/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99.1%	99.2%	99.2%	99.2%	99.2%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

MSA-1 is a preferred educational institution that greatly values and thrives on active parental engagement in our student's educational journey. To facilitate this involvement, our school provides a dedicated login for parents to monitor their child's academic progress. All staff members are reachable through parentsquare, email, or phone, and their contact details can be conveniently accessed on the school website. The teachers and administration at MSA-1 are highly responsive to parent inquiries, both through emails and phone messages. In addition, our

educators conduct home visits, a practice that goes beyond the limitations of traditional communication methods such as phone calls or emails. These home visits play a crucial role in establishing and maintaining an open channel of communication between teachers and the home environment.

Prior to the commencement of each school year, MSA-1 organizes an orientation for both new and returning students. This setting also allows parents to voice any concerns and have their questions addressed before the start of the academic year. During this event, teachers can meet their homeroom students and families, conveying important information about school and classroom expectations.

Our Parent Task Force (PTF) convenes monthly to discuss fundraising initiatives, school-related activities, and address any concerns. Additionally, we host "Coffee with the Admin" sessions once a month, enabling parents to meet the entire administrative team and gain insights into topics such as internet safety or available community resources. Throughout the academic year, parents can easily contact and schedule meetings with any teacher to discuss their child's progress during designated times. Open Houses are conducted periodically, allowing neighbors and the community to explore the school's facilities. Field trips are organized, both within the local community and overnight destinations, supporting academic growth.

MSA-1 conducts regular monthly meetings for the English Language Advisory Council (ELAC) and Parent Advisory Council (PAC), bringing together elected community representatives to engage in discussions and voting on critical school issues. Matters such as the school's LCAP plan, the School Safety Plan, and the School Wellness Plan are presented and shared with members of both committees during these sessions.

Every six weeks, parents receive a hard copy of their child's progress report via mail or digitally. These reports include personalized comments from teachers, providing a detailed analysis of the student's progress beyond the assigned letter grade. This personalized approach is valuable to parents as it directly addresses the unique needs and progress of their child. We also extend learning opportunities to parents on both weekdays and weekends to further enhance their involvement in their child's education.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	1.4%	2.7%	2.6%	14.3%	13.4%	13.8%	9.4%	7.8%	8.2%
Graduation Rate	97.3%	95.9%	94.8%	72.7%	72.7%	77.2%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
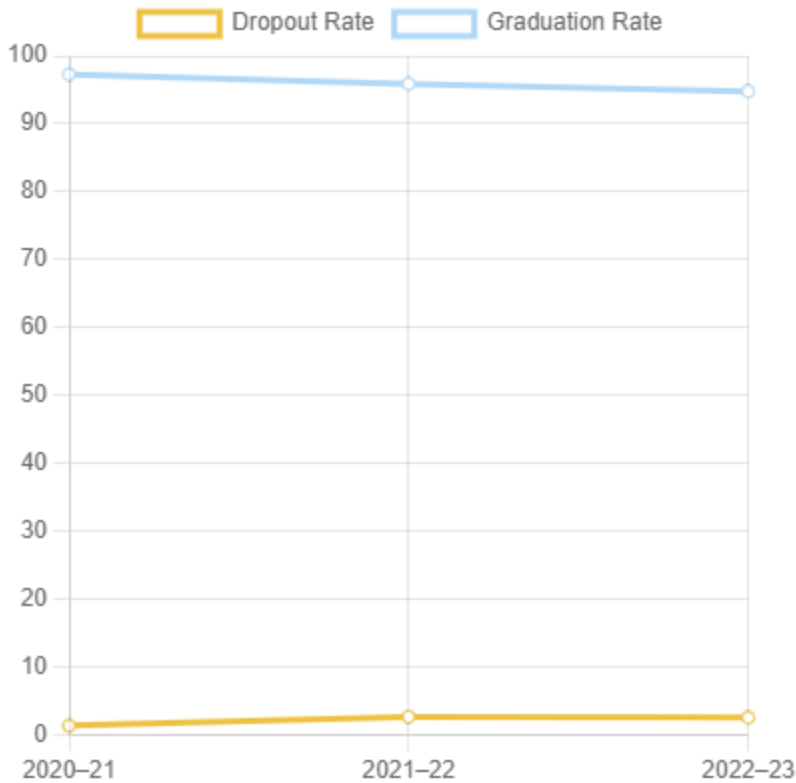
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	77	73	94.8%
Female	34	32	94.1%
Male	43	41	95.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	65	61	93.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	11	9	81.8%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	74	70	94.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	13	12	92.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	728	167	22.9%
Female	355	343	82	23.9%
Male	392	385	85	22.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	28	26	5	19.2%
Black or African American	11	11	2	18.2%
Filipino	14	14	1	7.1%
Hispanic or Latino	665	648	152	23.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	27	27	6	22.2%
English Learners	180	175	52	29.7%
Foster Youth	1	1	0	0.0%
Homeless	20	20	8	40.0%
Socioeconomically Disadvantaged	662	649	147	22.7%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	113	112	34	30.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.71%	3.48%	1.87%	4.48%	5.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.48%	0.00%
Female	2.54%	0.00%
Male	4.34%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.76%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.70%	0.00%
English Learners	5.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.63%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.77%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

MSA-1 conducts monthly drills, including fire, earthquake, and other mandated exercises, which also encompass lockdown drills. Our campus is dedicated to ensuring a secure and inviting environment for students, parents, and staff. We foster a strong school culture by establishing and adhering to high standards and expectations. The entire staff undergoes training during the summer and convenes weekly to ensure a unified approach to providing our students with a strong framework.

Teachers regularly review with their SSR/Advisory (homeroom) the student handbook, outlining standards, expectations, rules, and procedures. Our well-defined reward and discipline system, coupled with clear school and classroom norms, creates a consistent and nurturing atmosphere. Additionally, our staff diligently supervises transitions and breaks to ensure a safe environment for everyone.

Last updated: 1/9/24

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 2020–21)

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	39	
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 2021–22)

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	15.00	26	27	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	19.00	21	17	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	7	19	2
Mathematics	22.00	12	16	1
Science	27.00	2	15	3
Social Science	26.00	4	13	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	16	17	1
Mathematics	19.00	16	19	
Science	21.00	13	13	2
Social Science	19.00	16	9	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	22	13	0
Mathematics	22.00	11	17	0
Science	24.00	6	14	1
Social Science	23.00	9	16	1

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

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	173.5

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

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	4.00
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	5.00
Other	0.00

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

Last updated: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16256.90	$4510.38	$11746.52	$76568.00
District	N/A	N/A	$9920.00	--
Percent Difference – School Site and District	N/A	N/A	17.00%	6.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	37.00%	14.00%

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

Last updated: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

The charter petition and Local Control and Accountability Plan (LCAP) of MSA-1 outline comprehensive school-wide objectives and specific measures to be undertaken in each of the eight state priority areas. Additionally, any locally identified priority areas are addressed to fulfill goals for all students and specific student groups. The LCAP details the necessary expenditures for the implementation of each goal and action, specifying how additional funds allocated for low-income students, English learners, and foster youth contribute to enhancing or expanding services for these student populations. MSA-1 strategically utilizes federal funds to complement state and local resources, ensuring a cohesive educational program. The LCAP encompasses a range of actions and services, including but not limited to:

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.
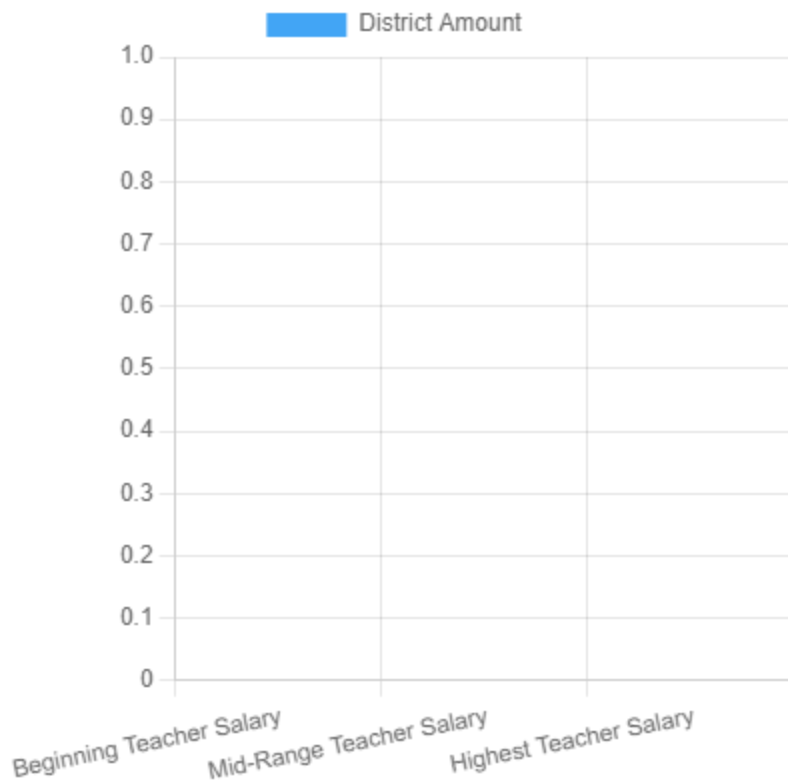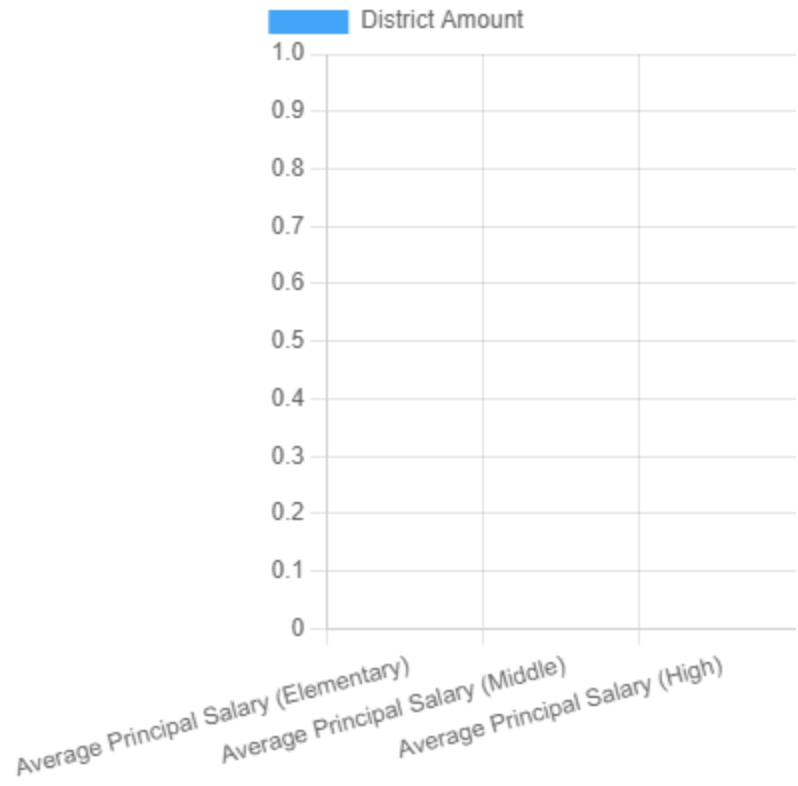
Last updated: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 26.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	2
Foreign Language	3
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	7

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

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement		47	48

Last updated: 1/2/24

Magnolia Science Academy 2
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 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 and access to prior year reports, 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.

Internet Access

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

About This School

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 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	www.lacoe.edu

School Contact Information (School Year 2023–24)

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: 1/9/24

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

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

School Description and Mission Statement (School Year 2023–24)

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 currently has 507 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The 2021-22 academic year's enrollment is the highest in the school's history, and MSA-2 has had an increased enrollment over the past three consecutive school years.

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Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2022–23 school year. School finances and school completion data are reported for the 2022-223 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2022–23 school year.

MSA2 has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

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 and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a 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 educational partners. This sense of connection creates a safe place for all learners and educational partners 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.

- **Literacy with a Learner's Mindset**

- **Critical Thinking**

- **Creativity**

- **Effective Communication**

- **Adaptability**

- **Global Citizenship**

SIX COMPETENCIES

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.

The Student Learning Outcomes (SLOs) are measurable school-wide goals that every student is expected to achieve upon graduation from MSA-2. Our school wide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school. MSA-2 utilized our Student Government to develop the student based components of the SLOs. Parents were involved through a several week process that included direct parent input and our School Site Council was also involved in this process by exploring the LCAP goals of our SLOs. Teachers were also actively involved as the SLO process was addressed during several specific staff PDs. All educational partner groups have a proficient understanding of the SLOs given their involvement in creating the SLOs and feedback in modifying them. These SLOs were measured by data gathered from standardized testing (ex: MAP, SBAC), data driven applications (ex: ALEKS, Khan Academy, IXL, myON), and biannual educational partner surveys.

Teachers, administrators, parents, staff and district administrators engage in an annual analysis and reflection of the academic progress and needs of the school. Beginning in July, leaders met with district administrators to unpack the results of end of year internal assessments, ELPAC and SBAC scores, student, parent and staff survey data, attendance reports and mental health services provided. Based on ongoing analysis, new goals are created and shared with teachers and parents at the beginning of the year. Feedback is given on the priorities and action steps in order to refine goals and ensure all educational partners are clear on the annual targets and action plans. This information is then used by committees and focus groups when discussing and working on criteria areas.

MSA2 utilizes a WASC process in which after reviewing the Student/Community Profile data and the summaries of each criteria area, the Leadership Team and Focus Group Leaders draft the long-range action plan to the school's areas of need. They then took the plan to educational partners including teachers, and instructional staff for input and feedback during the beginning of year professional development week. The plan was then taken to parents, support staff, community members and students so that they could also give feedback through

several avenues such as our staff meetings, Student Government meetings, Coffee with the principal, and School Site Council meeting. Each year the plan is updated to reflect the growth and needs of the school. The finalized action plan is located in Chapter 5 of this report.

In order to meet the social emotional needs of our students, a full-time school psychologist was added to our staff. This position was fulfilled by Dr. Gordon from 2018-2019 and is currently held by Ms. Hekimian starting from the beginning of the 2019 school year.

Additionally, in order to provide social/emotional interventions in response to the pandemic, MSA-2 adopted a Magnolia-wide SEL curriculum called The Zones of Regulation. SEL lessons were embedded into our PBIS Videos and included opportunities for students to reflect and voice their feelings.

MSA-2 created an MTSS Socioemotional Support (SEL) Committee which meets regularly to discuss plans which the school implements to better support students in this manner. Further, MSA-2 launched the first Anti-Bullying program which was led by high school ambassador students and which provided support to middle school students during their Life Skills classes. This course utilized a curriculum and also helped students build self-esteem which was an important part of the school's SEL program.

Between 2018 and 2023, we have utilized several new technologies to increase the academic success of our students. In order to provide variety in our interventions in Math and English, we have adapted a lot of new programs used regularly in and out of the classroom such as IXL, ALEKS, flocabulary, Storyboard, Genius Generation, Gizmo, Board Works, and Quill. We continue to use and regularly update our digital curriculum through McGraw Hill for all core subjects. In addition, we have regularly updated our subscription to MyON, our digital library, to meet the demand and interest of our students.

Since Fall 2018 MSA-2 has used ParentSquare as our main platform for educational partners to communicate with each other. It provides easy access for the school and parent communication through email and text, and offers an automated translation system to families' preferred languages.

Since the pandemic, all staff and students have learned to utilize Google Classroom for all of their subjects. In addition to providing one-to-one Chromebooks in the classroom, all students have been assigned their Chromebook in a way that they are allowed to regularly take it home and bring it back to school. We have also been able to provide internet hotspots to families who need them.

At the beginning of the 2021-2022 school year, the school also adapted a new information system called Infinite Campus, replacing our original

system, Illuminate.

Since the 2018-2019 school year, a Parent and Community Engagement (PACE) Coordinator was hired to promote and enact outreach that may benefit our community. They provide resources to our families in order to meet their needs and have their voices heard. Their duties include leading our Parentsquare communications, Coffee with the principal, Parent Colleges, and reaching out to local businesses and organizations that might provide support to our school. Our PACE Coordinator also hosts the School Site Council meetings, ELAC meetings, Title I meetings and PTF meetings. Further, the PACE Coordinator receives training and support from the Chief External Officer during the monthly meeting with the home office. In addition, the PACE Coordinator helps organize school events in collaboration with the PBIS Committee and the ASB Student Government, including school dances and community festivals. Moreover, the PACE Coordinator serves as the enrollment liaison for the school and follows up with scheduling school tours for prospective MSA-2 families. During the 2022-23 school year, MSA-2 launched the Community Schools Coordinator position for the first time which worked to provide additional support resources to the school community in alignment with assets and needs assessments conducted.

Starting in the 2019-2020 school year, our school started the application process for the California Interscholastic Federation in order to provide and promote equity, quality, charter, and academic development through sports. The school developed a program headed by our CIF athletic director who determines teams, games, and facilities together with administrative support. Currently, our school has high school CIF teams for cross country, soccer, basketball, and volleyball for boys and girls. Our school has rented facilities from One Generation for soccer field usage nearby our school. In addition, our school rented the Hansen Dam in Pacoima for the cross county team to hold meets. Further, MSA-2 has rented buses to provide transportation to our students to their athletic competitions.

During the 2022-23 school year MSA-2 was accepted to become a full CIF member where the students were able to compete for post-season eligibility. Specifically, MSA-2's CIF boys and girls cross county team made it to the CIF City Championship qualifier tournament and the boys team won 8th place in the City Championships. One MSA-2 students on the boys cross country team won 3rd place in the Los Angeles Division V City Championships, as well as qualified and competed in the California State CIF boys cross country championships. MSA-2's CIF girls volleyball team also qualified for the playoffs in their division during the 2022-23 school year.

MSA-2 is collocated on LAUSD property and has to abide by both LACOE and LAUSD protocols and mandates about COVID-19. In Spring 2020 to the end of Fall 2020, MSA-2 provided students a complete distance learning model. In Spring 2021, a hybrid model was provided. Finally, in Fall 2021, a full-in person model with some restrictions was provided to all students. Independent study is also provided for students under certain circumstances. Since the beginning of the pandemic, MSA-2 garnered and provided resources to make a safe learning environment such as providing PPE, setting up hand washing stations, developing social distancing protocols, mandating masks, and providing weekly Covid testing and screening.

Student Learning and Achievement based on LCAP is assessed and monitored by staff continually. The Leadership structure includes feedback and advice from the MPS Chief Academic Officer, Special Education Director, Director of Student Services, Chief Operations Officer, Chief Accountability Officer, Math Director, and ELD Director.

MSA-2 internal academic management includes the Admin Team, MTSS Academic Committee members, MTSS PBIS Committee member (Coaches and Grade Level Chairs), English and Math Intervention Teacher, ELD Coordinator, Special Education Department, and LCAP goals are reviewed and approved by the School Site Council. Weekly staff PD meetings take place where staff discuss grade level shared plans and department level action plans. Further, our home office hosts monthly meetings with principals, dean of students, dean of academics, PACE coordinators, office managers, and special education teachers to provide in-depth collaboration and training structural support across the organization.   Amongst the topics which are covered in this partnership are Universal Design for Learning (UDL) and data analysis related to all areas of school operations and student achievement.

In addition, delegation of responsibilities takes place within departments as well as within grade levels. Teacher observations take place by the Administration team, as well as by MTSS Academic Committee members for the general teaching staff to provide support and feedback into the TeachBoost system. This helps build capacity for our teaching staff which supports student achievement and utilizes MTSS Academic Committee members leadership as additional systems of support. In addition, our SPED team provides specific training to the general teacher staff during PDs which helps place responsibility in the hands of the specialty staff leadership to share accommodations, best practices for supporting the SPED student population.

MSA-2's LCAP committee has reviewed input from all educational partners and available data through surveys and student performance

data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include: Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA-2 conducts surveys for parents, students, and teachers and MSA-2s staff makes home visits.

