

Magnolia Science Academy 7

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.

Fatih Metin, Principal

Principal, Magnolia Science Academy 7

About Our School

Dear MSA-7 Families,

Welcome to Magnolia Science Academy-7! I am glad to be the principal of a school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 shifted its focus from STEM to STEAM by implementing the Arts while teaching Science, Technology, Engineering, and Math. We also increased our power by adding a full-time ELD coordinator whose main focus will be English Learners.

MSA-7 enriches students' capacities with STEAM Clubs such as: Coding Club, Engineering Club, Math Olimpiad Team, Science Club etc.

Additionally MSA-7 increased its efficiency with RtI Coordinator and School Site Culture Coordinator positions.

MSA-7 values partnerships with all stakeholders. We want you to become a part of what Magnolia Science Academy-7 has to offer our students and community. We are counting on you to become a partner with our school to provide the best education for all children in our community. Education is a partnership that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our SSC, ELAC, and PTF committees. As a parent, being part of these committees and volunteering in other forms can increase your support for your school.

As we continue throughout the year, please watch for important flyers and newsletters which provide additional information and dates of important events.

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

My best wishes for a productive and successful 2016 - 2017 school year.

Contact

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

Phone: 818-886-0585

E-mail: fmetin@magnolapublicschools.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 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, Ca, 91325-4104
Phone Number	818-886-0585
Principal	Fatih Metin, Principal
E-mail Address	fmetin@magnoliapublicschools.org
Web Site	http://msa7.magnoliascience.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/8/2018

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

Vision:

MSA-7's vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Mission:

MSA-7 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.

MSA-7 has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- Excellence

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

- Innovation

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

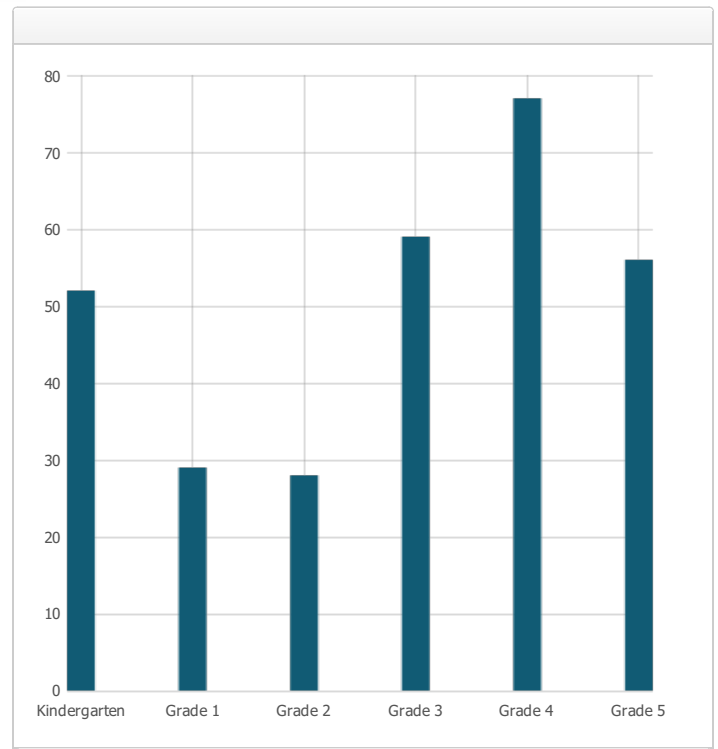
- Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, 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: 1/8/2018

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

Grade Level	Number of Students
Kindergarten	52
Grade 1	29
Grade 2	28
Grade 3	59
Grade 4	77
Grade 5	56
Total Enrollment	301



Last updated: 1/8/2018

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

Student Group	Percent of Total Enrollment
Black or African American	5.3 %
American Indian or Alaska Native	0.0 %
Asian	5.6 %
Filipino	3.7 %
Hispanic or Latino	63.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	20.3 %
Two or More Races	2.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.1 %
English Learners	24.6 %
Students with Disabilities	13.0 %
Foster Youth	0.0 %

