

Magnolia Science Academy Bell

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

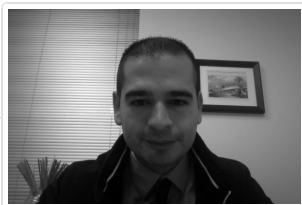
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Jason Hernandez, Principal

Principal, Magnolia Science Academy Bell

About Our School

Magnolia Science Academy Bell (MSA Bell) is an inclusive, STEAM-focused charter school, established and proudly serving the South East Los Angeles community of Bell. Our school opened in 2010 as a Public School Choice, which now serves approximately 500 students. We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our personalized learning curriculum empowers students to become self-directed learners. Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

We are proud of the academic success our students have achieved, showing tremendous growth during the era of API and promising strides in the era of common core state standards. Historically, our school is the best middle school in the area and maintains this reputation by adapting to meet the needs and challenges of the times. We are a learning community that strives to prepare each child to be college and career ready in the 21st century.

Contact

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

*Phone: 323-826-3925
E-mail: jhernandez@magnoliapublicschools.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, Ca, 90201-1023
Phone Number	323-826-3925
Principal	Jason Hernandez, Principal
E-mail Address	jhernandez@magnoliapublicschools.org
Web Site	http://msa8.magnoliapublicschools.org
County-District-School (CDS) Code	19647330122747

Last updated: 12/29/2017

School Description and Mission Statement (School Year 2017-18)

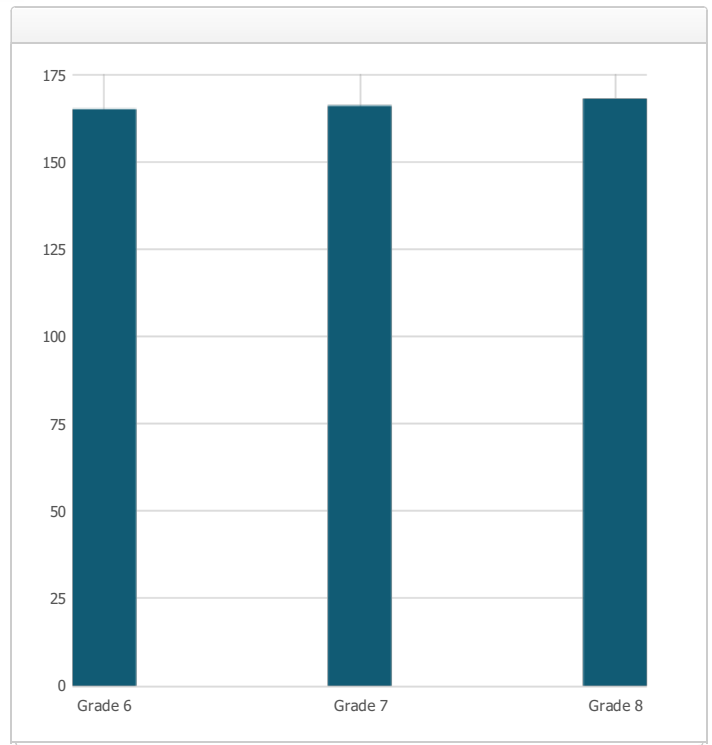
Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

Innovation, Connection, Excellence

Last updated: 12/29/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	165
Grade 7	166
Grade 8	168
Total Enrollment	499



Last updated: 12/29/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	92.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	6.4 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.0 %
English Learners	15.0 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