These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners. Increasing parent participation (Coffee, surveys, PT Conference, email and mail in English and Spanish, Parent College) has been and will continue to be a major goal for MSA-2. MSA-2 actively includes parents in the LCAP Process. Avenues for parental input include, SSC meetings, PTF meetings, ELAC meetings, parent surveys, middle school parent nights, parent informational meetings, parent college visits, parent college program and parent college graduation ceremony. Offering students additional academic support and interventions to all students will continue to be another major focus for MSA-2. Our after school programs, Saturday School and summer program have become a part of our academic culture. Intervention support already exists at MSA-2. They include learning lab, ELD curriculum, after school tutoring, Saturday School and summer school.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, educational partner input, or other information, MSA-2 is most proud of the progress which the school made in meeting 84% of our LCAP goals during the 2022-23 academic year. MSA-2 plans on maintaining and building upon this success by continuing to collaborate with our educational partners from our home office, including our accountability department, finance department, operations department, academic department, legal department, and facilities department as well as our teachers, paraprofessionals, students and families at the school site in the process of improving our provision of programs and services which lead to a higher quality educational institution for all student groups. This outcome led to academic growth across both pre-pandemic official data and post-pandemic internal data for our Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD) and English Learners. Additional details regarding this matter can be found in the included sections within MSA2's WASC report which provide further data related to the abovementioned student groups.

Since 2017, MSA-2 has participated in several Multi-Tiered Systems of Support (MTSS) training to help with developing, implementing, reflecting

on, and improving our professional development. As a district wide initiative, Weekly PD, MPS symposium, supporting staffing with pursuing higher education and training. MSA-2 utilizes monthly data analysis meetings with teachers and school administration where areas of concern are discussed related to student academic achievement, absenteeism, and other areas are shared by members of teams.

Following these meetings, MSA-2 provides targeted support to students to help them become more successful, including increasing student participation in after school tutoring, Saturday School interventions, winter learning camps, learning lab courses and more. Moreover, MSA-2 holds meetings with Teachers on Special Assignment (TOSA) within the Magnolia Public Schools (MPS) organization which provide collaboration time and opportunities to develop best-practice implementation in order to better support student achievement. This time takes place monthly and virtually via Zoom amongst all MPS schools.MSA-2 also utilizes the school's MTSS Academic Committee to check student academic achievement, including analyzing student performance on SBAC, MAP, IAB, and online programs including ALEKS, IXL, myON, and Flocabulary as well as to provide recommendations for additional tiered support. MSA-2 has further developed an ongoing partnership with LACOE over the past 5 school years to receive training and support for our school's MTSS PBIS program.

MSA-2 received a CalHOPE Grant in 2022-23 in partnership with LACOE to support SEL in the school. In addition, MSA-2 received a JAMS Foundation Grant in 2022-23, an international award our school was selected to receive as one of only two organizations across the world. With this grant, students helped create Social Emotional Learning (SEL) curriculum through student produced video content which students write, produce, and publicize. The purpose of this project is to help students learn conflict resolution skills, mediation skills, and how to become advocates for positive social change.

This program has involved attending training with our school's PBIS coach, dean of students, PBIS ambassadors, and PBIS Committee during multiple meetings each school year to further develop and improve our school's positive culture and climate. Through this program, our school also tracks data in the Tiered Fidelity Inventory (TFI) which is utilized to track our school's progress in meeting these goals. Further, this program was recognized for a Bronze Medal during 2021, and a Silver Medal in 2022 from the State of California in partnership with LACOE. MSA2 utilizes a plan aligned with the school's WASC self study that is revisited on yearly visits to determine what are the best courses of action based on school need and district wide policy. In addition, measurable goals were considered. Most of the goals on MSA2's WASC are also aligned.MSA-2

utilizes the LCAP Goals to track the implementation of our school's programs and services in alignment with our SPSA. Further, we provide baseline data for each goal which we also track quarterly throughout each school year related to each action and LCAP goal in partnership with our Magnolia Public Schools home office.

This process allows the school to provide additional interventions and support to help better meet the targeted goals if the school is not yet making progress in any particular area prior to the end of the school year. MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process is supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, School Site Council (SSC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, SPSA, and more. The families and parents are equal partners in the decision-making process where they are invited to share their feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2. Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development.

Beyond this, parents and family members are invited to attend Parent College programs at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities.MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.MSA-2 has a college and career pathway which is supported by our college counselor, dean of academics and various support staff members. In particular, our students are also invited to participate in our dual enrollment program where they enroll in college courses at LA Valley College, Pierce College and LA Mission College related to their college and career goals.

MSA-2 also hosts annual career fairs where students are invited to hear presentations from individuals from a variety of professional backgrounds,

including military and trade school certified careers, such as nurses and mechanics. Also, MSA-2 holds summer school programs to support students who are in need of credit recovery to enable them to graduate on time which integrates the APEX platform into their intervention program. MSA-2 also invites virtual and in-person representatives from universities and colleges to speak with current high school students, including individuals from Pierce College, to support students in applying for FAFSA and other financial aid support which extend to university and non-four year university pathways.

Moreover, MSA-2 follows up on our alumni network to support them with their career and academic goals beyond 12th grade. In particular, the school hosts regular events and gatherings where alumni share their current experiences and educational pursuits with each other in the support of the college counselor and school administration. These gatherings permit MSA-2 to continue to track life experiences and goals beyond graduation in order to be able to continue to provide feedback to our alumni. In addition, MSA-2 has implemented a plan to recruit and hire additional alumni to work for the school and simultaneously support the alumni in finishing their college education.

Finally, MSA-2 has provided AP Computer / Java Programming classes to students and offered the students the opportunity to take their Oracle Certification exam through the school, as well as robotics clubs. Also, MSA-2 is providing extra-curricular activities to students to participate in CIF sports as well as Congressional Award Program (CAP) which provide students with the opportunity to experience outdoor educational activities, volunteer service, and more.

Since 2019, MSA-2 has teamed up with local community colleges to provide opportunities to high school students to take free college courses starting in 9th grade. This includes courses such as English 101 and 102, Communication 101, Anthropology, History 7, Sociology, Studio Art, Cinema, Health, and College Counseling. These courses provide students academic rigor and an advantage in pursuing a 4-year degree in college. MSA-2 became the first school in Magnolia Public Schools to offer college courses to students during the summer after 8th grade.

The school has a Robotics club for middle school and high school students before the regular school day, as well as training after school daily and on Saturdays. These students build and program robots, compete in robotics competitions locally, and are eligible to compete in regional, state, national, and international competitions depending on how the teams' robots perform at the competitions along the way. There are four teams: one high school team, one 7th and 8th grade team, one 6th grade team, and one mixed grade level team with students spanning

middle school and high school.MSA-2's VEX Robotics team qualified for the US National Robotics Championship in Iowa during 2 consecutive years in 2017-18 (VEX IQ) and 2018-19 (VEX IQ and VEX EDR) school years and also qualified for the RAD Aerial Drone World Championship during the 2019-20 academic year. Despite qualifying for the World Championship tournament, MSA-2 was unable to compete in this due to the event being cancelled by the VEX organization during the Covid-19 pandemic. MSA-2 was also the first school in California to host an official RAD Aerial Drones tournament in 2020.

MSA-2 envisions high academic achievement rooted in the belief that all students can learn and excel. Many students need enhanced academic challenges than what they currently receive, as well as more opportunities to develop their skills and talents.MSA-2 strives to provide students with means to reach their full potential. As an important part of its program, MSA-2 offers advanced math courses, an Advanced STEAM program, Advanced Placement (AP) courses in high school grades, and academic clubs such as Advanced Math Program (AMP), VEX Robotics, RAD Aerial Drones, and Science Olympiad.

Advanced Math Program (AMP) is another unique program offered at Magnolia Schools at all grade levels for highly gifted students. It is formally known as AMSP. It was once offered as an after school program, but is currently an elective. The Advanced Math Program (AMP) program is for middle school students. In this program students prepare for the National Olympiads composed of a group of 4-6 students that represent each country. The National Olympiads are the most prestigious and most difficult competitions in which middle and high school students can participate. For students who complete all of MSA-2's math courses, MSA-2 provides supplemental math programs to our students in partnership with UC Scout and Stanford University which allow students to take university level math courses at an accelerated pace.

AMP is a condensed training program that helps students develop their critical and analytical thinking skills. Prestigious math and science competitions are held at the regional, national, and international levels. In our computer class, our students learn the programming language "Scratch", which is a programming language for beginners. In addition, students are utilizing Edhesive for AP Computer / Java programming. Our AMP students attend math competitions, including Math Counts, AMC8, AMC10, AMC12 and the LACOE Science Olympiad.

Starting in the 2019-2020 school year, our school started the application process for the California Interscholastic Federation in order to provide and promote equity, quality, charter, and academic development through sports. The school developed a program headed by our CIF athletic

director who determines teams, games, and facilities together with administrative support. Currently, our school has high school CIF teams for cross country, soccer, basketball, and volleyball for boys and girls. Our school has rented facilities from One Generation for soccer field usage nearby our school. In addition, our school rented the Hansen Dam in Pacoima for the cross county team to hold meets. Further, MSA-2 has rented buses to provide transportation to our students to their athletic competitions.

Since 2011, MSA-2 has participated in the Congressional Award Program (CAP). The program is open to all youth in the United States between the ages of 14 and 24. Participants are set up with a mentor teacher who helps students set and accomplish goals in four different areas: Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration.

In the past ten years, our CAP groups have accomplished thousands of hours of life changing and character building activities such as peer mentoring, hiking trips. Camping trips, and personal learning activities. Before CAP students graduate they apply and receive Congressional recognition based on their efforts such as certificates and medals.

MSA-2 has been training and implementing Positive Behavior Interventions and Supports with LACOE this year. This training has supported MSA-2 in building a robust school wide PBIS program which is a proactive system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond.   In 2021, MSA2 received a Bronze medal and a Silver medal in 2022 from the State of California for the school's PBIS program in partnership with LACOE.

The practices of PBIS started in the 2017-2018 school year after rigorous planning of initiatives with all educational partners the year before. The practice highlighted school wide expectations, our incentive system, and our school-wide umbrella term of RAD (be respectful, attentive, and dependable). The school community, including students and faculty, are divided in four houses: Earth, Wind, Water, and Fire. Each house competes to earn points by meeting positive behavior expectations. The house with the most points wins a reward that all members benefit from. Initially, the incentive was rewarded at the end of the year. The House that won our first competition was rewarded a trip to Universal Studios that was paid through fundraising efforts.

However, after receiving feedback, the incentives are now determined and awarded on a bimonthly basis. In addition, we give individual prizes for students meeting individual expectations through efforts such as receiving

RAD Tickets, house competition participation awards, and academic/behavioral recognition. During and after the pandemic, the bi-monthly house prize has changed to both an incentive to the house and also a charitable donation made by the Dean of Students and Principal to a charity of the House's choice in order to encourage and promote being a positive force in the community.

In order to get representation from all of our grade groups, we developed a student government that started in the 2016-2017. The Student Government is elected by their peers and helps with promoting a positive, safe, and fun learning environment for all students. In addition to these duties, student government creates weekly PBIS/SEL videos that showcase weekly updates and behavioral and social emotional learning.

In order to provide extra support and interventions for the learning loss faced by students during the pandemic, our school community decided to shorten periods and create an extra period and the end of the regular school day to provide interventions to all students. During this last period called Learning Lab, students get extra time and support on their assignments and work on intervention programs in their core subjects (ex: IXL and ALEKS). In addition, students who qualify are allowed to participate in CIF sport practices during this time.

As an intervention to meet the academic needs of our students, we provide Winter Camp and Summer School to students. In these programs out of students' regular semesters, failing students are provided an opportunity to make up course work to pass their courses and make up missing credits needed to graduate.

In order to provide interventions for students failing or behind on their studies, we have Saturday school available to all of our students. Our Dean of Academics also monitors grades and assigns students who need the extra support. In addition to providing interventions for students, MSA-2 is checking student MAP, SBAC, ALEKS and IXL data as well as academic grades in order to identify students who will be invited to participate in additional interventions. Saturday school also presents an opportunity to participate in Parent College put on by our PACE Coordinator. Parent College is a special 7 week program designed exclusively for MSA-2 parents/guardians. This college-based course involves educating and training parents how to become important partners in their children's education and pathway to college. There is a set curriculum in both English and Spanish for this resource. The final two sessions include an all-day college tour and program and parents are given a traditional graduation ceremony once the course is completed.

Our school received a grant for after school services provided by Youth Policy Institute since 2014. This program provided after school

interventions such as supervision, club, tutoring, and snacks to students after school. However, in 2019, the program dissolved. In its absence, a new organization took its place: Think Together. This organization offered the same interventions and resources and more, including zoom support during the 2020-2021 school year, summer school intervention, and field trips. Beyond the programs which are provided by Think Together, MSA-2 teachers also offer after school tutoring, office hours, clubs and sports which they utilize to provide additional enrichment and academic support to students outside of their regular classroom settings.

Our school follows a full push-in model where Special Education RSP Teachers and Aides follow their unique schedules to rotate through math and English classes for students on their caseload. With this push-in model, RSP Teachers and Aides are in mainstream classrooms with their students, make observations, and offer support not only to their specific students but as a co-teacher for the whole class. Our special education department works in collaboration with the Director of Special Education Programs at our home office.

During the 2020-21, 2021-22, and 2022-23 school years, parents and students were provided the option of independent study due to the pandemic, health conditions, and reservations with weekly Covid testing requirements. These students are enrolled into a third-party online schooling program called Edgenuity. Students are assigned their core classes and electives that resemble their in-person course assignments. On this program, students watch pre-recorded videos of teacher-led lectures and work through a course map for each subject that consists of daily skill lessons, assignments, and quizzes. All assignments are graded by Edgenuity teachers, who students can access through a messaging system and office hour appointments. These students were paired with Supervising Teachers from MSA-2 who provide daily/weekly check-ins for progress monitoring and support. MSA-2 is proud of our high graduation rates.

All seniors are paired with our College Counselor and our Assistant Principal who conduct frequent transcript evaluations to ensure all are on track with completing A-G and MPS Graduation requirements. Our College Counselor also provides support with college applications; all seniors submit the California State University applications and are also supported through University of California applications, common applications, applications for private universities and community colleges. Quarterly workshops are held for parents to inform about resources including application timelines, financial aid sessions, and scholarships.MSA-2's college acceptances have historically included students being accepted and enrolling in UC Los Angeles, UC Berkeley, UC San Diego, UC Davis, UC Santa Barbara, UC Irvine, UC Riverside,

University of Southern California, CSU Northridge, CS Polytechnic University Pomona and other universities.

In addition, MSA-2 students historically have chosen to apply to and attend local community colleges for a variety of reasons, including for financial savings, and then have opted to transfer to 4 year institutions.MSA-2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA-2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

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

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Last updated: 1/9/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	105
Grade 7	94
Grade 8	103
Grade 9	51
Grade 10	62
Grade 11	49
Grade 12	47
Total Enrollment	511
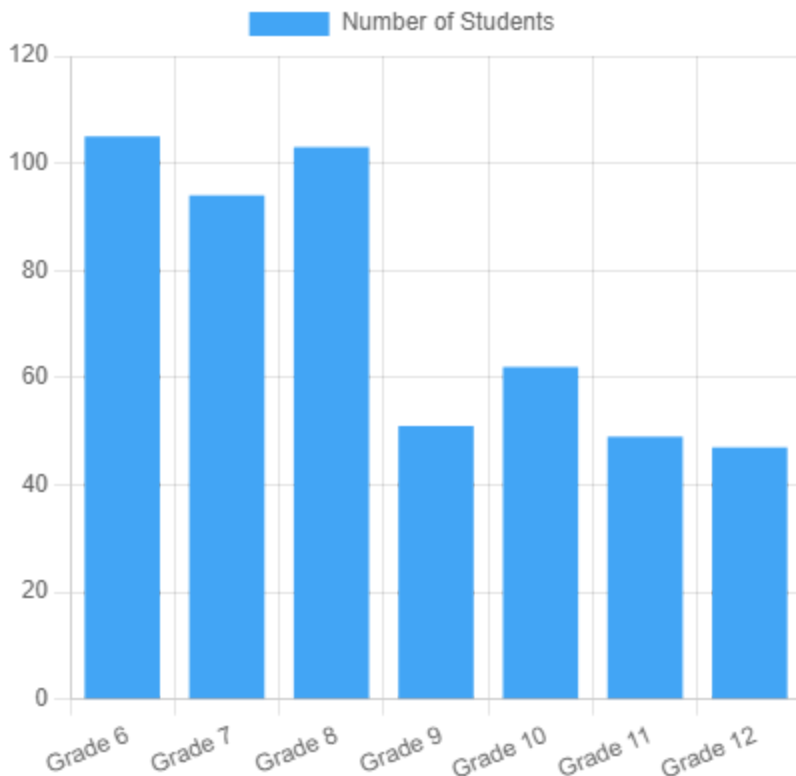
Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.20%
Male	53.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.70%
Black or African American	2.90%
Filipino	0.00%
Hispanic or Latino	88.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	4.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.90%
Foster Youth	0.20%
Homeless	0.40%
Migrant	3.30%
Socioeconomically Disavantaged	87.30%
Students with Disabilities	18.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	82.10%	314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.76%	42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.32%	139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.10	0.78%	20.20	3.82%	18854.30	6.86%
Total Teaching Positions	20.50	100.00%	529.00	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.20	72.53%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.47%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	17.82%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	5.14%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	22.30	100.00%	567.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	3.90
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.90

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.80
Local Assignment Options	0.50	0.30
Total Out-of-Field Teachers	1.50	1.10

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.20%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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?	No	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: 1/9/24

School Facility Conditions and Planned Improvements

MSA-2 is located in 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.

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 2023

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 2023

Overall Rating	Exemplary

Last updated: 1/9/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	36%	43%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	22%	26%	22%	24%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	345	344	99.71%	0.29%	42.73%
Female	162	161	99.38%	0.62%	42.86%
Male	183	183	100.00%	0.00%	42.62%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	42.86%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	306	305	99.67%	0.33%	40.98%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	16	16	100.00%	0.00%	50.00%
English Learners	41	41	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	309	308	99.68%	0.32%	39.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	61	61	100.00%	0.00%	21.31%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	343	99.71%	0.29%	25.66%
Female	161	160	99.38%	0.62%	21.25%
Male	183	183	100.00%	0.00%	29.51%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	14.29%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	305	304	99.67%	0.33%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	16	16	100.00%	0.00%	25.00%
English Learners	41	41	100.00%	0.00%	2.44%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	309	308	99.68%	0.32%	22.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	61	61	100.00%	0.00%	13.11%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	16.76%	23.47%	27.78%	35.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	196	100.00%	0.00%	23.47%
Female	69	69	100.00%	0.00%	20.29%
Male	127	127	100.00%	0.00%	25.20%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	173	173	100.00%	0.00%	20.23%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	170	170	100.00%	0.00%	21.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	34	100.00%	0.00%	5.88%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	95.12%

Last updated: 1/9/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

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 Parent Advisory Committee 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 Chromebooks, and are provided a Chromebook from the school if they are in need of a computer device at home to support their children with learning at home. Classes are held at 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.
- 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 Chairs 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 (PFT) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents 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.

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.