Last updated: 1/8/2018

A. Conditions of Learning

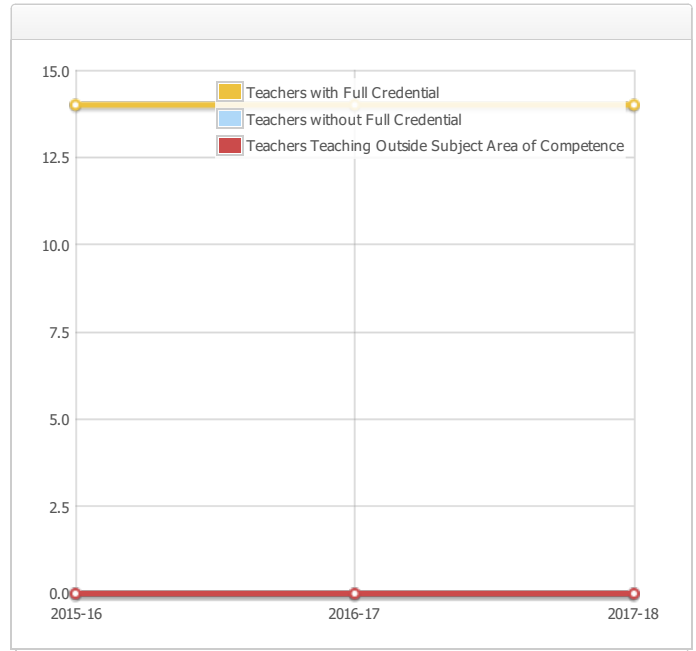
State Priority: Basic

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

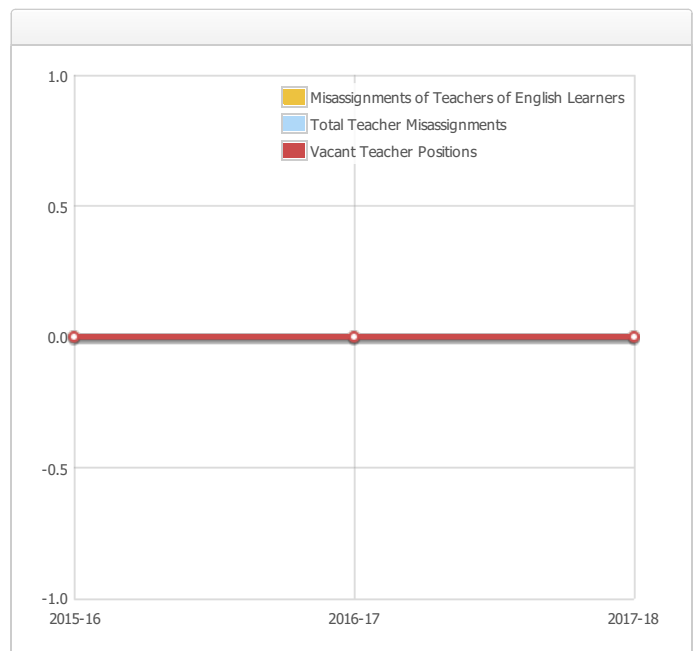
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2018

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: 1/8/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders TK-5th grade	Yes	0.0 %
Mathematics	McGraw Hill My Math TK-5th grade	Yes	0.0 %
Science	McGraw Hill Inspire Science TK-5th grade	Yes	0.0 %
History-Social Science	McGraw Hill Networks TK, 1st, 2nd, 3rd, 5th McGraw Hill Our Golden State, 4th grade	Yes	0.0 %
Foreign Language			0.0 %
Health	Spark Health Education TK-5th	Yes	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: 1/8/2018

School Facility Conditions and Planned Improvements

MSA-7 is using the old private school building which is good according to the regulations.

However building is old so need continuously maintenance. Recently 3 AC units are changed, one new water fountain added, all trees are trimmed and 1 broken slide is replaced.

Maintenance will continue according to the needs.