Last updated: 12/29/2017

A. Conditions of Learning

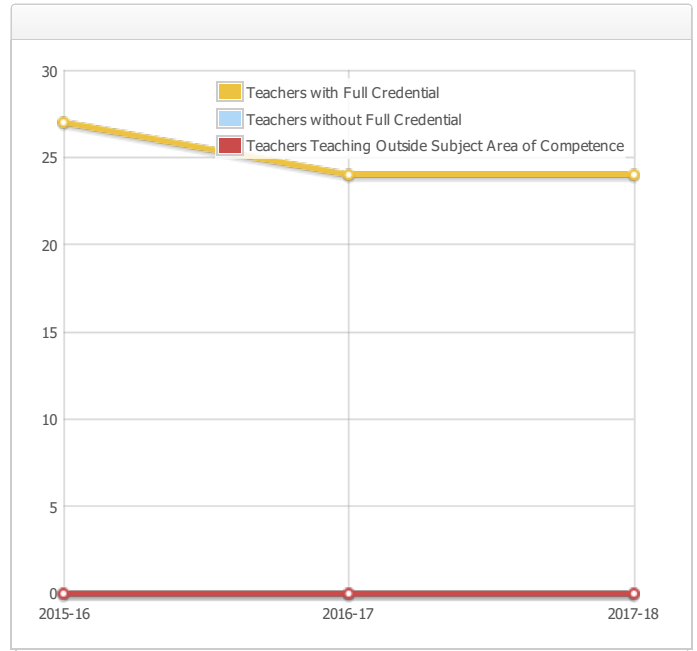
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	24	24	24
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/29/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/29/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw-Hill	Yes	0.0 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill Algebra 1 McGraw-Hill Geometry McGraw-Hill	Yes	0.0 %
Science	Integrated iScience Course 1, 2, 3 McGraw-Hill	Yes	0.0 %
History-Social Science	History Alive! The Ancient World History Alive! The Medieval World and Beyond History Alive! The United States through Industrialization	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/29/2017

School Facility Conditions and Planned Improvements

Magnolia Science Academy Bell is co-located on the Orchard Academies campus, which opened in 2010. Based on the yearly review by Maintenance and Operation of Los Angeles Unified School District and MSA Bell's Risk Management Team, the facility is in working condition with no major repairs at this time.

Recently, the Internet Networking system was updated to accommodate the bandwidth needs of the school. MSA Bell will be acquiring Internet Services through TpX in March 2018. This will double the current bandwidth in order to accommodate current devices and futures ones that will be purchased.

Last updated: 12/29/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Hallway was painted in the early Fall of 2017.
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: April 2016

Overall Rating	Good
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Last updated: 12/29/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	40%	45%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	22%	22%	29%	30%	36%	37%

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

Last updated: 12/29/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	496	99.80%	44.96%
Male	283	283	100.00%	35.69%
Female	214	213	99.53%	57.28%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	462	461	99.78%	45.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	31	100.00%	32.26%
Two or More Races				
Socioeconomically Disadvantaged	458	457	99.78%	45.08%
English Learners	197	197	100.00%	19.80%
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 12/29/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	496	99.80%	22.38%
Male	283	283	100.00%	22.61%
Female	214	213	99.53%	22.07%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	462	461	99.78%	22.99%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	31	100.00%	12.90%
Two or More Races				
Socioeconomically Disadvantaged	458	457	99.78%	22.32%
English Learners	197	197	100.00%	--
Students with Disabilities	55	55	100.00%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 12/29/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	41.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/29/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	62.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	23.5%	18.5%	37.0%

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

Last updated: 12/29/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parental Involvement

Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academical and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.

Student-Teacher Status Portal

MSA Bell uses CoolSIS, an online cloud-based dashboard that currently being used at all MPS. The student information system allows families to access information related to their child's performance at school. This can be accessed either online or through the available APP.

The use of CoolSIS allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics and record of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

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 representative(s) on the School Board and School Site Council, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child.

Families complete a survey each year evaluating the strengths and weakness they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community.

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor,

assist with lunch distribution and supervision, and attend field trips. It is not required but encouraged, that parents contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with families of low-achieving students on an as-needed basis to ensure the proper supports are in place for the student. Families have the opportunity to attend periodic opportunities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