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

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 Parent Advisory Committee (PAC) 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, 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 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 2022-2023 Academic Year

August:

8/30 GREATER LOS ANGELES AREA VETERANS: VETERANS EXPERIENCE ACTION CENTER (VEAC)

8/31 MSA2 Student Club Fair

8/31 GREATER LOS ANGELES AREA VETERANS: VETERANS EXPERIENCE ACTION CENTER (VEAC)

September:

9/1 GREATER LOS ANGELES AREA VETERANS: VETERANS EXPERIENCE ACTION CENTER (VEAC)

9/24 MSA2 Community Resource Fair

October:

10/1 Community Health Youth Advocates - Community Health and Care Systems

10/1 LA Fire Department Girls Camp

10/2 California Clean Air Day

10/2 LA Fire Department Girls Camp

10/7 Coffee with the Principal Meeting

10/14 Parent Task Force (PTF) Meeting

10/15 Community Health Youth Advocates - Community Health and Care Systems

10/18 Parent Teacher Conferences

10/21 Event Meeting / Coffee with the Principal Meeting

10/28 Fall Festival

10/28 Parent Advisory Council (PAC) Meeting / Event Meeting

November:

11/2 Dia de los Muertos Festival

11/4 CSU Fullerton Titan Fast Pitch Startup Competition

11/4 Parent Task Force (PTF) Meeting

11/5 Community Health Youth Advocates - Community Health and Care Systems

11/18 Parent Advisory Council (PAC) Meeting

11/18 Hot Chocolate Giving

11/19 Community Health Youth Advocates - Community Health and Care Systems

December:

12/2 Parent Task Force (PTF) Meeting

12/9 Parent Advisory Council (PAC) Meeting

12/10 Affordable Connectivity Program

12/16 Winter Community Drive Day 1

12/16 Winter Dance

12/16 Coffee with the Principal Meeting

12/17 Winter Community Drive Day 2

January:

1/13 Coffee with the Principal

1/20 Parent Task Force (PTF) Meeting

1/27 Parent Advisory Council (PAC) Meeting

1/31 Wellness Mobile Clinic

February:

2/3 Coffee with the Principal Meeting

2/4 Community Health Youth Advocates - Rites of Passage

2/9 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS -
Introduction: Alphabet and Consonants

2/10 Parent Task Force (PTF) Meeting - Insight Treatment Workshop

2/16 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Colors and Shapes

2/17 Coffee with the Principal Meeting

2/18 Community Health Youth Advocates - Rites of Passage

2/21 Hippocrates Circle Program Session 1: Meet the Physicians

2/24 Parent Advisory Council (PAC) Meeting

March:

3/2 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Basic survival vocabulary

3/3 Parent Advisory Council (PAC) Meeting

3/9 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Greeting and polite expressions

3/11 Community Health Youth Advocates - Rites of Passage

3/14 Hippocrates Circle Program Session 2: A Day in The Life

3/16 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Numbers, days, and months

3/16 Taco Thursday

3/17 Parent Task Force (PTF) Meeting - LA Compost

3/20 Free Southern California Medical Center (Wellness Mobile Clinic)

3/21 Taco Tuesday

3/23 Taco Thursday

3/25 Community Health Youth Advocates - Rites of Passage

3/25 City of Los Angeles Council District 6 Candidate Form

3/30 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Time Zones, Temperature

April:

4/8 Community Health Youth Advocates - Professional Certifications

4/11 Hippocrates Circle Program Session 3: High School and Beyond

4/13 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Money: Identifying US coins, currency and value

4/14 Parent Task Force (PTF) Meeting - Community Partner L.A Compost and Dr. Anita Turner

4/19 Dodgers STEM Day Field Trip Middle School

4/20 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Location: Identifying building in schools

4/21 Parent Advisory Council (PAC) Meeting

4/22 Community Health Youth Advocates - Professional Certifications

4/26 Taco Wednesday

4/27 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Personal information: Filling out emergency cards and forms

4/28 Coffee with the Principal Meeting

4/29 Spring Community Resource Fair

May:

5/1 LA Compost Community Gardening Workshop - Garden Beautification

5/1 Teacher and Staff Appreciation Week: You are NOTEWORTHY

5/2 Teacher and Staff Appreciation Week: You make us BLOOM

5/2 LA Compost Community Gardening Workshop - Planting Session

5/3 Teacher and Staff Appreciation Week: Favorite snack

5/3 Dodgers College Day Field Trip (For High School Students)

5/4 Parent University ESL LEVEL I: LANGUAGE DEVELOPMENT FUNDAMENTALS - Sharing the ESL experience project and Parent Graduation Ceremony

5/4 Teacher and Staff Appreciation Week: Throwback Thursday.

5/5 Teacher and Staff Appreciation Week: Thanks are in the CARDS.

5/5 Parent Task Force (PTF) Meeting

5/8 LA Compost Community Gardening Workshop - Composting and Drip Irrigation

5/9 Free Food Pantry - One Generation

5/12 Coffee with the Principal

5/12 Mother's Day - Help Bolivia Foundation

5/13 Community Health Youth Advocates - Professional Certifications

5/16 Hippocrates Circle Program Session 4: Tour of School of Medicine

5/19 Parent Advisory Council (PAC) Meeting

June:

6/2 Coffee with the Principal

6/2 Hippocrates Circle Program Graduation

6/3 Community Health Youth Advocates - Professional Certifications

6/9 Parent Advisory Council (PAC) Meeting

6/10 Community Health Youth Advocates - Experimental Learning

6/14 Culmination Ceremony 8th Grade / Graduation Ceremony 12th Grade

6/15 Summer Kick Off Event

6/17 Community Health Youth Advocates - Experimental Learning

6/18 Girls Who Code

6/24 Community Health Youth Advocates - Experimental Learning

6/24 Senator Menjivar Presents: San Fernando Valley Pride Event

6/26 Volleyball Camp

6/26 Freedom Schools Youth Summer Program

6/27 Volleyball Camp

6/27 Freedom Schools Youth Summer Program

6/28 Volleyball Camp

6/28 Freedom Schools Youth Summer Program

6/29 Volleyball Camp

6/29 Freedom Schools Youth Summer Program

6/30 Volleyball Camp

6/30 Freedom Schools Youth Summer Program

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	0.0%	14.3%	13.4%	13.8%	9.4%	7.8%	8.2%
Graduation Rate	92.9%	100%	95.9%	72.7%	72.7%	77.2%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
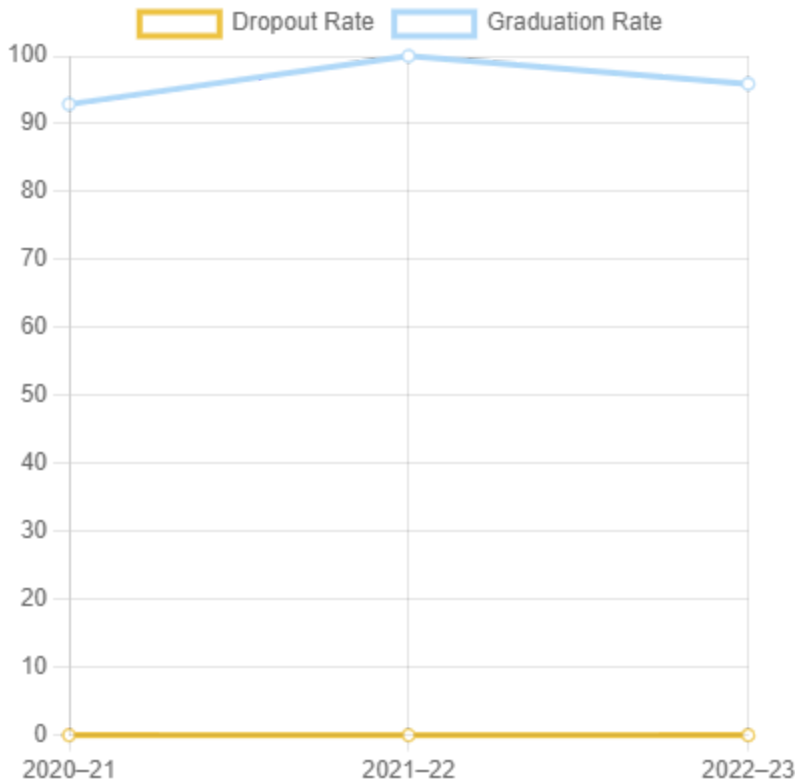
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	49	47	95.9%
Female	16	15	93.8%
Male	33	32	97.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	45	43	95.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	48	46	95.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	527	122	23.1%
Female	252	243	62	25.5%
Male	287	284	60	21.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	19	19	3	15.8%
Black or African American	16	15	6	40.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	478	469	107	22.8%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	26	24	6	25.0%
English Learners	89	88	19	21.6%
Foster Youth	2	2	0	0.0%
Homeless	9	9	4	44.4%
Socioeconomically Disadvantaged	485	476	116	24.4%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	104	102	21	20.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.37%	0.19%	1.87%	4.48%	5.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.19%	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19%	0.00%
Female	0.00%	0.00%
Male	0.35%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.21%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.21%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.96%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

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

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

Protect the safety and welfare of students

Provide a safe and coordinated response to emergencies

Protect the school's facilities and property

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

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

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

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

On December 8 2023, MSA2's Community Advisory Committee (CAC) voted to approve the School Safety Plan.

Last updated: 1/9/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	28.00	2	26	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	34.00	1	3	24
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	5	12	3
Mathematics	20.00	12	7	
Science	29.00	1	9	1
Social Science	27.00	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30.00	3	7	7
Mathematics	24.00	8	4	5
Science	34.00		5	5
Social Science	31.00	1	8	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	7	9	5
Mathematics	24.00	8	5	4
Science	31.00	0	7	4
Social Science	28.00	4	7	6

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

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	511

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

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.50
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	5.00

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

Last updated: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14649.71	$3516.31	$11133.40	$78443.00
District	N/A	N/A	$9920.00	--
Percent Difference – School Site and District	N/A	N/A	12.00%	4.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	42.00%	12.00%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

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

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

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

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

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

Last updated: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 27.3 %

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

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

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	71	79	79

Last updated: 1/9/24

Magnolia Science Academy 3
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1254 East Helmick St. Carson, CA , 90746-3164	**Principal:**	Zekeriya Ocel, Principal
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 and access to prior year reports, 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.

Internet Access

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

About This School

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 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoe.edu
Website	www.lacoe.edu

School Contact Information (School Year 2023–24)

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: 12/18/23

School Description and Mission Statement (School Year 2023–24)

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-3'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. Educational partners will feel a sense of community and connectedness.

Last updated: 12/18/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	34
Grade 7	74
Grade 8	49
Grade 9	58
Grade 10	62
Grade 11	54
Grade 12	48
Total Enrollment	379
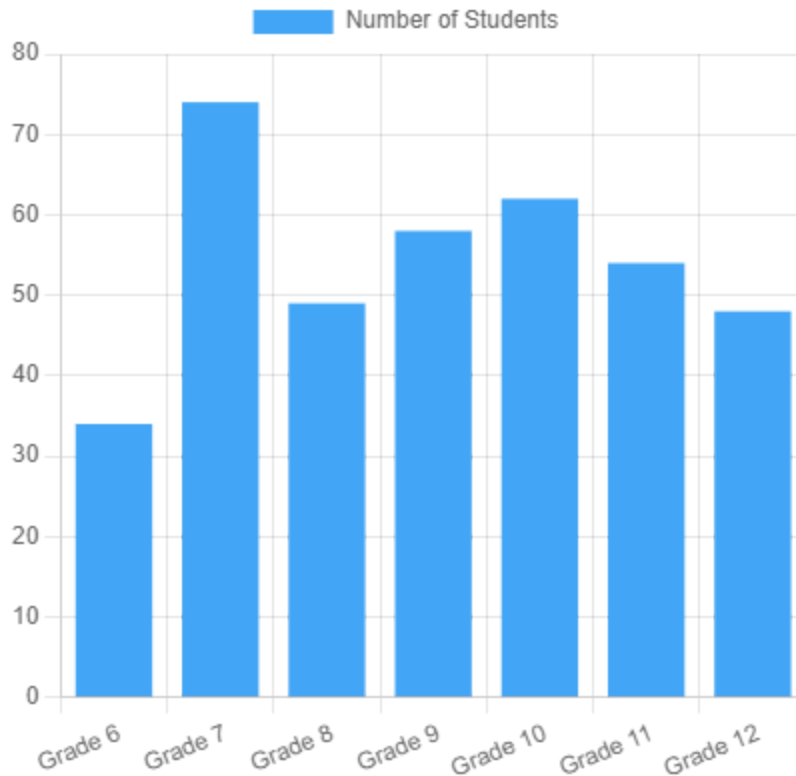
Last updated: 12/18/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.90%
Male	50.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	35.40%
Filipino	0.00%
Hispanic or Latino	60.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.90%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.90%
Foster Youth	2.10%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disavantaged	69.10%
Students with Disabilities	11.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	81.57%	314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	7.62%	42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.14%	139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.70	3.62%	20.20	3.82%	18854.30	6.86%
Total Teaching Positions	21.00	100.00%	529.00	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	77.47%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.08%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	8.12%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	8.12%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.50	2.12%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	24.50	100.00%	567.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	1.90
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.90

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.50	0.70
Local Assignment Options	0.00	1.20
Total Out-of-Field Teachers	1.50	1.90

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10%	3.2%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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	Houghton Mifflin Harcourt		0
Science	?McGraw Hill California Inspire Science Series?	Yes	0
History-Social Science	?TCI Social Studies Curriculum?	Yes	0
Foreign Language	Vista Higher Learning Descubre Level 1, Level 2 Temas	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: 12/18/23

School Facility Conditions and Planned Improvements

?**MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also use one classroom- Weight Room as a classroom in exchange for forgoing Library use. We share locker and cafeteria facilities with Curtiss Middle School. The facility has two or more maintenance staff on-site who clean the campus daily.**?

Last updated: 12/18/23

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: 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Fair

Last updated: 12/18/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	201	99.01%	0.99%	32.66%
Female	99	98	98.99%	1.01%	39.18%
Male	104	103	99.04%	0.96%	26.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	78	78	100.00%	0.00%	29.49%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	117	115	98.29%	1.71%	32.74%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86%	7.14%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	138	136	98.55%	1.45%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	24	100.00%	0.00%	17.39%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	202	99.51%	0.49%	8.50%
Female	99	98	98.99%	1.01%	9.28%
Male	104	104	100.00%	0.00%	7.77%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	78	78	100.00%	0.00%	6.41%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	117	116	99.15%	0.85%	9.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86%	7.14%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	138	137	99.28%	0.72%	11.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	24	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	14.91%	9.33%	27.78%	35.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	150	98.04%	1.96%	9.33%
Female	69	68	98.55%	1.45%	7.35%
Male	84	82	97.62%	2.38%	10.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	55	54	98.18%	1.82%	3.70%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	93	91	97.85%	2.15%	13.19%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	104	97.20%	2.80%	8.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	5.56%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	81
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: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	96.00%

Last updated: 1/9/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	98.6%	98.6%	98.6%	98.6%	98.6%
9	92.7%	92.7%	92.7%	92.7%	92.7%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Magnolia Science Academy-3 places a strong emphasis on community engagement, fostering open communication and collaboration among various stakeholders. The school actively facilitates discussions on school-wide events, substantial changes, and budget-related matters through both in-person and virtual meetings. Utilizing platforms like ParentSquare, MSA-3 disseminates periodic newsletters and messages, ensuring that announcements, upcoming meetings, and events are communicated effectively.

The commitment to engagement extends to various levels, with monthly "Coffee with Administration/Parent Task Force" meetings, PAC meetings, and weekly staff and admin meetings. Transparent communication is maintained through the sharing of agendas and minutes, with translation services provided to participants. Valuing input from all perspectives, MSA-3 collects feedback from both staff and parents, students, and community members during respective meetings, ensuring a comprehensive understanding of the diverse needs of the school community.

Recognizing the linguistic diversity within the community, MSA-3 ensures that families speaking languages other than English actively participate in all meetings, supported by translation services. To further enhance community outreach, the school has appointed a dedicated Parent and Community Engagement (PACE) Coordinator and a Community School Coordinator (CSC). These coordinators play a pivotal role in organizing in-person meetings and events, fostering connections between the school and families.

Already making strides in community engagement, MSA-3 recently hosted a resource fair with over 15 vendors participating. The fair served as a platform for the community to learn about a range of services, from drug abuse prevention to tax assistance. The commitment to proactive communication is evident as the PACE and CSC Coordinators actively reach out to families, ensuring they are well-informed about school events and extending invitations to participate in various meetings and activities. Through these initiatives, Magnolia Science Academy-3 aims to create a vibrant and inclusive school community that values the active involvement of all its members.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	2.2%	0%	2.0%	14.3%	13.4%	13.8%	9.4%	7.8%	8.2%
Graduation Rate	95.7%	100%	94.0%	72.7%	72.7%	77.2%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
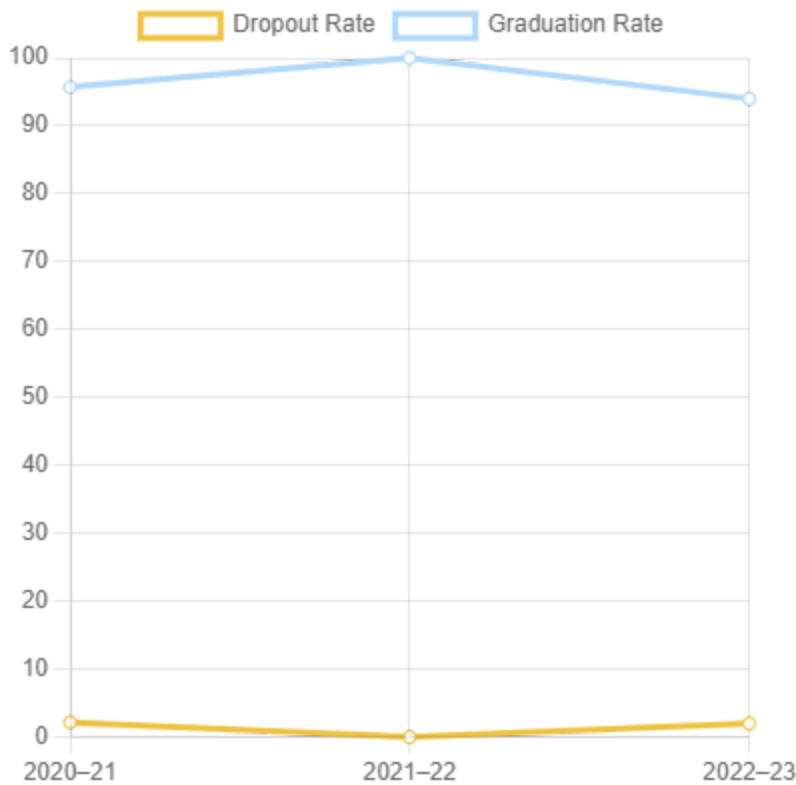
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	50	47	94.0%
Female	23	23	100.0%
Male	27	24	88.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	17	16	94.1%
Filipino	0	0	0.00%
Hispanic or Latino	32	30	93.8%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	50	47	94.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at
https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	386	140	36.3%
Female	200	193	71	36.8%
Male	198	193	69	35.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	0	0.0%
Black or African American	143	138	55	39.9%
Filipino	0	0	0	0.0%
Hispanic or Latino	238	233	81	34.8%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	12	10	3	30.0%
White	3	3	1	33.3%
English Learners	34	32	13	40.6%
Foster Youth	8	7	4	57.1%
Homeless	10	10	6	60.0%
Socioeconomically Disadvantaged	281	273	110	40.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	50	48	17	35.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.88%	6.78%	1.87%	4.48%	5.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.23%	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.78%	0.00%
Female	4.00%	0.00%
Male	9.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.39%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	8.82%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.05%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

A meeting for public review was held on 1/12/2023

Reviewed by Law Enforcement on 1/26/2023

Reviewed by Fire Department on 1/17/2022

Plan approved by MPS Board on Feb 9, 2023

Contents of School Safety Plan

Emergency on Site personnel Page 18

Child Abuse Reporting Procedures Page 18

Procedures for Safe Ingress and Egress from School 19

Multi-Tiered System of Response to Behavior -23

Suspension and Expulsion Policy and Procedures- 29

Title IX -48

Uniform Complaint Procedures (UCP) Policies and Procedures-60

Dress code/Uniforms-72

Disaster Response Procedures- 75

Evacuation- 84

Emergency Drills- 86

Parental Notification- 86

School Emergency Contacts Chart- 92

Emergency Supplies and Equipment Location- 95

Last updated: 1/9/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

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	9	11	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	14.00	16	0	1
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	5	10	2
Mathematics	22.00	8	9	1
Science	29.00	1	8	1
Social Science	26.00	4	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	18	4	
Mathematics	16.00	19	4	
Science	18.00	16	3	
Social Science	19.00	16	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	9	11	0
Mathematics	18.00	12	8	0
Science	23.00	4	11	0
Social Science	21.00	5	10	0

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

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	126

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

Last updated: 1/11/24

Student Support Services Staff (School Year 2022–23)

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

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/11/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18626.69	$7794.13	$10832.55	$78979.00
District	N/A	N/A	$9920.00	--
Percent Difference – School Site and District	N/A	N/A	9.00%	3.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	44.00%	11.00%

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

Last updated: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

Last updated: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

District Amount

Chart with x-axis labels: Beginning Teacher Salary, Mid-Range Teacher Salary, Highest Teacher Salary

District Amount

Chart with x-axis labels: Average Principal Salary (Elementary), Average Principal Salary (Middle), Average Principal Salary (High)

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 27.2 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	6

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

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	43	48	45

Last updated: 1/9/24

Magnolia Science Academy 4

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	11330 West Graham Pl., B-9 Los Angeles, CA , 90064	**Principal:**	Musa Avsar, Principal
Phone:	(310) 473-2464	**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 and access to prior year reports, 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.