Last updated: 1/8/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

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	Quarterly planned and additionally (as needed) PEST Control is coming to the school.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	After the strong rain, 2016-2017 Winter, some of the leaking points of the roof are fixed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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Last updated: 1/8/2018

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)	52%	48%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	35%	39%	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: 1/8/2018

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	187	185	98.93%	47.57%
Male	97	97	100.00%	37.11%
Female	90	88	97.78%	59.09%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	120	119	99.17%	43.70%
Native Hawaiian or Pacific Islander				
White	38	37	97.37%	51.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	137	98.56%	40.88%
English Learners	87	85	97.70%	36.47%
Students with Disabilities	33	33	100.00%	21.21%
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: 1/8/2018

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	187	187	100.00%	39.04%
Male	97	97	100.00%	40.21%
Female	90	90	100.00%	37.78%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	120	120	100.00%	30.00%
Native Hawaiian or Pacific Islander				
White	38	38	100.00%	60.53%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	139	100.00%	32.37%
English Learners	87	87	100.00%	32.18%
Students with Disabilities	33	33	100.00%	24.24%
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: 1/8/2018

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%	72.0%	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: 1/8/2018

Career Technical Education Programs (School Year 2016-17)

MSA-7 is an elementary school focused on STEAM. MSA-7's mission includes preparing students for the future carriers.

Accordingly, MSA-7 teaches all of its students basic computer skills including Excell, Word and office skills.

Additionally, school wide college career week provides all students about the different career specialities such as engineering, medical studies and more.

In this week all students are motivated on having college degree.

Also with various clubs some students have opportunity to experience some technical areas such as coding club, engineering club, gardening club etc.

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
5	27.3%	21.8%	20.0%

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: 1/8/2018

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)

Parents involve and design the school activities by participating School Site Council, English Learners Advisory Committee, Parent Task Force, coffee with the admin, LCAP and Title 1 meetings.

School planned 20 parent involvement activities such as Family Night, Spelling Bee, Dr. Seuss Day, STEAM EXPO, Winter Show, etc.

State Priority: Pupil Engagement

Last updated: 1/8/2018

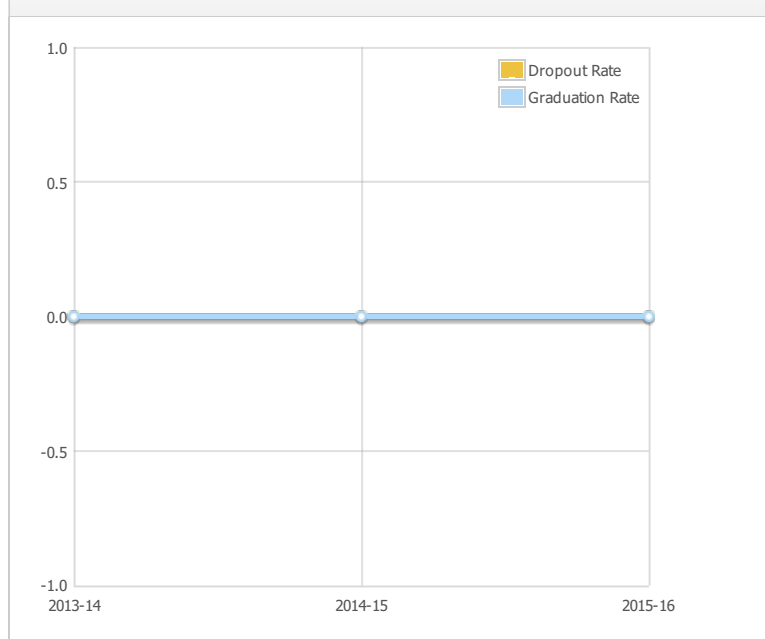
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%