State Priority: Pupil Engagement

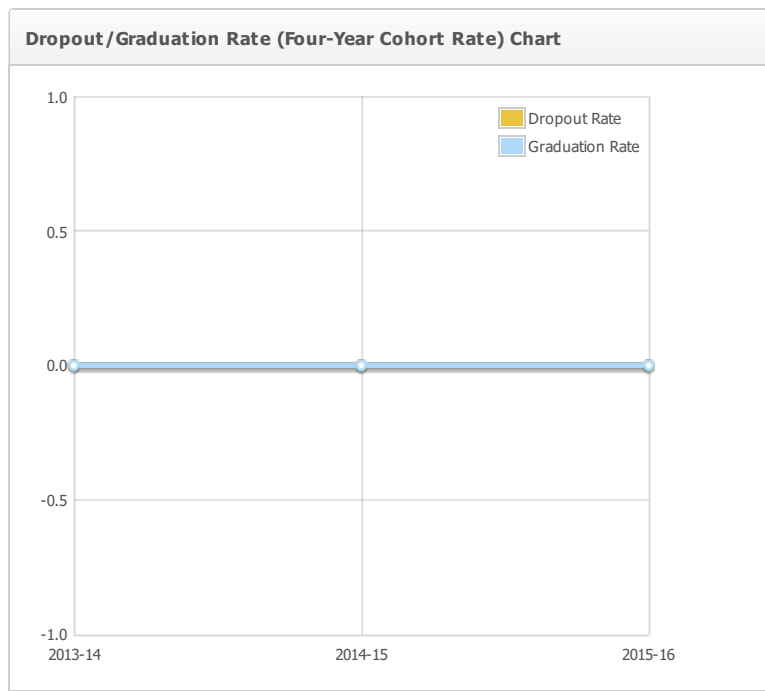
Last updated: 1/3/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%



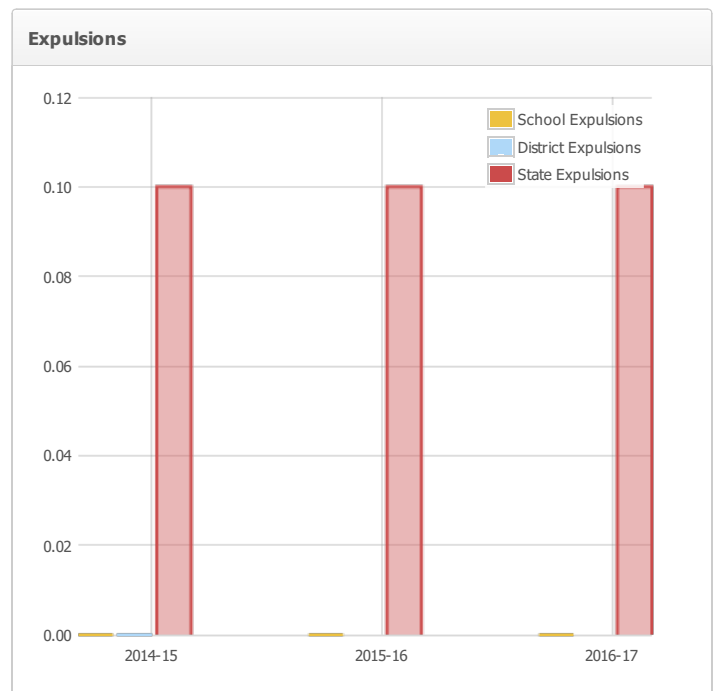
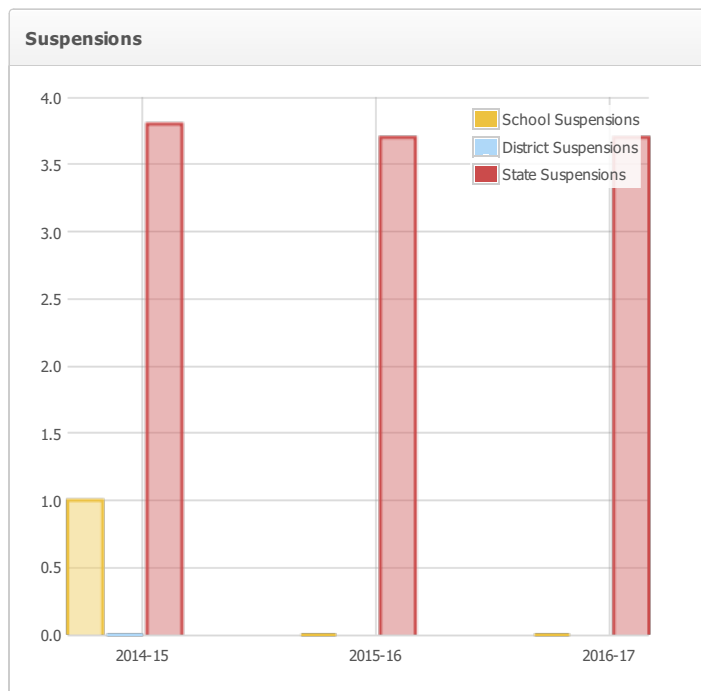
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