Internet Access

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

About This School

Musa Avsar, Principal

 Principal, Magnolia Science Academy 4

About Our School

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 2023–24)

District Contact Information (School Year 2023–24)

District Name   Los Angeles Unified

Phone Number   (213) 241-1000

Superintendent   Carvalho, Alberto

Email Address   superintendent@lausd.net

Website   www.lausd.net

School Contact Information (School Year 2023–24)

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: 12/25/23

School Description and Mission Statement (School Year 2023–24)

?**School Overview**?

Welcome to Magnolia Science Academy 4 (MSA-4), a proud member of the Magnolia Public Schools (MPS) family. As a 501(c)(3) nonprofit public charter school management organization, MPS is devoted to establishing and managing high-quality public charter schools across California. Our vision at MPS is clear: we aim to graduate students who are both scientifically adept and socially responsible, contributing members of our global community.

Our educational philosophy centers on the belief that science, technology, engineering, arts, and mathematics (STEAM) education are the cornerstones for enhancing our society's knowledge base and adaptability in a world of rapid technological advancement.

Established in 2008, MSA-4, a charter school serving grades 6-12, is committed to providing a college-preparatory educational program with a strong emphasis on

STEAM disciplines. We foster a safe and respectful environment that encourages students to develop their potential fully.

Our holistic approach to learning includes effective site-based instruction, hands-on learning experiences, and a strong foundation in core subjects. We offer additional support through tutoring, peer mentoring, after-school programs, and connections to universities.

At MSA-4, we take pride in our supportive and caring community, characterized by small class sizes and open communication between students, parents, and teachers. This approach is designed to enhance students' knowledge and skills in core subjects, cultivating their objective and critical thinking abilities.

Our comprehensive educational program provides numerous opportunities for students to thrive as successful contributors to society, aligning with the intent of the California Charter Schools Act. Over our ten years of operation, we have consistently demonstrated a rising academic achievement trend and organizational and financial stability. The MPS Board remains steadfast in its commitment to ensuring that MSA-4 continues to offer a successful educational model with unwavering fidelity to our mission.

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, and 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, and promote unity and better decision-making by implementing 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

1. *Literacy with a Learner's Mindset*
2. *Critical Thinking*
3. *Creativity*
4. *Effective Communication*
5. *Adaptability*
6. *Global Citizenship*

COMPETENCY #1 - LITERACY WITH A LEARNER'S MINDSET

For Magnolia students, literacy with a learner's mindset 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 use their critical thinking skills to solve problems 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 articulating thoughts and ideas effectively using oral, written, and non-verbal communication skills in various forms and contexts for various purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for other's feelings, opinions, experiences, and cultures.

COMPETENCY #5 - ADAPTABILITY

Adaptability for Magnolia students means demonstrating 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 means contributing to improving the world. 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: 12/25/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	23
Grade 10	35
Grade 11	20
Grade 12	24
Total Enrollment	102
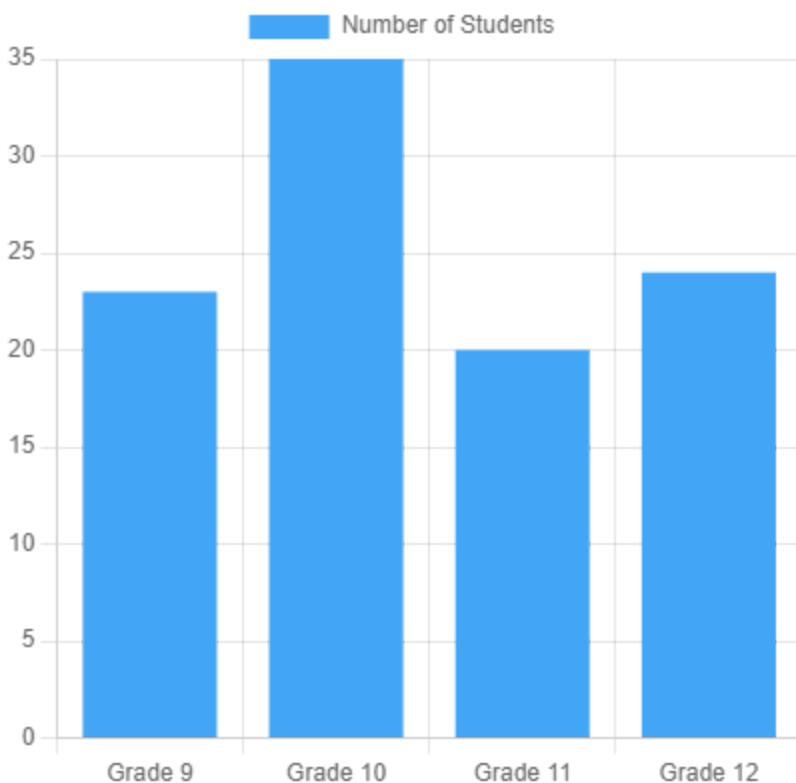
Last updated: 12/25/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	42.20%
Male	57.80%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.60%
Foster Youth	0.00%
Homeless	1.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	8.80%
Filipino	0.00%
Hispanic or Latino	86.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	2.90%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	96.10%
Students with Disabilities	27.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	96.25%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	2.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.75%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	7.90	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/25/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	93.79%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	6.11%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	9.50	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/25/23

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	0.10	0.20
Total Out-of-Field Teachers	0.10	0.50

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

At Magnolia Science Academy-4 (MSA-4), we adhere to the California State Board of Education-approved instructional materials in accordance with relevant California Education Codes. Our instructional material selection process is a collaborative effort involving the Magnolia Public Schools Home Office and teacher leaders. Together, we identify, evaluate, and carefully choose appropriate materials, making necessary modifications to both core and supplementary resources.

Our comprehensive curriculum encompasses a wide range of instructional materials to provide students with a holistic and enriching educational experience. In the English Language Arts (ELA) domain, we leverage McGraw Hill Study Sync for grades 6-12 and ELD Study Sync for grades 9-12. We offer supplementary resources like McGraw Hill, MyON, Study Sync, and IXL ELA interactive online learning to support and enhance ELA learning. Our students also delve into classic literary works, including "The Great Gatsby" by F. Scott Fitzgerald, "Animal Farm" by George Orwell, and "Percy Jackson and the Olympians" by Rick Riordan.

At Magnolia Science Academy-4 (MSA-4), our math curriculum is provided by Houghton Mifflin Harcourt, and we officially adopted this curriculum in August 2023. This curriculum choice reflects our commitment to providing students with the highest educational materials to support their mathematical learning journey. In Mathematics, we utilize "Into Math" for grades 6-8, complemented by manipulative kits and digital licenses. Our curriculum extends to Algebra 1 and Algebra 2, accompanied by corresponding journals and practice workbooks, all supported by the interactive online learning platform IXL Math.

Our Science curriculum draws from McGraw Hill resources, incorporating Integrated Science for grades 6-8 and Biology, Earth Science, Chemistry, and AP Biology for grades 9-12. To provide students with immersive scientific experiences, we employ the Labster Lab Simulation.

In the field of Social Science, our materials include resources such as "Discovering our Past: A History of the World," "United States History & Geography," and "Principles of Economics," all sourced from McGraw Hill Education. Our Spanish curriculum encompasses "Asi se dice" Levels 1 and 2 with Cerego and "Realidades" Levels 1 and 2.

Additionally, for Visual Arts instruction, we equip students with an assortment of materials, including sketch pads, charcoal, colored pencils, and presentation portfolios, fostering creativity and artistic expression.

Recognizing the importance of technology in education, MSA-4 encourages students to utilize technology for learning, research, observation, and communication. We actively involve parents in their child's academic journey by providing computer access to all parents to track student performance. Understanding that many of our students may have limited access to computers outside of school, our computer science curriculum is thoughtfully designed to accommodate students with varying

levels of computer experience. MSA-4 has implemented a one-to-one Chromebook program to facilitate digital learning, allowing students to take devices home and ensuring easy access to our online textbooks and resources.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**ELA Curriculum:** English Language Arts/ELD: McGraw Hill Study Sync (6-12) ELD Study Sync (9-12); Enrichment/Intervention McGraw Hill, McGraw Hill, MyON, Study Sync IXL ELA interactive online learning The Great Gatsby Novel by F. Scott Fitzgerald Animal Farm Novel by George Orwell Percy Jackson and the Olympians by Rick Riordan	Yes	0
Mathematics	**Houghton Mifflin Harcourt Math Curriculum:** Into Math Student Grades 6-8 Into Math Premium Manipulatives Kit Grades 6-8 Into Math Student Edition (Consumable) Grades 6- 8 Into Math Student License Digital Grades 6-8 Into Algebra 1 Student Edition Into Algebra 1 Journal and Practice Workbook Into Geometry Student Edition, Digital Geometry Implementation Success Into Geometry Journal and Practice Workbook Into Algebra 2 Digital Student Resource Into Algebra 2 Journal and Practice Workbook	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	IXL Math interactive online learning		
Science	**Science Currriculum:** McGraw Hill, Integrated Science (6-8) McGraw Hill, Biology (9-12) McGraw Hill, Earth Science (9-12) McGraw Hill, Chemistry (9-12) McGraw Hill, AP Biology (9-12) Labster Lab Simulation	Yes	0
History-Social Science	**Social Science Curriculum:** 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 (McGraw Hill Education) United States History & Geography: Growth and Conflict (McGraw 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 (McGraw Hill Education) Principles of Economics (McGraw Hill)		0
Foreign Language	**Spanish Curriculum:** Asi se dice Level 1 with Cerego, Student Edition, 2016;		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	(Mc Graw Hill Education)		
	Asi se dice Level 2 with Cerego, Student Edition, 2016; (Mc Graw Hill Education)		
	Realidades Level 1 and Level 2		
Health	N/A		0
Visual and Performing Arts	**Visual Arts Instructional Materials:**	Yes	0
	Strathmore 400 Series Drawing Paper (18" x 24") Strathmore Vision Mixed Media Pad (11" x 14") Strathmore Bristol Paper (14" x 17") Mat board Artist Sketch Tote Board 23" x 26" Canson Artist Series Sketchbook, Wirebound Journal (7x10 inches, 80 sheets) Faber-Castel Kneaded Eraser Hard white eraser X-ACTO knife Graphite pencils (B, HB, 2B, 4B, 6B, 2H, 4H, Charcoal pencil) Colored pencils General's charcoal Vine charcoal Compressed charcoal Conté Crayons (neutrals, white, black) - sticks, not the pencils Rulers (clear 2" x		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	18" & metal 12") Micron pens India Ink A few small containers to hold water and ink Presentation portfolio		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 12/25/23

School Facility Conditions and Planned Improvements

Magnolia Science Academy 4 is situated in a co-location arrangement with Daniel Webster Middle School, where the campus is meticulously maintained. An on-site custodian ensures regular cleaning and upkeep of the facility throughout the school day. Furthermore, LAUSD custodians are vital in maintaining our shared educational environment's cleanliness and overall maintenance.

Last updated: 12/25/23

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 2024

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 2024

Overall Rating	Exemplary

Last updated: 12/25/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	38%	44%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	25%	11%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	18	100.00%	0.00%	44.44%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	16	16	100.00%	0.00%	43.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	41.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	18	100.00%	0.00%	11.11%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	16	16	100.00%	0.00%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	11.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	14.00%	14.29%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00%	0.00%	14.29%
Female	17	17	100.00%	0.00%	0.00%
Male	25	25	100.00%	0.00%	24.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	34	34	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated: 1/8/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	96.15%

Last updated: 1/8/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

The MSA-4 Parent Advisory Committee (PAC) is committed to nurturing strong connections with all stakeholders, encompassing educators, administrators, students, parents, and community members. Each parent of a presently enrolled MSA-4 student is accorded membership within the MSA-4 PAC, and we extend a warm invitation to extended family members, friends, neighbors, and members of the business community to participate as well. At MSA-4, we foster a culture of volunteerism and actively encourage our families to contribute their skills and resources, thereby enhancing our students' educational journey. The PAC serves a

multifaceted role, including assisting educators in integrating enrichment programs within the curriculum and coordinating volunteer efforts. Moreover, the PAC is pivotal in organizing community-building events and fundraising initiatives to support the school and STEAM-related endeavors. Our unwavering dedication lies in collaborative efforts with all educational partners, with the ultimate goal of enriching every child's educational experience.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	4.2%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	100%	96.3%	95.8%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
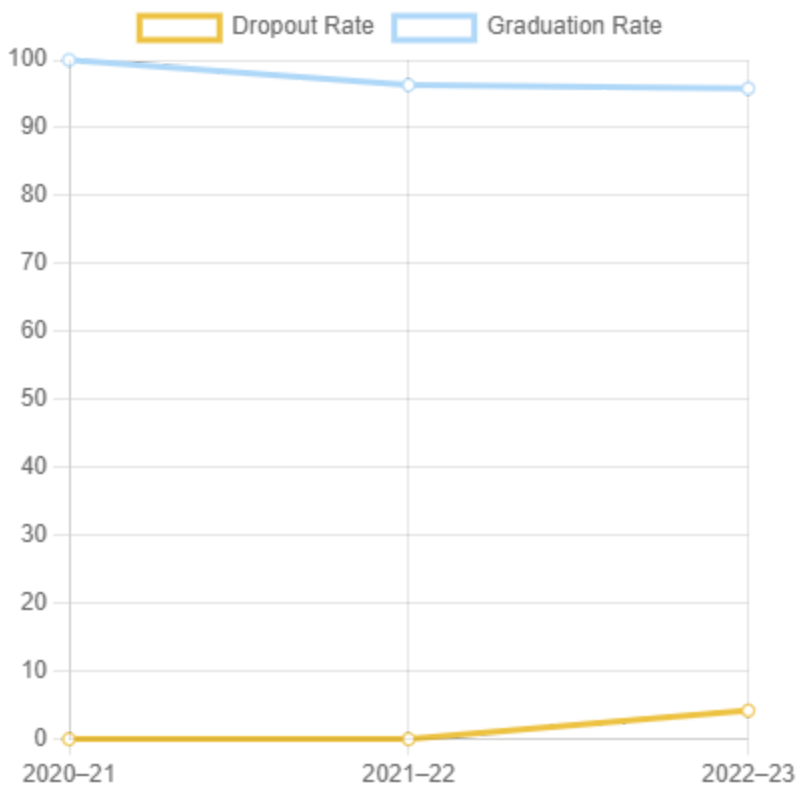
Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	24	23	95.8%
Female	--	--	--
Male	15	14	93.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	18	17	94.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	23	22	95.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	122	114	53	46.5%
Female	53	49	24	49.0%
Male	69	65	29	44.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	0	0.0%
Black or African American	11	11	6	54.5%
Filipino	0	0	0	0.0%
Hispanic or Latino	105	97	46	47.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	3	3	1	33.3%
English Learners	28	26	10	38.5%
Foster Youth	0	0	0	0.0%
Homeless	3	3	0	0.0%
Socioeconomically Disadvantaged	115	108	50	46.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	33	31	19	61.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.48%	4.92%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.82%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.92%	0.82%
Female	1.89%	0.00%
Male	7.25%	1.45%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	9.09%	9.09%
Filipino	0.00%	0.00%
Hispanic or Latino	4.76%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	7.14%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.22%	0.87%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.06%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

At MSA-4, we take this opportunity to provide information about our school's comprehensive safety plan, highlighting its pivotal role in maintaining a secure learning environment. Our safety plan undergoes an annual review and update, with the most recent review conducted on September 15, 2023. This vital document is thoughtfully discussed with our esteemed school faculty and a student representative to ensure that all MSA-4 stakeholders are well-informed and actively involved.

It's important to note that our safety plan is a collaborative effort, prepared in close collaboration with the co-located schools on our campus. This collaborative approach ensures that all entities within our educational community collectively contribute to and benefit from the plan's effectiveness.

Our safety plan encompasses several key elements, each of paramount significance to the MSA-4 community:

Ensuring Safety and Welfare: Our primary objective is to safeguard the safety and welfare of every individual within the MSA-4 school community, including students and staff.

Coordinated Emergency Response: We have diligently established a robust framework for a coordinated and efficient response to various emergencies that may arise on our campus.

Facility and Property Protection: The plan includes comprehensive measures to protect MSA-4's facilities and property, ensuring their resilience even in adverse situations.

Swift Restoration: In an emergency, our safety plan is meticulously designed to expedite the restoration of normal conditions, minimizing confusion and downtime.

Coordination with Local Services: MSA-4 maintains a seamless coordination channel with local emergency services to bolster our response capabilities further.

In addition to these critical elements, we consistently invest in staff preparedness. This includes regular reviews of the safety plan and associated policies and procedures, ensuring clarity on individual roles during emergencies, conducting and evaluating drills, familiarizing staff with the layout of our MSA-4 campus and emergency protocols, and a comprehensive understanding of the location of essential emergency resources.

Our commitment to safety extends to ongoing training in vital skills such as first aid, CPR, fire extinguisher use, and search and rescue techniques. These collective efforts underscore our dedication to ensuring that the MSA-4 school community is well-prepared and capable of effectively addressing any emergency.

Last updated: 1/8/24

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 2020–21)

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 2021–22)

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 2022–23)

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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	8	1	
Mathematics	12.00	8		
Science	16.00	4	1	
Social Science	18.00	3	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	5	3	
Mathematics	18.00	5	1	
Science	21.00	2	2	
Social Science	21.00	2	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	5	2	0
Mathematics	17.00	4	2	0
Science	19.00	4	1	0
Social Science	20.00	3	1	0

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

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	110

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

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23207.35	$10852.65	$12354.71	$69069.00
District	N/A	N/A	$9920.00	$81337.00
Percent Difference – School Site and District	N/A	N/A	22.00%	16.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	32.00%	25.00%

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

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

MSA-4's charter petition and Local Control and Accountability Plan (LCAP) serve as blueprints outlining our commitment to achieving excellence for all students, encompassing a comprehensive approach that addresses the eight state priority areas and locally identified priority areas. Our LCAP meticulously delineates school-wide goals and the specific actions we will take to attain these objectives, focusing on overall student success and individual student groups. Furthermore, it provides a transparent breakdown of the expenditures necessary to implement each goal and action successfully.

We also emphasize the strategic allocation of additional funds dedicated to supporting low-income students, English learners, and foster youth to enhance and expand services tailored to their unique needs. MSA-4 leverages federal resources with state and local funds to ensure a cohesive and comprehensive educational program.

Our LCAP-driven actions and services revolve around the following overarching goals:

Goal 1: Basic Services for a High-Quality Learning Environment: This goal centers on essential components such as teacher assignments and credentials, access to instructional materials and technology, maintaining clean and safe learning facilities, providing healthy and nutritious meals, and facilitating seamless Home Office support services.

Goal 2: Excellence: We are committed to offering a broad course of study aligned with a rigorous standards-based curriculum. Our educators benefit from ongoing professional development to deliver high-quality instruction. Additionally, we implement a Multi-Tiered System of Support (MTSS) to provide academic enrichment, intervention, and robust student support, with a dedicated focus on English Language Development (ELD) programs and specialized assistance for students with disabilities.

Goal 3: Innovation: MSA-4 strongly emphasizes preparing students for college and careers through various programs and activities. This includes fostering an environment conducive to Science, Technology, Engineering, Arts, and Mathematics (STEAM) and Gifted and Talented Education (GATE) initiatives. We also prioritize digital literacy and citizenship programs, physical education, activity, fitness, and a multitude of other activities that contribute to a well-rounded education.

Goal 4: Connection: Building strong connections within our educational community is vital. We actively seek family input for decision-making processes and forge partnerships with families to enhance student outcomes. Our commitment extends to implementing MTSS practices, including Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) support. We routinely gather input through stakeholder surveys and engage in

community outreach and partnerships to foster a collaborative educational environment.

At MSA-4, these goals and actions underscore our unwavering commitment to delivering a high-quality education that empowers every student to succeed.

Last updated: 1/8/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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

Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 13.7 %

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

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

Last updated: 1/8/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	52	55	55

Last updated: 1/8/24

Magnolia Science Academy 5

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 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 and access to prior year reports, 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.

Internet Access

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

About This School

Mr. Ali Kaplan, Principal

 Principal, Magnolia Science Academy 5

About Our School

Contact

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

Phone: (818) 705-5676
Email: akaplan@magnoliapublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name   Los Angeles County Office of Education

Phone Number   (562) 922-6111

Superintendent   Duardo, Debra

Email Address   duardo_debra@lacoe.edu

Website   www.lacoe.edu

School Contact Information (School Year 2023–24)

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   akaplan@magnoliapublicschools.org

Website   http://msa5.magnoliapublicschools.org/

County-District-School (CDS) Code   19101990137679

Last updated: 12/14/23

School Description and Mission Statement (School Year 2023–24)

__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.

__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.

STUDENT LEARNING OUTCOMES

Literacy with a Learners Mindset
Develop literacy skills for college readiness and life!
Be open to new ideas and learning activities!
 Leaders are lifelong learners and risk-takers!
Believe they have options and can choose how to deal with challenging situations.