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



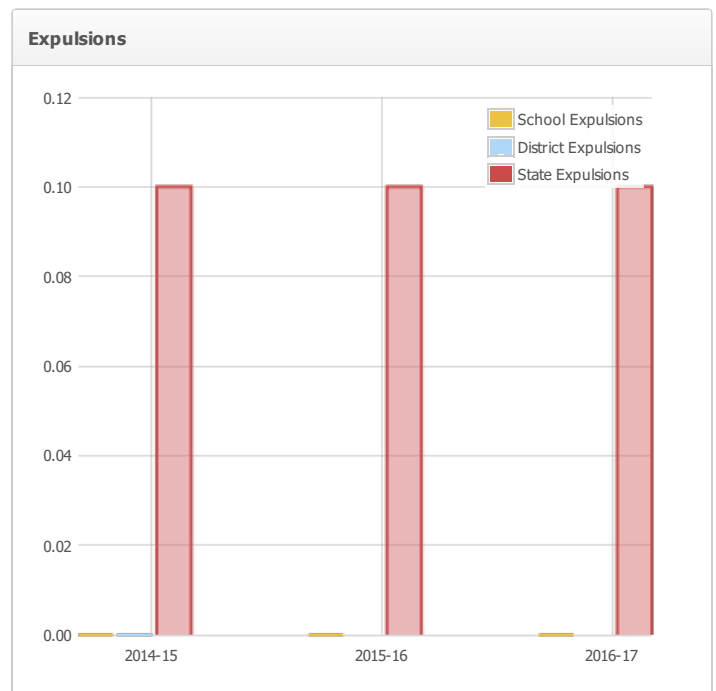
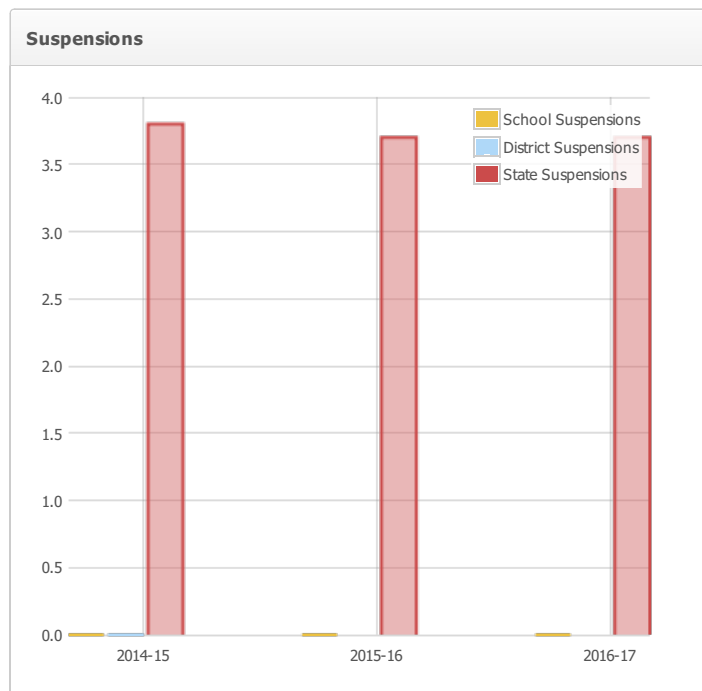
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	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: 1/8/2018

School Safety Plan (School Year 2017-18)

School Safety Plan yearly revised.

New plan is introduced to the staff and also designed according to the feed backs of the SSC members.

Monthly earthquake, fire and lock down drills are done.

Last updated: 1/8/2018

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		2004-2005
Year in Program Improvement		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: 1/8/2018

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	27.0	0	1	0	25.0	0	1	0	19.0		1	0
1	26.0	0	2	0	27.0	0	1	0	29.0		1	0
2	26.0	0	3	0	27.0	0	2	0	28.0		2	0
3	26.0	0	2	0	26.0	0	3	0	30.0		2	0
4	26.0	0	2	0	29.0	0	2	0	26.0		3	0
5	31.0	0	1	0	26.0	0	2	0	28.0		2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
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: 1/8/2018

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		
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/8/2018

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	\$12232.0	\$2789.0	\$9442.0	\$47394.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	49.0%	-43.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	35.8%	-50.3%

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

Last updated: 1/11/2018

Types of Services Funded (Fiscal Year 2016-17)