MSA Bell has adopted a comprehensive Safety Plan in collaboration with the other schools on the co-located site of Orchard Academies. The purpose of the collective plan is to ensure a safe school environment that enhances the learning experience and improves student academic and social achievements. The plan protects the safety of students, staff and all stakeholders on campus by providing emergency preparedness and guidelines. The plan addresses the following objectives:

- Protect the safety and welfare of everyone on campus.
- Ensure a positive school culture climate with an emphasis on Positive Behavior Interventions & Supports and Restorative Justice practices.
- In the case of an emergency, ensure the school is able to restore normal conditions with minimal confusion in a timely manner.
- Provide for coordination among all schools on the campus and local emergency services when necessary.
- Develop measurable goals that focus on cultural climate and physical well-being of all.

Last updated: 1/3/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	2017-2018	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/3/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	30.0	0	2	2	31.0	0	5	0	34.0	0	4	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/3/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Mathematics	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Science	31.0	0	15	0	33.0	0	14	1	33.0	0	9	6
Social Science	31.0	0	15	0	33.0	0	14	1	33.0	0	9	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: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	494.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	4.0	N/A

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

*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: 1/3/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11381.0	\$1535.0	\$9846.0	\$42887.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-52.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	39.9%	-59.5%

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

Last updated: 1/8/2018

Types of Services Funded (Fiscal Year 2016-17)

MSA Bell is a comprehensive middle school program with an emphasis on STEAM through traditional and blended learning methods and committed to creating a culture of socially responsible and educated members that will thrive in society.

Aspects of the Program

- **Full-Inclusion.** MSA Bell maintains a full-inclusion model that provide services to its students with special needs within the general education setting. Four different models of co-teaching are utilized in the classroom, students have access to the content teacher, SpEd teacher, and a paraprofessional.
- **English Learner Development (ELD) course** is offered for all levels of English acquisition. Our class utilizes state-approved curriculum, such as English 3D and Discovery Inside, as well as other research-based supplemental tools such as Fast ForWord, and MyOn.
- **Math enrichment and advancement.** Students are provided with intervention support through the advisory period or through the office hours provided for all students. Furthermore, students that demonstrate capability are able to enroll in a math course pathway to advance their studies in the field of math. Geometry is offered to start in the academic school year 2017-18.
- **After-Hour Enrichment** is offered to all students, especially the ones struggling in the areas of Language Arts and Math. A station rotation model is utilized for providing support in the areas of need. Assessments are conducted to identify areas of growth and measure progress.
- **ARC, an after-school program.** MSA Bell was offered a grant to conduct an after-school program that provides academic enrichment, as well as clubs and intramural sports to support student social-emotional development and well-being.
- **Home Visits.** MSA Bell conducts home visits to at least 25% of our families in order to build connections within the community. Studies show that an effective home visit program is able to increase student performance, encourage parent involvement, reduce disciplinary problems, and increase overall positive attitude towards school. Home Visits are a hallmark of MPS in the crucial development and well-being of every child.
- **Series of Family Workshops.** Family workshops are offered on campus on a regular basis. The school leadership plays an active role in working with families as well as instructional leaders to educate families on various topics ranging from bullying, depression, financial literacy, college and career readiness. School surveys are used to assess the needs of our families.
- **Social Emotional Supports.** The school leadership is instrumental in the implementation of various intervention to support the development and well-being of every child. Such interventions included community internships, peer mediation, teen court, student council, and many others. A full-time school psychologist provides support to students in need of additional guidance.