Critical Thinking

Rigorously question ideas and assumptions rather than accepting them at face value.

Identify, apply, analyze, synthesize, and evaluate information.

Use the Inquiry Process to address a problem.

Creativity

Apply innovative skills to connect to learning experiences

Create and convey new and meaningful ideas, methods, and interpretations

Effective Communication

Demonstrate effective oral and written communication skills through the use of academic language

Exhibit empathy and understanding

Use technology effectively to access, create, organize, research, and present reliable information.

Adaptability

Engage with different views, thoughts, feelings, and experiences

Respond well to and adapt to feedback, praise, setbacks, and criticism in a climate full of ambiguity and evolving priorities

Understand individual learning styles and intellectual preferences to establish academic plans

Global Citizenship

Establish leadership skills by participating in community projects that improve life in our school and the local community. Recognize and embrace the value of diversity, and work to include people with backgrounds and experiences different from our own

Engage with different views, thoughts, feelings, and experiences

Last updated: 12/14/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	28
Grade 7	35
Grade 8	51
Grade 9	31
Grade 10	28
Grade 11	28
Grade 12	37
Total Enrollment	238
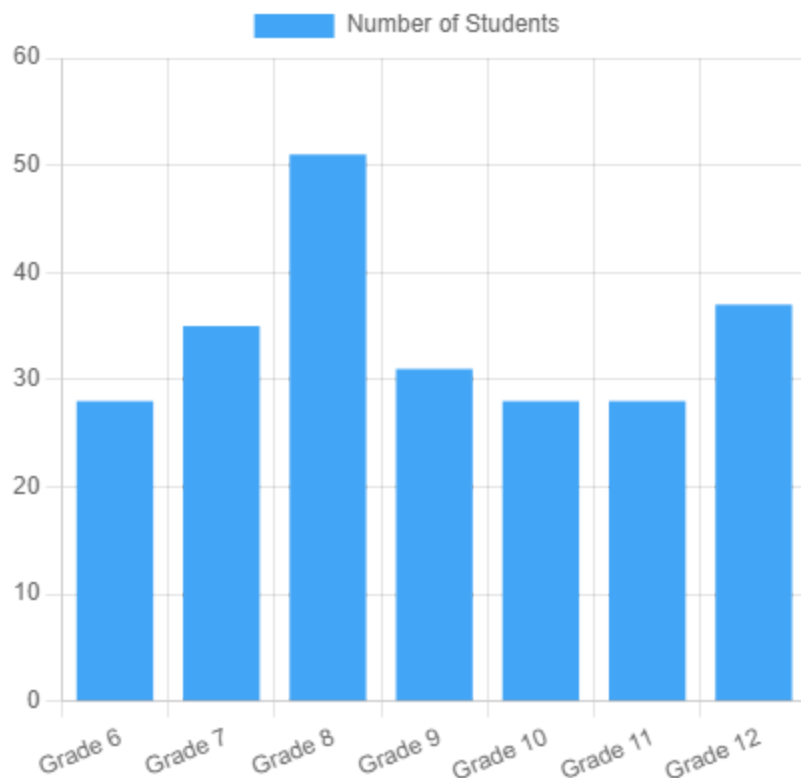
Last updated: 12/14/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.00%
Male	55.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	2.10%
Black or African American	1.30%
Filipino	2.90%
Hispanic or Latino	89.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	3.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.20%
Foster Youth	0.00%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disavantaged	82.40%
Students with Disabilities	14.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.60	77.89%	314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	12.96%	42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	9.08%	139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	20.20	3.82%	18854.30	6.86%
Total Teaching Positions	13.60	100.00%	529.00	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/14/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	62.76%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.33%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	19.00%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	9.37%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.40	2.53%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	15.70	100.00%	567.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/14/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	2.70
Misassignments	1.70	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	3.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	1.40
Local Assignment Options	1.10	0.00
Total Out-of-Field Teachers	1.20	1.40

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.10%	1.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

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?		0
Mathematics	Houghton Mifflin Harcourt		0
Science	McGraw Hill California Inspire Science Series Glencoe Biology and Chemistry		0
History-Social Science	TCi: History Alive!		0
Foreign Language	McGraw Hill Así se dice Series Vista Learning Temas		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: 12/14/23

School Facility Conditions and Planned Improvements

Utilizing six bungalows and improving the PE area

Last updated: 1/9/24

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: 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Fair

Last updated: 1/9/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	45%	45%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	22%	34%	22%	24%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	131	93.57%	6.43%	45.04%
Female	63	60	95.24%	4.76%	38.33%
Male	77	71	92.21%	7.79%	50.70%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	120	113	94.17%	5.83%	43.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	25	73.53%	26.47%	12.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	119	93.70%	6.30%	42.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	23.53%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	140	100.00%	0.00%	34.29%
Female	63	63	100.00%	0.00%	31.75%
Male	77	77	100.00%	0.00%	36.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	120	120	100.00%	0.00%	34.17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00%	0.00%	26.47%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	127	100.00%	0.00%	34.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	23.53%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	14.41%	17.44%	27.78%	35.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85%	1.15%	17.44%
Female	40	39	97.50%	2.50%	12.82%
Male	47	47	100.00%	0.00%	21.28%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00%	0.00%	16.22%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	15	93.75%	6.25%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	72	98.63%	1.37%	15.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

MSA-5 is currently not offering CTE programs; however, high school students can take dual enrollment courses on the school campus as part of the i-GETC pathway through Pierce College.

Last updated: 1/10/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	88.89%

Last updated: 1/9/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7					
9					

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

MSA-5 Parents actively participate in shaping various school plans, including, but not limited to, the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum, the Single Plan for Student Achievement (SPSA), and the WASC Self-Study. According to state law, individual school districts and charter schools have the option to use the LCAP as the SPSA, provided it aligns with federal school planning regulations and meets stakeholder requirements under state law. In this context, the LCAP planning process, along with its stakeholder engagement

requirements, is employed by MSA-5. The development of the LCAP involves the input of the Parent Advisory Committee (PAC), Coffee with Principal, ELAC meetings, and home visits. Moreover, the frequent surveys allow parents to provide feedback and evaluate our programs

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	7.9%	14.3%	13.4%	13.8%	9.4%	7.8%	8.2%
Graduation Rate	100%	96.4%	92.1%	72.7%	72.7%	77.2%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
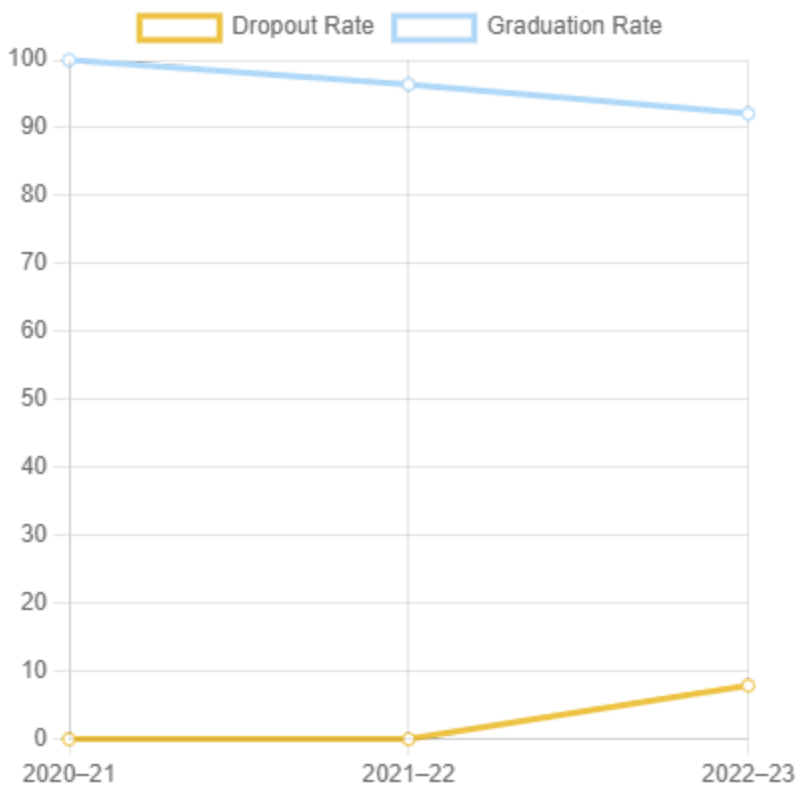
Last updated: 1/10/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	35	92.1%
Female	15	13	86.7%
Male	23	22	95.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	31	28	90.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	14	11	78.6%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	35	32	91.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	256	249	88	35.3%
Female	114	113	49	43.4%
Male	141	136	39	28.7%
Non-Binary	1	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	5	5	1	20.0%
Black or African American	3	3	0	0.0%
Filipino	7	7	1	14.3%
Hispanic or Latino	225	218	77	35.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	1	100.0%
White	14	14	8	57.1%
English Learners	89	89	38	42.7%
Foster Youth	0	0	0	0.0%
Homeless	5	5	2	40.0%
Socioeconomically Disadvantaged	232	228	82	36.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	38	36	14	38.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.37%	2.34%	1.87%	4.48%	5.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.34%	0.00%
Female	1.75%	0.00%
Male	2.84%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.22%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	6.74%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.16%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

MSA-5 annually develops, updates, and implements a thorough school safety plan (CSSP) in collaboration with the co-located school, MSA-1. The CSSP is then submitted to LACOE for approval. Prior to the MPS Board's approval in late January or early February, School Community Partners are briefed on the plan and required to sign off on it.Our staff receive training periodically to stay current with the CSSPP. The Comprehensive School Safety Plan encompasses various strategies geared towards preventing and educating about potential incidents involving crime and violence on the school premises. It also addresses aspects of social, emotional, and physical safety for both students and adults. The plan's primary objective is to manage campus risks, prepare for emergencies, and establish a secure and safe learning environment for students and school staff.

Last updated: 1/10/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

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	8	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	14.00	11	6	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	7	1
Mathematics	21.00	7	6	
Science	25.00	2	5	
Social Science	25.00	2	6	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	10	
Mathematics	21.00	5	7	
Science	22.00	2	6	
Social Science	25.00	1	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	8	6	0
Mathematics	20.00	9	5	0
Science	21.00	6	3	0
Social Science	21.00	6	6	0

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

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	396.67

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

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.50
Other	0.00

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

Last updated: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15410.32	$5624.63	$9785.69	$80188.00
District	N/A	N/A	$9920.00	--
Percent Difference – School Site and District	N/A	N/A	1.00%	1.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	54.00%	10.00%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

MSA-5 offers before/after school tutoring, Academic and Enrichment programs on Saturdays (about 25 weeks), Winter Intersession and Summer School. In addition, MSA-5 has a partnership with Pierce College for dual enrollment courses and college degree pathways (i-GETC). After-school programs (ASES) and associate CIF and FIYA athletic /sports teams are available for students to participate. Los Lobos is a Community School and receives the planning and implementation grants providing opportunities for families and students to integrate support services, extended learning time and opportunities such as overnight trips to colleges, outdoor learning trips and training series.Lastly, the PBIS and MTSS have been a great focus for staff and students for which, Los Lobos has a partnership with Loyola Marymount University,Orange County Department of Education, Sown to Grow, Strength United (CSUN) for SEL, counseling, training, and school safety and culture.

Last updated: 1/10/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 43.6 %

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

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

Last updated: 1/10/24

Professional Development

10 full days; approximately 40 partial days (Wednesdays)

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	51

Last updated: 1/10/24

Magnolia Science Academy 6
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	745 South Wilton Pl. Los Angeles, CA , 90005-3552	**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 and access to prior year reports, 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.

Internet Access

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

About This School

James Choe, Principal

⚲ Principal, Magnolia Science Academy 6

About Our School ───────────────────────

Greetings Magnolia Science Academy 6 Community!

Welcome to a new school year filled with opportunities, growth, and exciting learning experiences! Whether you're a returning student, a new face, or a dedicated member of our exceptional faculty, we are thrilled to have you as part of the Magnolia Science Academy 6 family.

At Magnolia Science Academy 6, we are committed to fostering a nurturing and challenging academic environment where curiosity is celebrated, diversity is embraced, and every student is empowered to reach their full potential. Our dedicated team of educators is here to inspire and guide each student on their educational journey.

This school year promises to be filled with engaging lessons, innovative projects, and a supportive community that encourages collaboration and teamwork. Together, we will create a vibrant and dynamic learning atmosphere that prepares our students for success in both their academic and personal lives.

Parents, we value your partnership in the education of your children, and we encourage open communication throughout the school year. Students, get ready for a year of discovery, growth, and fun as we explore new horizons together.

Here's to a fantastic academic year at Magnolia Science Academy 6! Let's make it a year of achievements, friendships, and memories that will last a lifetime.

Best wishes for a successful and fulfilling school year!

Sincerely,

Magnolia Science Academy 6
Administration and Staff

Contact ───────────────────────────────

Magnolia Science Academy 6
745 South Wilton Pl.
Los Angeles, CA 90005-3552

Phone: (310) 842-8555

Email: jchoe@magnoliapublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

School Name	Magnolia Science Academy 6
Street	745 South Wilton Pl.
City, State, Zip	Los Angeles, CA , 90005-3552
Phone Number	(310) 842-8555
Principal	James Choe, Principal
Email Address	jchoe@magnoliapublicschools.org
Website	www.msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 12/19/23

Magnolia Science Academy 6
4049 W. 8th St.
Los Angeles, CA 90005-3552

Phone: (310) 842-8555
Email: jchoe@magnoliapublicschools.org

School Description and Mission Statement (School Year 2023–24)

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.

Last updated: 1/8/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	34
Grade 7	23
Grade 8	34
Total Enrollment	91
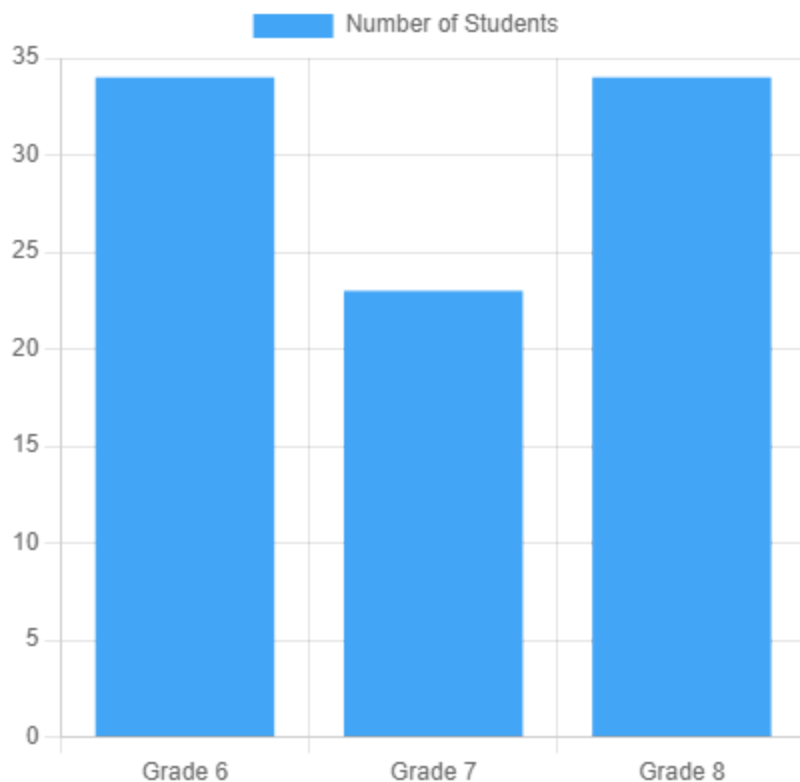
Last updated: 12/19/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	41.80%
Male	58.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	0.00%
Black or African American	5.50%
Filipino	0.00%
Hispanic or Latino	92.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.10%
White	1.10%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	95.60%
Students with Disabilities	13.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.10	58.28%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	35.74%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.40	5.84%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	7.10	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/19/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	100.00%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	6.70	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/19/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	2.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.50	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.90%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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			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: 12/4/23

School Facility Conditions and Planned Improvements

At our current school site our school is housed on the backside of the Wilton Elementary School, where the 500 building is located, along 8th Street and 3rd Street. The building is in good condition with minor repairs that need to be made or upkept. For example, there are pinhole leaks in the building and can be noticed when there is rain. There is a mosquito problem and although we have notified LAUSD, this problem is not yet to resolved. Other than that, the facility is well-maintained.

The latest FIT report for Wilton Place Elementary School will is located at this website:

https://docs.google.com/spreadsheets/d/1gXjeivcTl5hYlJz7USPT9bQC8gjRR8-j0KYWyKFY3Cw/edit?usp=sharin

Last updated: 12/4/23

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: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Small pinhole leaks can be found, evidenced by the water stains in the ceiling tiles in room 514 and the workroom, when there is rain.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	There seems to be a mosquito infestation somewhere, but we cannot locate where it is.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	There are clogs in the restrooms at times, but it might be because the students are flushing down materials that shouldn't be flushed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	There might be a need to redo the roof at a later time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Good

Last updated: 12/4/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	52%	61%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	33%	37%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00%	0.00%	60.64%
Female	39	39	100.00%	0.00%	61.54%
Male	55	55	100.00%	0.00%	60.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	88	88	100.00%	0.00%	60.23%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00%	0.00%	7.69%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	89	89	100.00%	0.00%	61.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	30.77%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	93	98.94%	1.06%	36.56%
Female	39	39	100.00%	0.00%	30.77%
Male	55	54	98.18%	1.82%	40.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	88	87	98.86%	1.14%	35.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	89	88	98.88%	1.12%	36.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	30.77%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	26.47%	33.33%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	36	100.00%	0.00%	33.33%
Female	18	18	100.00%	0.00%	33.33%
Male	18	18	100.00%	0.00%	33.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	35	35	100.00%	0.00%	34.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	32.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

n/a

Last updated: 1/8/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/8/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	22%	22%	22%	22%	20%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Dear Magnolia Science Academy 6 Parents and Guardians,

As we embark on a new school year, we want to emphasize the invaluable role that parental involvement plays in creating a thriving and supportive educational community. Your active participation not only enriches your child's educational experience but also contributes to the overall success of Magnolia Science Academy 6.

There are various ways you can get involved, and we encourage you to find

opportunities that align with your interests and availability. Consider joining our Parent-Teacher Force (PTF) meetings, where ideas are shared, and collaborative efforts are born. Your insights and perspectives are vital to shaping a positive school environment.

Our Parent Advisory Committee (PAC) meetings provide a platform for dialogue on important school matters. Your input helps us make informed decisions that benefit the entire school community. Your engagement in these discussions strengthens the bond between home and school.

For those with a passion for hands-on involvement, consider becoming a teacher's aide. Your support in the classroom is invaluable, and it makes a significant impact on the learning experience of all students.

Our dedicated staff also appreciates the support of parents in fulfilling their wishlists. Whether it's donating materials, volunteering time, or contributing in other ways, your generosity helps create an optimal learning environment for all.

Remember, parental involvement goes beyond the listed activities. Your encouragement, interest in your child's education, and communication with teachers are equally essential. Together, we can create a nurturing and collaborative environment that sets the stage for success.

Thank you for your ongoing commitment to the success of Magnolia Science Academy 6. We look forward to working together to make this school year a remarkable one for our students.

Sincerely,

Magnolia Science Academy 6
Administration and Staff

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate				83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at
https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	98	97	31	32.0%
Female	42	41	13	31.7%
Male	56	56	18	32.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	5	5	2	40.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	91	90	29	32.2%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	1	1	0	0.0%
English Learners	15	15	5	33.3%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	92	91	29	31.9%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	13	13	5	38.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.03%	3.06%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.06%	0.00%
Female	2.38%	0.00%
Male	3.57%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.26%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.69%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

The last review and update was with the PAC committee on December 15th, 2023. The plan was approved by the cabinet members.