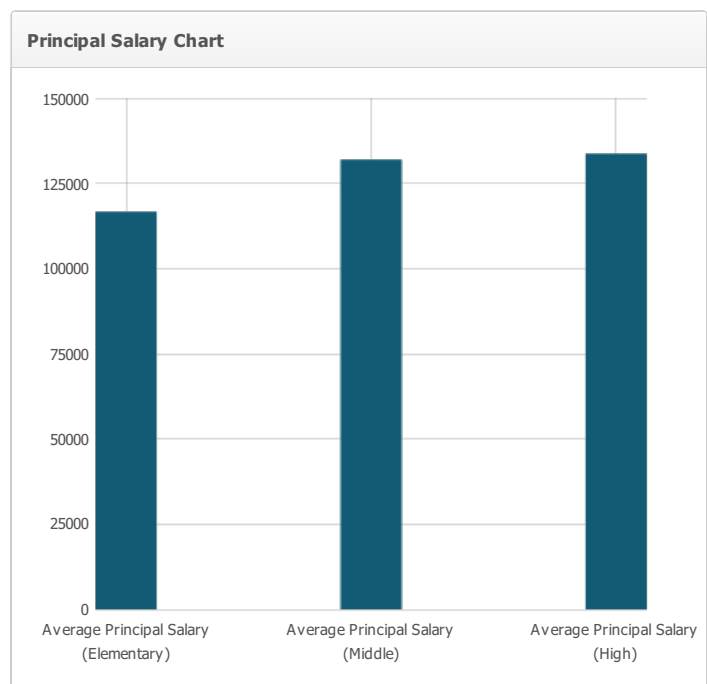
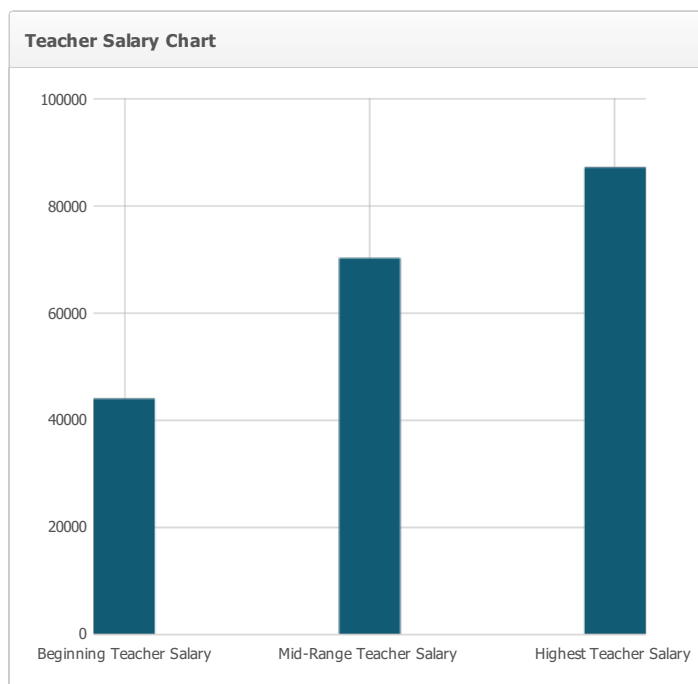
General operations--salaries, benefits, services, materials, and support to the general education
Special Education--programs offering appropriate, individualized instruction to students with special needs
Special Projects--monies from agencies (federal or state) earmarked for specific programs/projects or services
Maintenance and operations

Last updated: 1/8/2018

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/>.



Last updated: 12/19/2017

Professional Development

Each summer, administrators from each of the Magnolia Schools meet at the Home Office for Leadership Training, to present an annual review on their school's progress towards addressing academic achievement, evaluating programs that worked in the past year and those that did not, discuss best practices, and to develop the annual Professional Development Plan based on the needs of the faculty and their feedback. The following is a description of the professional development and staff meetings that take place at the Magnolia Public School Home Office (the organization).