Last updated: 1/3/2018

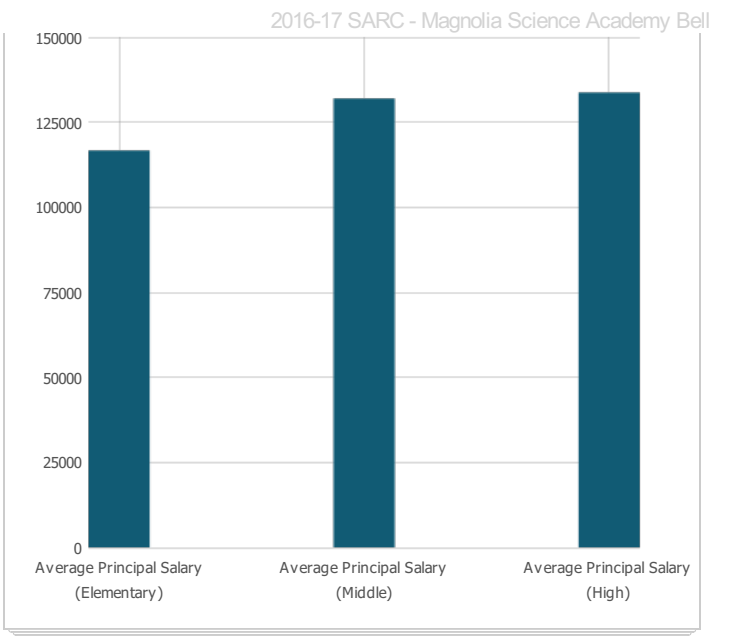
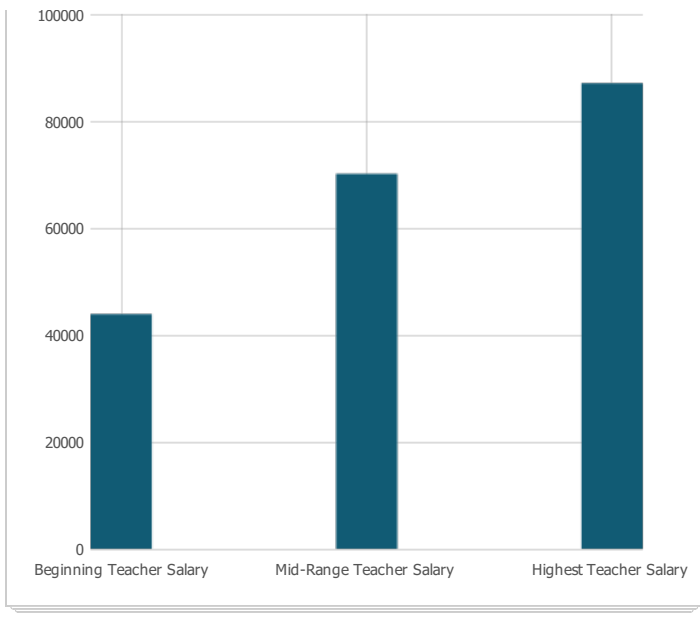
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



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Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

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Professional Development

Professional Development for MSA Bell Staff

Major areas of focus include: academic achievement for all learners, support of student groups (EL, SpEd, foster youth, homeless), growth mindset and social-emotional development training, and PLCs through grade level and department meetings.

MSA Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on data and combined with the school improvement plan, MPS will determine common and individual staff development days, and tailor staff development to individual staff needs.

Professional development occurs at the MPS organizational level and within the school site. Furthermore, Professional Learning Communities (PLCs) are organized by grade level and by a department. MSA Bell uses PLCs to: Clarify intended outcomes; Develop common assessments; Jointly analyze student achievement data; Establish team improvement goals; Share best practices and materials; Engage in collective inquiry and action research regarding student learning; Support system and sense of efficacy; Promote more engaged, motivated, and successful students with reduced absenteeism; Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs: How do we ensure that students learn? How do we foster a culture of collaboration? How do we ensure results?

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