Last updated: 1/8/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

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	8		
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	18.00	11	0	2
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	36.00		4	3
Mathematics	38.00		3	3
Science	38.00		3	3
Social Science	38.00		3	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	1	1
Mathematics	22.00	1	1	1
Science	33.00		1	1
Social Science	33.00		1	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	5	0	0
Mathematics	19.00	3	0	0
Science	19.00	3	0	0
Social Science	19.00	3	0	0

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

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23083.89	$11522.99	$11560.89	$95620.00
District	N/A	N/A	$9920.00	$81337.00
Percent Difference – School Site and District	N/A	N/A	15.00%	16.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	38.00%	8.00%

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

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

null

Last updated:

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/8/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	47	49	49

Last updated: 1/8/24

Magnolia Science Academy 7

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 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 and access to prior year reports, 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.

Internet Access

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

About This School

Meagan Wittek, Principal

 Principal, Magnolia Science Academy 7

About Our School ──────────────

Meagan Wittek

Principal, Magnolia Science Academy 7

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

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

Contact ──────────────

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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

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: 1/8/24

School Description and Mission Statement (School Year 2023–24)

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 fourteenth 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 Publuc 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: 1/8/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	53
Grade 1	28
Grade 2	45
Grade 3	47
Grade 4	47
Grade 5	43
Total Enrollment	263
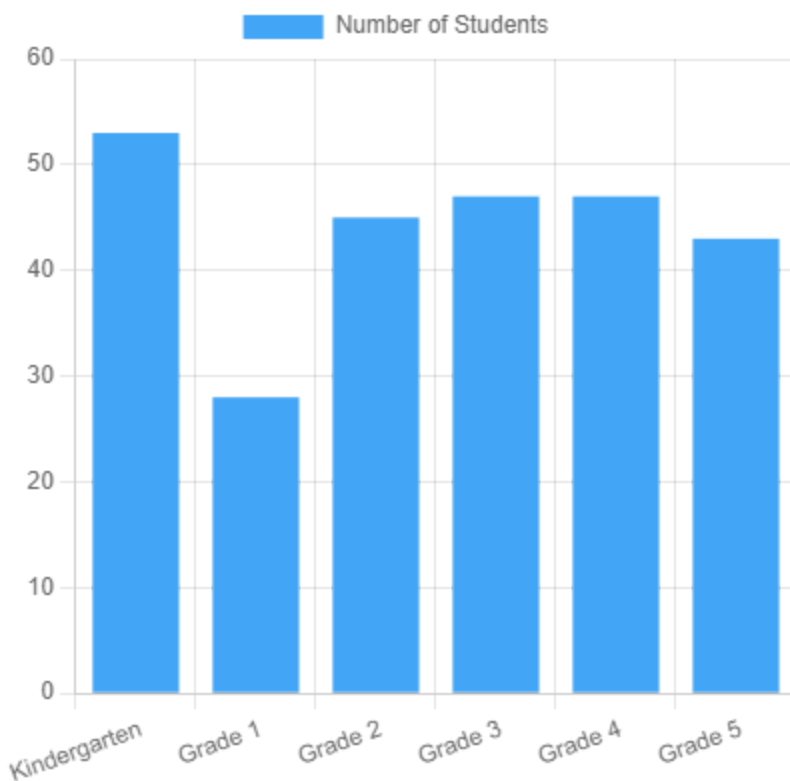
Last updated: 1/8/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.30%

Student Group	Percent of Total Enrollment
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.20%
Black or African American	5.70%
Filipino	6.50%
Hispanic or Latino	70.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.10%
White	9.10%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	0.80%
Homeless	6.80%
Migrant	0.00%
Socioeconomically Disavantaged	81.70%
Students with Disabilities	14.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	100.00%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	11.00	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	77.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	7.58%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.58%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	7.58%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	13.20	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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	Into Math, Houghton Mifflin Harcourt	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: 1/8/24

School Facility Conditions and Planned Improvements

MSA-7 rents a one-story building from The House 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. Custodians assist with 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 past few years, 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 22. Playground fencing was repaired. The floor tiles in 2 classrooms were replaced. All air filters in the HVAC system were upgraded to MERV-13 filters. All new, energy efficient automatic plumbing fixtures have been installed.

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

Last updated: 1/8/24

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 2023

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 2023

Overall Rating	Good

Last updated: 1/8/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

      1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	38%	36%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	26%	22%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	138	99.28%	0.72%	36.23%
Female	61	61	100.00%	0.00%	42.62%
Male	78	77	98.72%	1.28%	31.17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	105	104	99.05%	0.95%	34.62%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	44	100.00%	0.00%	9.09%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	116	99.15%	0.85%	31.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	7.69%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	138	99.28%	0.72%	21.74%
Female	61	61	100.00%	0.00%	26.23%
Male	78	77	98.72%	1.28%	18.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	105	104	99.05%	0.95%	17.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	44	100.00%	0.00%	2.27%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	116	99.15%	0.85%	16.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	3.85%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	24.53%	29.55%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00%	0.00%	29.55%
Female	17	17	100.00%	0.00%	41.18%
Male	27	27	100.00%	0.00%	22.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00%	0.00%	20.59%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	15	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	35	35	100.00%	0.00%	25.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/8/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

MSA-7 is a school of choice that greatly benefits from parent involvement in our student's 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 that involves teachers and other staff members visiting students and families at their homes. 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 can also voice any concerns they have prior to the school year starting and 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 teachers or parents. Back to School Night and Open House are also good opportunities for all community partners to see one another and talk.

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 gives parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds monthly English Language Advisory Council (ELAC) and Parent Advisory Council (PAC) 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. All parent committee meetings have been held in person and virtually this school year and led by our newly hired Parent and Community Engagement (PACE) Coordinator and Community Schools Coordinator (CSC). In addition to these regular meetings, MSA-7 hosts parent workshops alongside community organizations. We also held three successful community events for the including a Community Resource Fair, hosting multiple local organizations providing resources to school and community members, a Food Distribution Day and a Backpack Giveaway Day.

Parents are encouraged to become volunteers are 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.

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 health and safety but we are closely bringing the activities back in an effort to support our student's SEL, parent engagement, and continue to build school culture.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate				83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at
https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	274	269	78	29.0%
Female	139	136	40	29.4%
Male	135	133	38	28.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	19	19	3	15.8%
Black or African American	15	15	1	6.7%
Filipino	17	17	0	0.0%
Hispanic or Latino	196	191	65	34.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	3	0	0.0%
White	24	24	9	37.5%
English Learners	91	87	36	41.4%
Foster Youth	3	3	0	0.0%
Homeless	19	19	4	21.1%
Socioeconomically Disadvantaged	229	224	69	30.8%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	45	45	15	33.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.35%	0.36%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36%	0.00%
Female	0.72%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.51%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.44%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

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 January 17, 2023

Plan Revised January 20, 2023

Plan approved by

MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD

February 9, 2023

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: 1/8/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		2	
1	28.00		2	
2	28.00		2	
3	25.00		2	
4	25.00		2	
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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		1	
1	25.00		2	
2	28.00		2	
3	25.00		2	
4	21.00		2	
5	26.00		2	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	4	2	0
1	28.00	0	2	0
2	23.00	0	4	0
3	24.00	0	4	0
4	24.00	0	4	0
5	22.00	0	4	0
6	0.00	0	0	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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.

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

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

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	2.50

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

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17359.75	$6123.90	$11145.85	$69216.00
District	N/A	N/A	$9920.00	$81337.00
Percent Difference – School Site and District	N/A	N/A	12.00%	16.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	42.00%	24.00%

Note: Cells with N/A values do not require data.
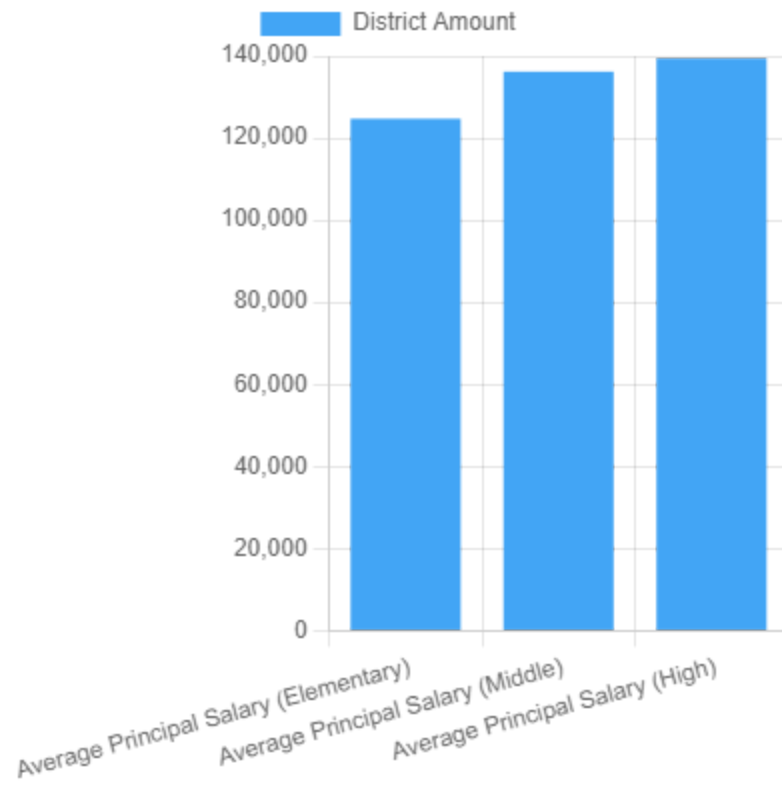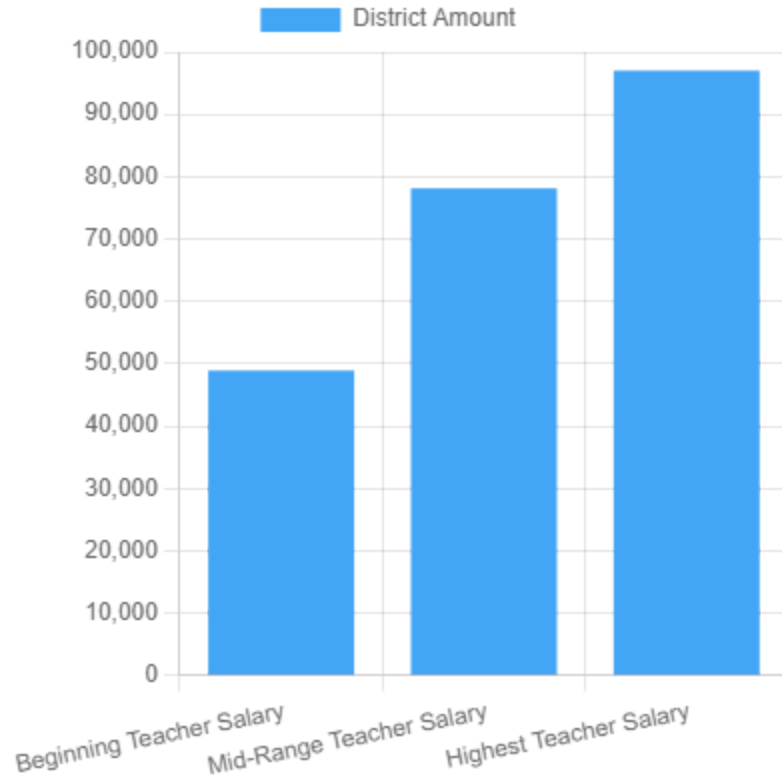
Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

Last updated: 1/8/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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

Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/8/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	45	51	49

Last updated: 1/8/24

Magnolia Science Academy Bell
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	6411 Orchard Ave. Bell, CA , 90201-1023	**Principal:**	Dr. 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 and access to prior year reports, 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.

Internet Access

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

About This School

Dr. Laura Schlottman, Principal

 Principal, Magnolia Science Academy Bell

About Our School

Contact

Magnolia Science Academy Bell

6411 Orchard Ave.

Bell, CA 90201-1023

Phone: (323) 826-3925

Email: lbschlottman@magnoliapublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, CA , 90201-1023
Phone Number	(323) 826-3925
Principal	Dr. Laura Schlottman, Principal
Email Address	lbschlottman@magnoliapublicschools.org
Website	https://msa8.magnoliapublicschools.org
County-District-School (CDS) Code	19647330122747

Last updated: 12/19/23

School Description and Mission Statement (School Year 2023–24)

Magnolia Science Academy-8 (MSA-8) is small public independent charter school located in the city of Bell. MSA-8 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-8 is proudly celebrating its thirteenth year in operation, first opening its doors in 2010.

The students of MSA-8 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). The students learn through a hands-on inquiry based teaching model for all core subject areas. In addition, our school offers electives such as STEAM lab, music, Spanish, Art, Physical education and offers a 1:1 technological experience to all students. Educating the whole child is a key feature of Magnolia Science Academy-8.

We offer a robust program that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

Mission Statement

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

Vision Statement

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

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

Excellence

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

Innovation

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

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship,

promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 12/19/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	99
Grade 7	145
Grade 8	140
Total Enrollment	384
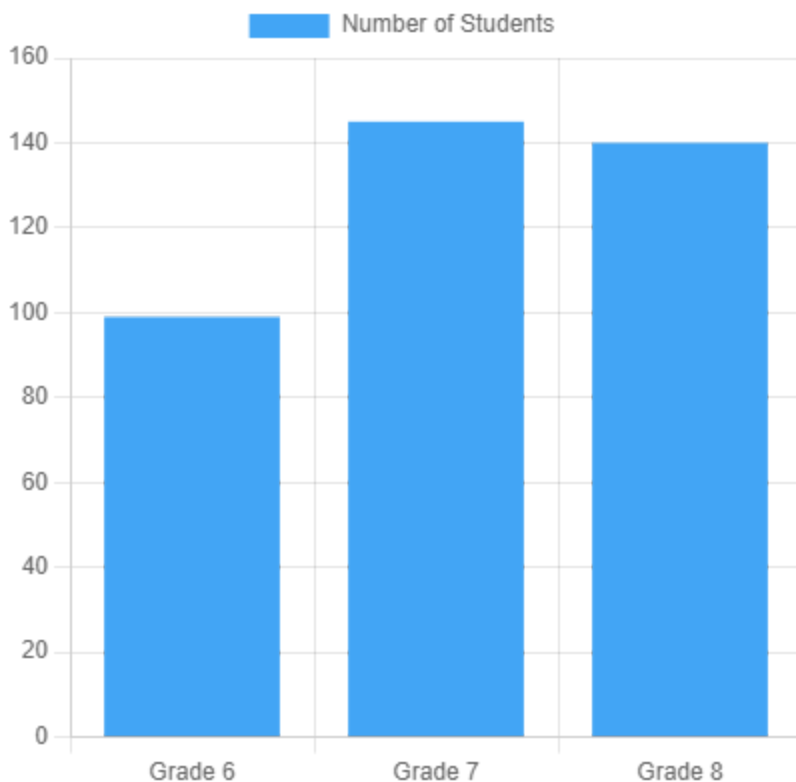
Last updated: 12/19/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	55.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.10%
Foster Youth	0.50%
Homeless	3.60%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	1.00%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	91.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	6.50%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	85.40%
Students with Disabilities	8.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	71.05%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.80	4.37%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	21.05%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.63%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.10	0.84%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	19.00	100.00%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/19/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	75.20%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.50	10.33%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	14.01%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.10	0.41%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.10	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/19/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	4.00	3.00
Misassignments	0.00	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	3.30

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.20%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

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 ConnectED?	Yes	0
Mathematics	HMH Math and IXL	Yes	0
Science	Inspire Science Grade 6, Grade 7, and Grade 8		0
History-Social Science	?CA IMPACT Grade 6 World History and Geography, Ancient Civilizations ?CA IMPACT Grade 7 World History and Geography, Medieval and Early Modern Times ?CA IMPACT Grade 8 United States History and Geography, Growth and Conflict?		0
Foreign Language	?Realidades textbook?		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: 12/19/23

School Facility Conditions and Planned Improvements

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

Facilities Update

Last updated: 12/19/23

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: 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: 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: Exemplar Year and month of the most recent FIT report: August 2023
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary

Last updated: 12/19/23

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	43%	35%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	23%	17%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	374	97.65%	2.35%	35.29%
Female	173	168	97.11%	2.89%	41.67%
Male	210	206	98.10%	1.90%	30.10%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	352	343	97.44%	2.56%	34.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	25	25	100.00%	0.00%	48.00%
English Learners	55	47	85.45%	14.55%	0.00%
Foster Youth	--	--	--	--	--
Homeless	15	11	73.33%	26.67%	18.18%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	337	328	97.33%	2.67%	34.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	34	97.14%	2.86%	5.88%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	380	99.22%	0.78%	17.37%
Female	173	171	98.84%	1.16%	16.96%
Male	210	209	99.52%	0.48%	17.70%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	352	349	99.15%	0.85%	16.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	25	25	100.00%	0.00%	32.00%
English Learners	55	54	98.18%	1.82%	1.85%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00%	0.00%	6.67%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	337	334	99.11%	0.89%	16.77%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	34	97.14%	2.86%	5.88%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/11/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	20.00%	24.64%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/11/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	138	100.00%	0.00%	24.64%
Female	59	59	100.00%	0.00%	22.03%
Male	79	79	100.00%	0.00%	26.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	122	122	100.00%	0.00%	24.59%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	13	13	100.00%	0.00%	30.77%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	119	119	100.00%	0.00%	24.37%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	8.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/11/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	95.8%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

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:
- California Community Engagement Initiative (CEI)
- 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)
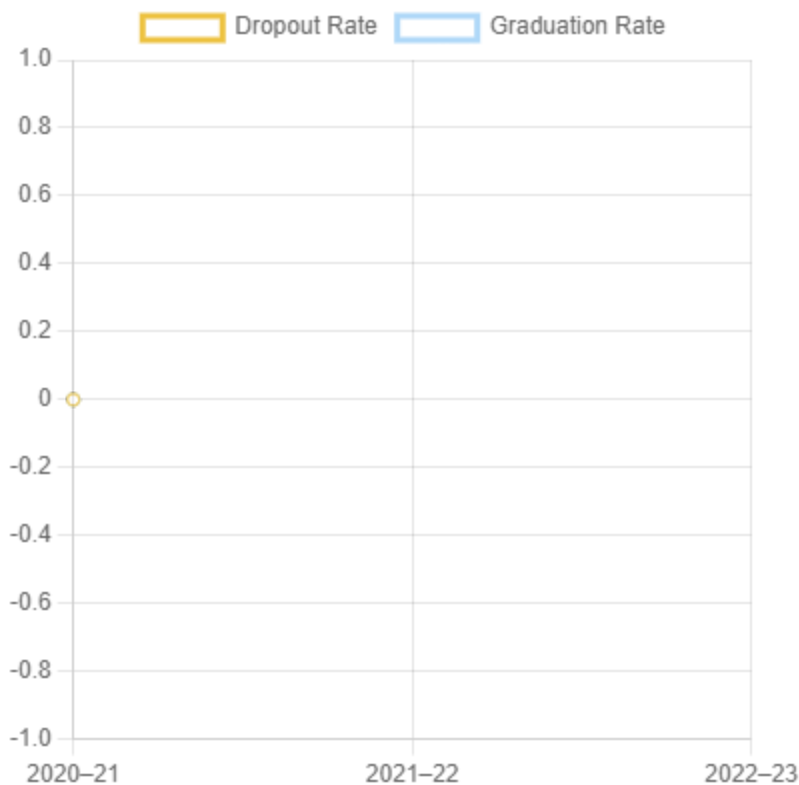
State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate				83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	394	112	28.4%
Female	180	177	49	27.7%
Male	219	217	63	29.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	4	4	0	0.0%
Black or African American	1	1	1	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	367	363	107	29.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	26	25	4	16.0%
English Learners	67	66	21	31.8%
Foster Youth	4	4	2	50.0%
Homeless	19	19	4	21.1%
Socioeconomically Disadvantaged	352	348	97	27.9%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	36	36	13	36.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.44%	2.51%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.25%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.51%	0.25%
Female	2.78%	0.56%
Male	2.28%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.45%	0.27%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.85%	0.00%
English Learners	2.99%	1.49%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.84%	0.28%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.33%	2.78%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

MSA Bell is co-located with two Los Angeles Unified School District (LAUSD), 2B and 2C Orchards Academies. In light of this co-location, the leadership teams of various schools convene several times each year. Their purpose: to collaboratively prepare, exchange ideas, and gather input from educational partners before submitting their plans for approval. In line with LAUSD guidelines, these schools adhere to the LAUSD Individual School Safety Plan (ISSP).