1. Principal's Meeting: All MPS principals, executive staff and consultants meet monthly to discuss data and accountability issues. In addition, MPS Central office provides ongoing support and trainings to principals based on needs.
2. Dean of Academics/College Advisors Meetings: All Magnolia Public Schools Deans of Academics, College Advisors, and Magnolia Executive Staff meet monthly at the Home Office to discuss academic issues and goals and receive important professional development.
3. Dean of Students/Dean of Culture Meetings: All Magnolia Public Schools Deans of Students, Deans of Culture, and Magnolia Executive Staff meet to discuss discipline issues at each school, including attendance, Positive Behavior Support Plans, and school culture.

The following is a description of the school-wide staff development and professional development that takes place at MSA 7:

1. Administrative Meetings: The Principal, Assistant Principal, and the Special Education Coordinator meet weekly in the morning to discuss school wide issues: attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, and upcoming staff/professional development.
2. Staff Meetings: All MSA 7 staff/faculty attend weekly staff meetings that take place on shortened days (Tuesdays) from 2:00 pm – 3:30 pm. These meetings are led by the school's administration. Discussion topics include: student achievement, discipline/behavior, school safety, upcoming events, and trainings.
3. Staff Professional Development: All MSA 7 teachers attend monthly staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- Subgroup support
- Discipline data and PBIS support
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT, etc.)
- Preparation for WASC Accreditation
- Best practices - presentation by a faculty member on an effective classroom strategy
- Upcoming Events

The Dean of Academics is responsible for developing the agenda and taking minutes. All agendas, minutes, and action items are forwarded to the Principal.

4. Grade Level Meetings: Our Grade Level chairs meet monthly with the Dean of Academics to discuss topics and provide feedback for school projects and grade specific activities. This year, the Grade Level Chairs are also the Art Cohort for the Wallis Annenberg grant professional development.

- Address curricular/academic issues
- Best practices
- Discussion of struggling students (academic tutoring, Accelerated Reader, Sustained Silent Reading, Referral to Student Study Team, IEP/504 Plan Meeting)
- Analysis of student achievement data (MAP, SBAC/CST, CELDT, etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction: What does it look like in the classroom?
- Long-term projects
- Aligning/standardizing academic grades
- Integration of thematic units including horizontal alignment of the curriculum
- Planning Field Trips
- Student Behavior/school culture: discussion on effective methods for dealing with behavioral issues, developing incentives for positive behavior, including sharing parent contact information and effective strategies for involving families in the discussion.
- Development of incentive programs: School-wide and by grade level
- STEM to STEAM integration plan

Grade Level Chairs are responsible for taking minutes and forwarding action items to the other members of their grade level team.

5. End of Year Wrap up Staff Development Meetings: The Magnolia Public Schools, in collaboration with input from Principals, determine the areas of need for professional development. The purpose of the end-of-year wrap up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, counseling and after-school tutoring). The goal of the end-of-year staff development meetings is for staff to prepare a professional learning plan that addresses the needs of our students and ways to support our teachers. The plan is assessed during summer professional development.

6. Summer Professional Development: During the month of August, Magnolia Public Schools (the organization) provides 5 days of intensive professional development for all MPS teachers and administrators. It is usually held at MSA-1 in Reseda, California.

7. Other Professional Development, Conferences, and Workshops: Our teachers and staff attend professional development workshops held by the following organizations/associations:

- National Charter Schools Conference
- California Charter Schools Conference (CCSA)
- Charter Schools Development Center (CSDC)
- California Department of Education (CDE)
- Los Angeles County Office of Education (LACOE)
- Los Angeles Unified School District (LAUSD)
- The Flippen Group (Capturing Kid's Hearts)
- COP3 Special Education Summit, annually
- The EDGE Foundation (Training for EDGE coaches)
- The Wallis Annenberg Performing Arts Center (STEM to STEAM)
- Magnolia Public Schools (MPS) Professional Development: five days of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year. Some topics for these PD's include: McGraw Hill Curriculum, Blended Learning Model, Differentiated Instruction, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, Positive Behavior Support Plans, Co-Teaching Models, etc.

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