In October of 2023, the three co-located schools extended a warm invitation to all families and community members. A jointly-led presentation took center stage, shedding light on the intricacies of the schools' safety plan.

The collaborative efforts don't end there. The schools actively engage in monthly emergency drills, working together seamlessly. To ensure constant communication, the three principals meet weekly, fostering open lines of dialogue. Moreover, all supervision staff members undergo training to proficiently use radio codes and effectively communicate safety matters.

Behind the scenes, the MPS home office collaborates with the MSA Bell team to enhance the ISSP. Together, they craft a Comprehensive Safe School Plan (CSSP) Quick Guide Reference. This guide serves as a consolidated resource for quick reference and easy dissemination of crucial safety information.

Magnolia Science Academy-Bell'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.

With transparency in mind, both the ISSP and CSSP Quick Guide are presented to families and the community, seeking their valuable input. Simultaneously, these plans undergo scrutiny from the MPS Board of Directors, with the aim of securing approval by February 8th. The collaborative efforts of these educational institutions underscore a commitment to safety, communication, and community engagement.

This plan addresses the following objectives:
-Protect the safety and welfare of students and staff.
-Ensures a positive school culture climate with a focus on Positive Behavior Interventions & Supports and Restorative Justice practices.
-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.
-Develop measurable goals that focus on cultural climate and physical well-being of all.

Last updated: 1/11/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

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	12	27	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	6	29	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	2	5	6
Mathematics	32.00		5	6
Science	32.00		5	6
Social Science	32.00		5	6

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	5	9	1
Mathematics	27.00	2	9	1
Science	27.00	2	8	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	8	0
Mathematics	26.00	3	8	0
Science	26.00	3	8	0
Social Science	26.00	3	8	0

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

Last updated: 1/11/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	192

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

Last updated: 1/11/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	6.00
Psychologist	1.00
Social Worker	1.00

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	4.00
Other	0.00

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

Last updated: 1/11/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17183.88	$6263.16	$10920.72	$75453.00
District	N/A	N/A	$9920.00	$81337.00
Percent Difference – School Site and District	N/A	N/A	10.00%	8.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	44.00%	16.00%

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

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

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 LACP Plan.

LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment:

Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well orchestrated Home Office support services.

Goal 2: Excellence:

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

Goal 3: Innovation:

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

Goal 4: Connection:

Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships. Since the pandemic, a collection of resources for stakeholders has been created and shared to educate families but also to bring them together to share their areas of expertise.

Last updated: 1/11/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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

Last updated: 1/11/24

Professional Development

Focus of Staff Development

Magnolia Science Academy utilizes numerous manners to address the needs of its staff. In addition to ongoing professional learning focused on continuous improvement as an organization, individual staff members are sent to various workshops and trainings in order to address the needs of the staff and the school. MSA regularly surveys its staff to determine developmental needs. Based on the analysis of surveys, LCAP and WASC plans, the school determines common staff development days and topics, tailoring staff development to individual staff member's needs. The focus for MPS-wide professional development for 2023/2024 school year is as follows:

- **Rigorous Academic Instruction**

- **Professional Learning Communities (PLCs)**

- **Multi-tiered Systems of Support (MTSS)**

    - **Differentiation**

    - **Student Engagement**

California Teacher Induction Program (Formerly Beginning Teacher Support and Assessment Program)

MSA provides its teachers with an induction program to obtain a clear California Teaching Credential. The cost of the program is subsidized by the school for two years. California Teacher Induction Program (TIP) is a

two-year program that provides Beginning Teachers with collegial support, guidance, professional development and training. The program focuses on professional learning around the California Standards for Teaching Professionals and participants work to complete an Individual Learning Plan each semester of the program. The county induction program coordinator will determine (after reviewing the NOE form requested to be filled out by the potential participant) if the teacher is required to complete a two-year program or is eligible for the one-year, Early Completion option.

Program Goals

- **Support Beginning Teachers in providing high quality instruction to students.**

- **Motivate Beginning Teachers to examine their instructional practices, plan their professional growth and remain in the profession.**

- **Link university teacher preparation with classroom application.**

Professional Learning Communities (PLCs) - Meet Wednesdays

These communities seek to transform our school into a community to create an environment which fosters mutual cooperation, emotional support, personal growth, and a synergy of efforts. Aligned with the school improvement plans, the following questions are studied and discussed in PLCs;

- **How can we ensure all students are learning?**

- **How can we foster a culture of collaboration?**

- **How do we focus on results and engage in continuous improvement?**

PLC Teams work together to;

- **Develop common assessments,**

- **Jointly analyze student achievement data**

- **Establish team improvement goals**

- **Share strategies and materials (promising practices)**

- **Engage in collective inquiry and action research regarding student learning**

Admin Meetings- (INSERT DAY OF WEEK FOR ADMIN MEETINGS)

All MSA admin and support staff meet weekly to discuss, plan, and act on general school issues such as; academics, enrollment, safety, attendance, overall communications, and student activities. Upcoming events are also discussed and planned. The purpose of these meetings are to ensure all admin and support staff are up-to-date on important events, issues, and happenings of the school.

Regular Faculty Meetings- Meet Biweekly

All MSA staff meet biweekly to discuss school wide issues like, student discipline, academics, safety, counseling, etc. General announcements are made. Presentations, training and sharing about current issues are done as time permitting. During this time, staff social emotional health and wellness are addressed. Team and culture building is also a vital component of these meetings.

Minimum Day Staff PDs

All teachers and administrators meet weekly in department and grade levels and collaborate on relevant topics such as;

Department Level Meetings - Meet Once a Month

- **Sharing of Promising Practices: Presentation by a member on an effective classroom strategy.**
- **Analysis of student achievement data (MAP, CAASPP, ELPAC, etc)**
- **LCAP, Accreditation work and progress**
- **Instructional Strategies including CRT, PLCs, UDL, PBL, Differentiation**
- **Curricular And Academic Issues**
  - **Discussions and placements of students with academic challenges (IEP, 504, MTSS, RTI, SSR, Tutoring)**
  - **Analysis of student achievement data (MAP, SBAC, IABs, ELPAC, etc)**
  - **Analysis of student program data (Myon, IXL, BrainPop, Edgenuity, etc)**
  - **Failing students data**
  - **Homework Load**

- **UDL, Differentiation**
- **Grading policy and practices**
- **Vertical Alignment of the curriculum**
- **Horizontal Alignment of the curriculum**
- **Integration/thematic units/horizontal alignment of the comment curriculum**
- **Field Trips**
- **Major departmental events**
- **Other departmental issues and policies**

Grade Level Meetings - Meet Once Month

- **Student Achievement**
- **Student Behavior**
  - **Discussions and strategies to support students with behavioral challenges.**
  - **Collaborate and strategize to support students**
  - **Sharing family contact info and updates on contact made with families.**
  - **Determine behavioral incentives for each student.**
  - **School/grade level wide incentive programs.**
- **Student social emotional health and wellness**
- **Coaching and mentoring programs for students**
  - **One-to-one relationship between a student and an adult that occurs over a prolonged period of time. The coach provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Students involved in the coaching program may be going**

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	64

Last updated: 1/11/24

Magnolia Science Academy Santa Ana
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	2840 West 1st St. Santa Ana, CA , 92703-4102	**Principal:**	Mr. Steven Keskinturk, Campus Director
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 and access to prior year reports, 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.

Internet Access

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

About This School

Mr. Steven Keskinturk, Campus Director

📍 Principal, Magnolia Science Academy Santa Ana

About Our School

Steven Keskinturk
Campus Director

Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone: (714) 479-0115
Email: skeskinturk@magnoliapublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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, Campus Director
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/9/24

School Description and Mission Statement (School Year 2023–24)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in the Fall of 2009.

MSA-SA currently serves over 513 students, grades TK through 12. Enrollment is on a first-come, first-served basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades TK -12 with a curriculum emphasizing science, technology, engineering, arts, and math. The school primarily serves students and parents in the Orange County area.

This executive summary of the School Accountability Report Card (SARC) will provide parents and community members with a quick snapshot of our schools' information. Most of the data presented in this report is reported for the 2022–23 school year. School finances and completion data are reported for the 2022–23 school year. In addition, contact information, facilities, curriculum, instructional materials, and select teacher data are written for the 2022–23 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. 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 and 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: 1/9/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	36
Grade 1	23
Grade 2	30
Grade 3	39
Grade 4	45
Grade 5	32
Grade 6	44
Grade 7	41
Grade 8	44
Grade 9	58
Grade 10	42
Grade 11	37
Grade 12	31
Total Enrollment	502
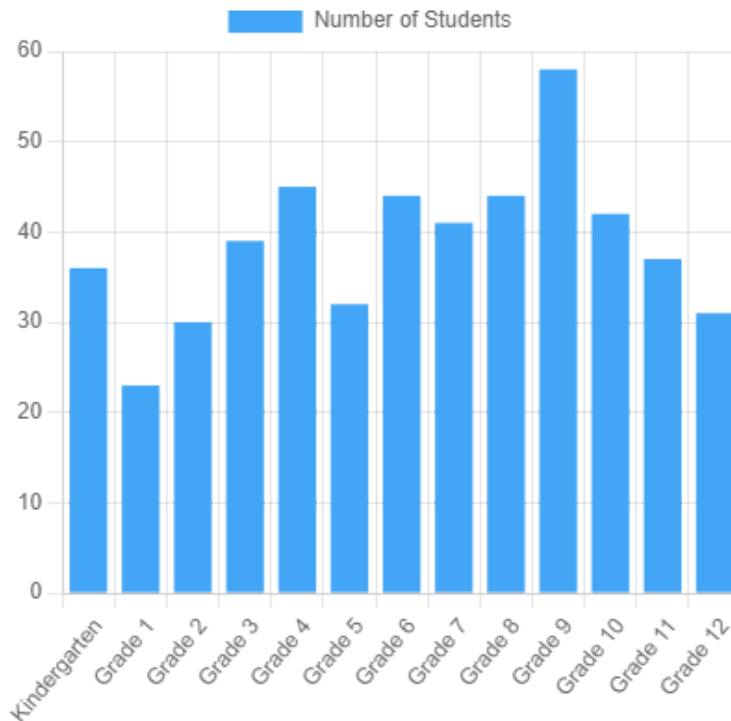
Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.40%
Male	50.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	2.60%
Black or African American	2.40%
Filipino	0.00%
Hispanic or Latino	85.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	9.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.50%
Foster Youth	0.80%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disavantaged	83.10%
Students with Disabilities	15.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	100.00%	28.50	100.00%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	28.50	100.00%	28.50	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	90.55%	32.70	90.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	6.63%	2.40	6.63%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	2.79%	1.00	2.79%	15831.90	5.67%
Total Teaching Positions	36.20	100.00%	36.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.40

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

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: 1/9/24

School Facility Conditions and Planned Improvements

Last updated: 1/9/24

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

Last updated: 1/9/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	37%	44%	37%	44%	47%	46%
Mathematics (grades 3-8 and 11)	29%	35%	29%	35%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	278	99.64%	0.36%	43.68%
Female	129	128	99.22%	0.78%	44.53%
Male	150	150	100.00%	0.00%	42.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	241	240	99.59%	0.41%	41.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	57.89%
English Learners	63	62	98.41%	1.59%	4.84%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	235	234	99.57%	0.43%	39.48%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	47	100.00%	0.00%	23.91%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	279	100.00%	0.00%	34.77%
Female	129	129	100.00%	0.00%	31.78%
Male	150	150	100.00%	0.00%	37.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	241	241	100.00%	0.00%	31.12%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	52.63%
English Learners	63	63	100.00%	0.00%	7.94%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	235	235	100.00%	0.00%	30.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	47	100.00%	0.00%	19.15%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	22.66%	29.63%			29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	108	100.00%	0.00%	29.63%
Female	45	45	100.00%	0.00%	17.78%
Male	63	63	100.00%	0.00%	38.10%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	94	94	100.00%	0.00%	26.60%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00%	0.00%	4.17%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	95	95	100.00%	0.00%	28.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	0.00%	12.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

CTE Software Development Program

CTE Software Development Program

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
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: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	84.21%

Last updated: 1/8/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

MSA-SA is a school of choice that significantly benefits from parent involvement in our student's 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. Parents are mailed home a hard copy of their child's progress report every six weeks.

Parents are also able to voice any concerns and questions. Throughout the year, parents can stop by any teacher's 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-SA 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 Community Advisory Committee that supports the school administration with academic and 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 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	2.5%	0.0%	0%	2.5%	0.0%	9.4%	7.8%	8.2%
Graduation Rate	95.7%	92.5%	100.0%	95.7%	92.5%	100.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
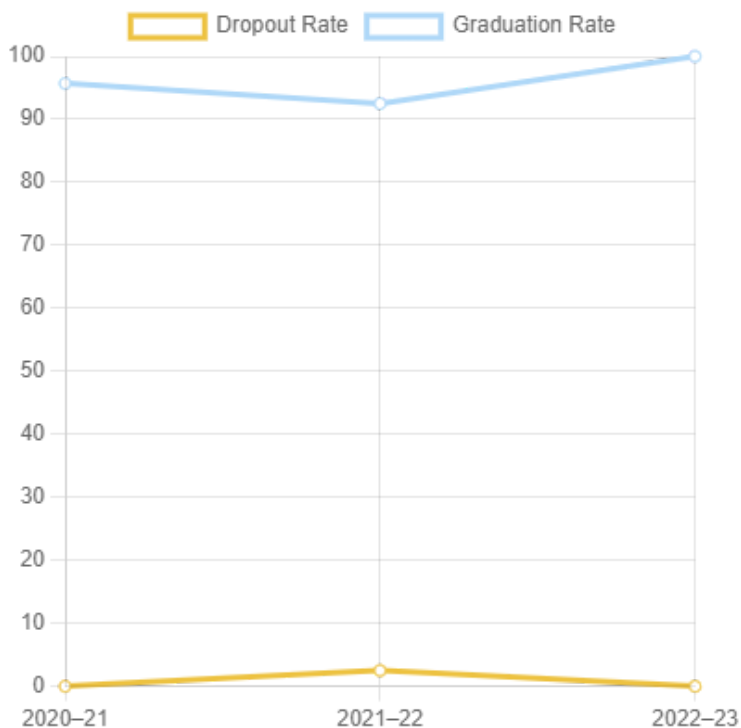
Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	29	100.0%
Female	18	18	100.0%
Male	11	11	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	21	21	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	12	12	100.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	520	83	16.0%
Female	258	254	42	16.5%
Male	275	266	41	15.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	15	15	0	0.0%
Black or African American	13	13	1	7.7%
Filipino	0	0	0	0.0%
Hispanic or Latino	453	440	75	17.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	2	0	0.0%
White	48	48	7	14.6%
English Learners	185	176	28	15.9%
Foster Youth	4	4	1	25.0%
Homeless	16	16	9	56.3%
Socioeconomically Disadvantaged	441	433	76	17.6%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	88	88	16	18.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.04%	2.63%	0.00%	2.04%	2.63%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.19%	0.00%	0.00%	0.19%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.63%	0.00%
Female	1.16%	0.00%
Male	4.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	7.69%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.43%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.17%	0.00%
English Learners	1.62%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.72%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.68%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

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, 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 Santa Ana'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 behavioral expectations. Teachers meet with their students to review the Parent/ 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: 1/9/24

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 2020–21)

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	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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	3		
1	15.00	2		
2	19.00	2		
3	20.00	2		
4	17.00	2		
5	21.00	1	1	
6	19.00	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	3	0	0
1	12.00	2	0	0
2	16.00	2	0	0
3	20.00	1	1	0
4	23.00	0	2	0
5	16.00	2	0	0
6	23.00	0	2	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	8	7	
Mathematics	19.00	9	6	
Science	23.00	3	6	
Social Science	22.00	5	5	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	22	3	
Mathematics	12.00	24	1	
Science	15.00	12	2	
Social Science	13.00	19		

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	14	3	0
Mathematics	15.00	16	2	0
Science	21.00	8	3	0
Social Science	17.00	12	0	0

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

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	73

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

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

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

Last updated: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18477.41	$8332.24	$10145.17	$72141.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	67.00%	31.00%
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	29.00%	20.00%

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

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

MSA-SA's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals and 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 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, student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, fitness, and additional programs and activities 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.
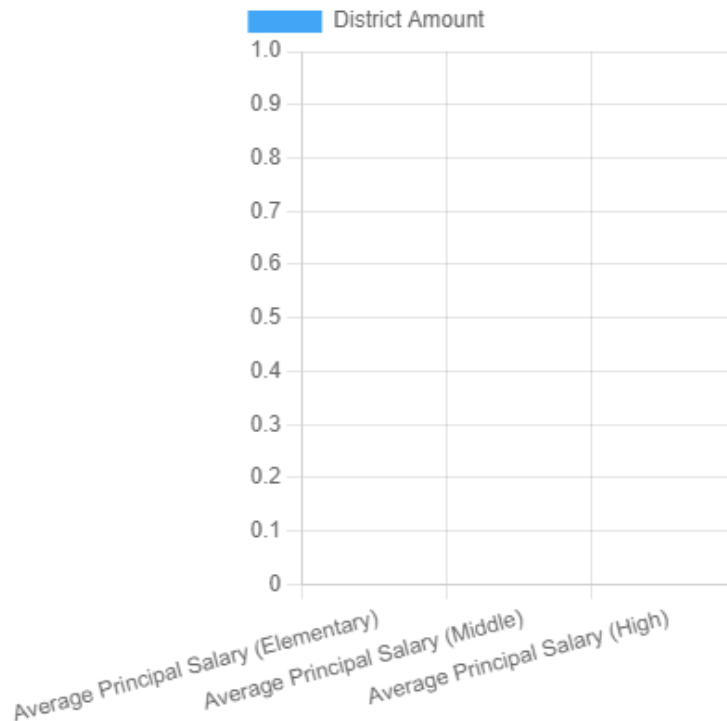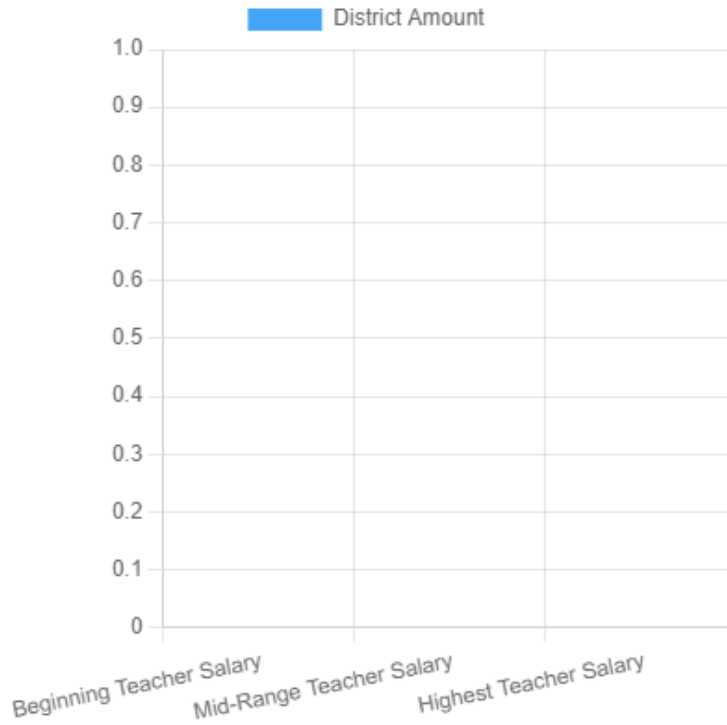
Last updated: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 32.1 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	9

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

Last updated: 1/8/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 1/8/24

Magnolia Science Academy San Diego
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	6525 Estrella Ave. San Diego, CA , 92120-2707	**Principal:**	Gokhan Serce
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 and access to prior year reports, 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.

Internet Access

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

About This School

Gokhan Serce

 Principal, Magnolia Science Academy San Diego

About Our School

Dear Parents, Guardians and Educational Partners,

Welcome to the SARC report for Magnolia Science Academy San Diego (MSA-San Diego). You can follow our school activities via our school's webpage at https://msasd.magnoliapublicschools.org. You can also visit our youtube page to watch our Daily Online News Uncut Though Streaming (DONUTS) hosted by our students and staff.

Thank you,

Gokhan Serce

Regional Director and MSA-San Diego Principal

Magnolia Science Academy San Diego

   A California Distinguished School

6525 Estrella Ave San Diego, CA 92120
Office: (619) 644-1300 |Fax: (619) 374-2764
Email: gserce@magnoliapublicschools.org

Contact

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

Phone: (619) 644-1300

Email: gserce@magnoliapublicschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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
Email Address	gserce@magnoliapublicschools.org
Website	www.msasd.magnoliapublicschools.org/
County-District-School (CDS) Code	37683380109157

Last updated: 1/10/24

School Description and Mission Statement (School Year 2023–24)

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. The Magnolia Science Academy San Diego (MSA-San Diego) has shown notable academic progress according to the California School Dashboard, particularly in English Language Arts (ELA) and Mathematics. As of the most recent dashboard data, MSA-San Diego has achieved a "Green" status in both these subjects, indicating its high performance. This accomplishment reflects Magnolia's commitment to academic excellence and its effective educational strategies in these key areas.

At Magnolia Science Academy-San Diego (MSA-San Diego), the integration of technology into the curriculum has been a transformative journey. Prior to the 2013-14 school year, the focus was on daily computer classes, where students honed their computer skills under the guidance of their core class teachers, applying these skills across various academic subjects. This approach evolved significantly with the initiation of a 1:1 Chromebook program from the 2013-14 school year onwards, marking a strategic shift towards a more comprehensive blended learning model. This transition not only streamlined the integration of technology into everyday learning but also provided a platform for students to engage more interactively and creatively with their curriculum. 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.

Since the 2013-14 School year MSA-San Diego School Band, Robotics, Engineering, Archery teams won first place awards at multiple state and local competitions.

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.

In 2023, Magnolia Science Academy-San Diego achieved a remarkable milestone by receiving the California PBIS (Positive Behavioral Interventions and Supports) Platinum Implementation Award. This prestigious recognition highlights the school's exemplary implementation of the PBIS framework, emphasizing the significant strides that our school has made in fostering a positive, supportive, and inclusive school environment.

In 2023, Magnolia Science Academy-San Diego (MSA-San Diego) received a significant accolade by being awarded the California Community Schools Partnership Program (CCSPP) Planning Grant. This achievement underscores Magnolia's commitment to enhancing its educational approach and fostering deeper connections with our community. With the help of this grant MSA-San Diego will be able to plan and implement new strategies to transform into a

community school, which involves integrating comprehensive academic, wellness, and support services for students and their families and providing resources to local community to support all educational partners. In 2023 MSa-San Diego hosted its very first Community Resource Fair with its partners.

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 SEL curriculum, Schoolwide Learner Outcomes (SLOs), and all school activities. The MPS Home Office Academic Department and the Magnolia Science Academy leadership team will lead the effort to ensure alignment of the following core values to better align with the Portrait of a Graduate competencies:

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: 1/10/24

settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	126
Grade 7	155
Grade 8	141
Total Enrollment	422
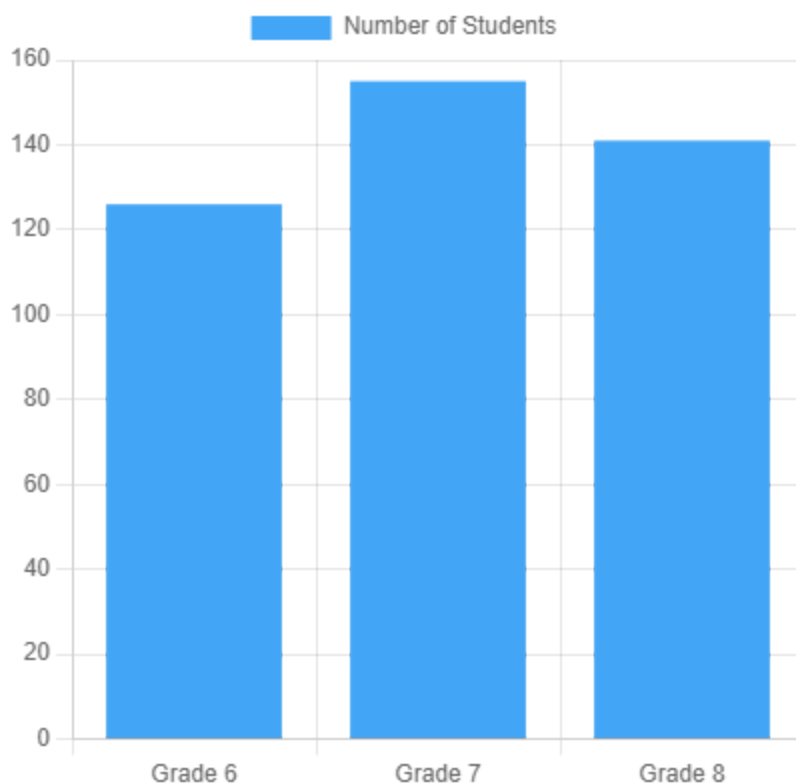
Last updated: 1/10/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.00%
Male	55.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.40%
Foster Youth	0.00%
Homeless	1.20%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	9.20%
Black or African American	7.80%
Filipino	1.90%
Hispanic or Latino	34.40%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	11.10%
White	34.80%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	36.30%
Students with Disabilities	17.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	92.67%	5313.50	88.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	51.00	0.85%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.11%	191.10	3.19%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	3.73%	194.90	3.25%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.50%	243.90	4.07%	18854.30	6.86%
Total Teaching Positions	16.00	100.00%	5994.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	89.74%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.56%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	7.69%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	19.50	100.00%	6031.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.50	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.50

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.60	0.50
Total Out-of-Field Teachers	0.60	1.50

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70%	3.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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	Into Math 6-8, Houghton Mifflin Harcourt 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: 1/10/24

School Facility Conditions and Planned Improvements

MSA-San Diego 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. There are four drinking fountains and two hands-free water bottle filling stations.

Last updated: 1/10/24

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 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Exemplary

Last updated: 1/10/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	63%	63%	51%	52%	47%	46%
Mathematics (grades 3-8 and 11)	50%	55%	39%	40%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	419	100.00%	0.00%	63.01%
Female	191	191	100.00%	0.00%	65.97%
Male	228	228	100.00%	0.00%	60.53%
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00%	0.00%	64.10%
Black or African American	30	30	100.00%	0.00%	43.33%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	148	148	100.00%	0.00%	50.68%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00%	0.00%	75.00%
White	142	142	100.00%	0.00%	73.94%
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	39	39	100.00%	0.00%	51.28%
Socioeconomically Disadvantaged	149	149	100.00%	0.00%	52.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	76	100.00%	0.00%	32.89%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/10/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	419	100.00%	0.00%	54.65%
Female	191	191	100.00%	0.00%	52.88%
Male	228	228	100.00%	0.00%	56.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00%	0.00%	71.79%
Black or African American	30	30	100.00%	0.00%	26.67%
Filipino	--	--	--	--	--
Hispanic or Latino	148	148	100.00%	0.00%	40.54%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00%	0.00%	60.42%
White	142	142	100.00%	0.00%	67.61%
English Learners	17	17	100.00%	0.00%	5.88%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	39	39	100.00%	0.00%	56.41%
Socioeconomically Disadvantaged	149	149	100.00%	0.00%	41.61%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	76	100.00%	0.00%	34.21%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/10/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	53.38%	52.52%	35.99%	38.07%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/10/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	139	100.00%	0.00%	52.52%
Female	64	64	100.00%	0.00%	48.44%
Male	75	75	100.00%	0.00%	56.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	63.64%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00%	0.00%	46.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	13	100.00%	0.00%	46.15%
White	46	46	100.00%	0.00%	58.70%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00%	0.00%	44.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	23.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99.3%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At Magnolia Science Academy (MSA) San Diego, we highly value and encourage the involvement of parents and relatives in the educational journey of their children. Research consistently shows that a supportive home environment is crucial for academic success. Our school offers numerous opportunities for parental engagement, ranging from participation in governance committees and special events to involvement in fundraising activities, parent organizations, and classroom assistance.

We urge parents to actively support their children at home by setting clear educational expectations and fostering a conducive learning environment. To

strengthen the school-home connection, MSA San Diego implements an annual home visit program, where our teachers visit the homes of at least 15% of our students, deepening the ties between educators and families.

Parental participation is a cornerstone of our educational model at MSA-San Diego. Our Parent Task Force and Parent Advisory Committee, along with various other committees, provide platforms for parents to contribute their ideas and support. These groups, which include representation from all school stakeholders - parents, teachers, staff, students, and community members - offer valuable input on school initiatives and policies, including graduation, the Local Control and Accountability Plan (LCAP), Wellness Policy, and the Comprehensive School Safety Plan.

To keep our families well-informed, we regularly publish 'Wizard Times,' a newsletter detailing school-wide news, events, and essential updates. Our school website is another vital communication tool, offering current information and updates on our activities and programs. We engage our families in the broader community through events like the 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 shows, and more.

MSA-San Diego also provides an online student information system, enabling parents and students to access assignments, grades, and behavior reports, ensuring transparency and ongoing engagement in the educational process.

Additionally, we host biannual student-led conferences. These conferences are an opportunity for students to set personal and academic goals and discuss their progress with their families and teachers, fostering a collaborative and inclusive educational environment.

State Priority: Pupil Engagement

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

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

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

N/A

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				4.2%	4.8%	4.7%	9.4%	7.8%	8.2%
Graduation Rate				85.9%	87.9%	87.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
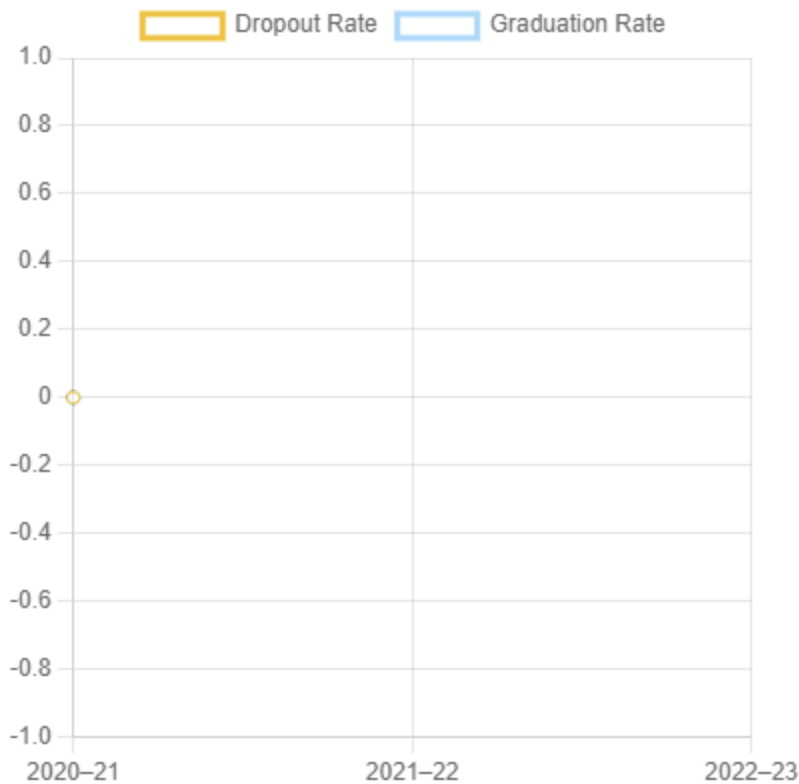
Last updated: 1/10/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

N/A

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	435	94	21.6%
Female	202	197	47	23.9%
Male	245	238	47	19.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	40	39	5	12.8%
Black or African American	34	33	7	21.2%
Filipino	9	9	0	0.0%
Hispanic or Latino	156	152	35	23.0%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	49	48	9	18.8%
White	155	150	37	24.7%
English Learners	32	29	7	24.1%
Foster Youth	0	0	0	0.0%
Homeless	6	6	3	50.0%
Socioeconomically Disadvantaged	165	160	43	26.9%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	87	82	28	34.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	2.10%	3.45%	2.46%	2.20%	2.51%	2.70%	0.20%	3.17%	3.60%
Expulsions	0.20%	0.20%	0.00%	0.00%	0.10%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.46%	0.00%
Female	2.48%	0.00%
Male	2.45%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.88%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.56%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.08%	0.00%
White	1.94%	0.00%
English Learners	3.13%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.24%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.15%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

At MSA-San Diego, we prioritize campus safety above all. Our collaborative approach involves the Principal, administrators, teachers, support staff, the Parent Advisory Committee (PAC), and community organizations working in unison to prevent, prepare for, and respond to emergencies effectively.

Our approach to safety is dynamic and thorough, with an annually updated comprehensive school safety plan available on our website. Regular emergency-preparedness drills and response training are conducted to ensure staff readiness. We also place a strong emphasis on student education through regular substance abuse prevention programs.

To maintain a secure and nurturing environment, we have implemented robust policies and procedures. These include protocols for safe student entry and exit, addressing serious disciplinary issues, and upholding strict standards against discrimination, harassment, bullying, and child abuse reporting. Adherence to school dress codes is also monitored to promote a respectful learning atmosphere.

Ensuring vigilant supervision, our staff are present in classrooms and outdoor areas throughout the school day, including before and after school, during recess, lunch, and class transitions. Under the guidance of the Principal or site administrators, specific building security procedures are meticulously followed. Additionally, Magnolia Public Schools' home office plays a pivotal role in reinforcing safety by reviewing and disseminating safety requirements, coordinating services, and providing ongoing training and assistance.

At Magnolia, student safety extends beyond physical security. We implement continuous supervision bolstered by a blend of corrective discipline, restorative practices, the MTTS Program, and the Wizard Way character education program. The MSA-San Diego student handbook provides detailed information on disciplinary actions, sexual harassment policies, dress codes, and general discipline policies. Furthermore, designated on-site staff members are specifically tasked with overseeing student safety.

We regularly conduct mandated drills, such as fire and earthquake drills, to ensure preparedness. Additionally, all staff members engage in active shooter training and emergency drill training during summer in-services, further solidifying our commitment to maintaining a secure and prepared campus

Here is the link to MSA-San Diego's School Safety Plan

The Wizard Way School Wide Expectations:

Wisdom

- Demonstrate critical thinking skills and the ability to analyze and evaluate information.

- Make informed decisions and show good judgment in various situations.

- Seek knowledge and understanding beyond the curriculum, showing a thirst for learning.

Integrity

- Being truthful and sincere in your words and actions.

- A lifelong value that helps build trust, respect, and strong character.

- Having the strength to stand up for what is right, even if it is challenging or unpopular. It means doing the right thing, even if it means facing criticism

Zeal
- Show enthusiasm and passion for learning and participating in school activities.

- Actively seek opportunities to get involved in extracurricular activities and clubs.

- Approach challenges with a positive attitude and a willingness to embrace new experiences.

Accountability
- Taking responsibility for our actions and academic performance.

- Apologizing and restoring relationships that you may have caused harm

- Seek help and clarification when needed, taking ownership of their learning.

Respect
- Treat peers, teachers, and staff with kindness and empathy.

- Embrace diversity and demonstrate tolerance and acceptance towards others.

- Follow school rules and guidelines, showing respect for the learning environment.

Determination
- Set goals and work diligently to achieve them.

- Persevere through obstacles and setbacks, maintaining a growth mindset.

- Take initiative and demonstrate a strong work ethic in their academic pursuits.

Last updated: 1/10/24

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 2020–21)

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		25	
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 2021–22)

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		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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	25.00	0	5	0
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	32.00		10	
Mathematics	32.00		8	2
Science	32.00		10	
Social Science	32.00		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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		10	
Mathematics	28.00		9	1
Science	28.00		10	
Social Science	28.00		10	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	0	10	0
Mathematics	31.00	0	8	2
Science	31.00	0	9	1
Social Science	31.00	0	10	0

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

Last updated: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	844

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

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	4.00
Other	0.00

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

Last updated: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12853.54	$4129.64	$8723.90	$74488.00
District	N/A	N/A	$18949.00	$90641.00
Percent Difference – School Site and District	N/A	N/A	52.00%	20.00%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	14.00%	17.00%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

MSA-San Diego's charter petition and LCAP articulate our comprehensive school-wide goals, aligning with the eight state priority areas and additional locally identified priorities. This alignment ensures that all students, including those from low-income backgrounds, English learners, and foster youth, receive tailored support. The LCAP details necessary expenditures for each goal and action, emphasizing the use of additional funds to enhance services for these student groups.

Our strategic goals include:

1. Basic Services for a High-Quality Learning Environment: This encompasses qualified teacher assignments, state-of-the-art instructional materials and technology, clean, safe learning facilities, nutritious meals, and effective support services from our Home Office.

2. Excellence: We focus on providing a broad curriculum, professional development for quality instruction, Multi-Tiered Systems of Support (MTSS) for academic enrichment and student support, comprehensive English Language Development programs, and resources for students with disabilities.

3. Innovation: Our commitment to innovative education includes college/career readiness initiatives, STEAM and GATE programs, digital literacy, physical education, and diverse extracurricular activities promoting a well-rounded education.

4. Connection: We actively seek family input in decision-making, build partnerships for student outcomes, support students through MTSS - PBIS and SEL, conduct annual stakeholder surveys, and foster community outreach and partnerships.

Each school in Magnolia Public Schools receives a budget based on enrollment and program needs, in accordance with Board of Education policies, state laws, and external funding guidelines.

In addition to regular ADA funding, MSA-San Diego nurtures a culture of fundraising to support expansive student participation in extracurricular activities, such as the Museum of Tolerance, High Tech Fair, 6th grade camp, and the Washington D.C. trip.

The school benefits from the ASES grant, extending student engagement through various after-school programs until 6 p.m.

Crucially, MSA-San Diego has been awarded the Community Schools Planning Grant, a testament to our commitment to holistic education. This grant supports our endeavors in integrating health, mental health, and social services with academic excellence, aligning with our goals of innovation and connection. It enables us to expand our community partnerships and enhance the support systems for our students and their families.

The financial oversight and guidance provided by the Magnolia Public Schools Home Office are instrumental in managing MSA-San Diego's finances, ensuring

fiscal responsibility and the effective allocation of resources across our educational programs.

Last updated: 1/10/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50743.00	$55549.60
Mid-Range Teacher Salary	$77105.00	$80702.84
Highest Teacher Salary	$107402.00	$109417.68
Average Principal Salary (Elementary)	$145885.00	$137703.47
Average Principal Salary (Middle)	$151051.00	$143759.63
Average Principal Salary (High)	$164119.00	$159020.77
Superintendent Salary	$375000.00	$319442.91
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
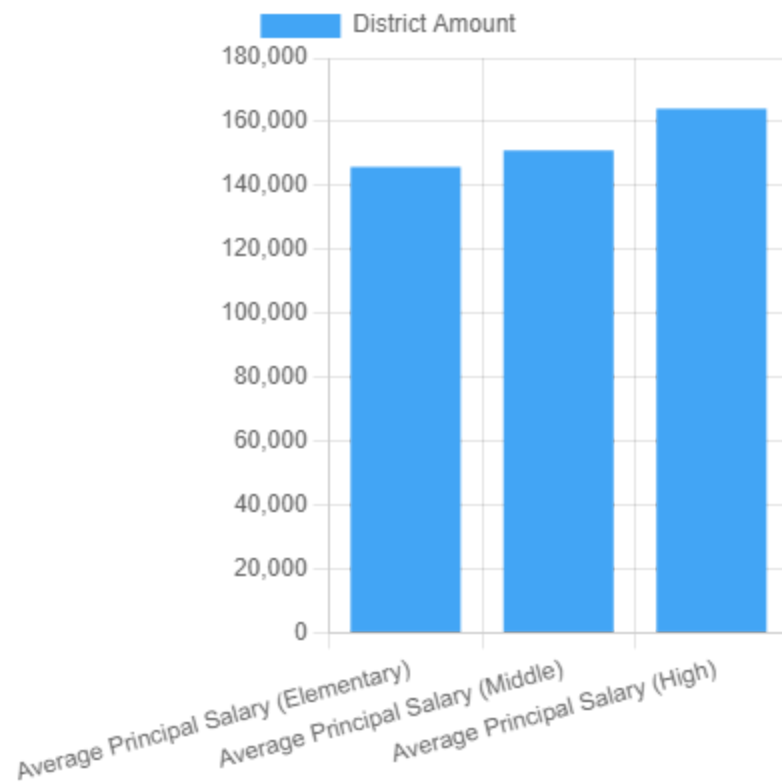
Last updated: 1/10/24

Professional Development

2021-2022

 13 Full Days and 38 partial days

2022-23

12 Full Days and 42 Partial Days

2023-24

11 Full Days and 34 Partial Days

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	51	54	45

Last updated: 1/10/24