

Magnolia Science Academy 6

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.



John Terzi, Principal

Principal, Magnolia Science Academy 6

About Our School

Dear Parents,

As the principal of Magnolia Science Academy-6, I believe that we, at MSA-6, can offer a quality of learning that will help students achieve their educational goals. But we seek to do more than just achieve good grades; we aspire to broaden the minds of our students and open their eyes to understanding and tolerance in this world. That's why we are organizing and having instructive and fun events like a Science fair, a History fair, a Spanish fair, an Art contest and a career fair. We would like to include all our students and parents for these events and want them to be proactive.

MSA-6 is operated by the Magnolia Public Schools (MPS), a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. With this vision, MPS opened MSA-6 in the fall of 2009.

I would like to thank to all our parents, students and teachers who are just like a family here. Their support and dedication is very much appreciated!

Thank you,

John G. Terzi

MSA-6 Principal

jterzi@magnoliapublicschools.org

Contact

Magnolia Science Academy 6
3754 Dunn Dr.
Los Angeles, CA 90034-5805

Phone: 310-842-8555
E-mail: jterzi@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 6
Street	3754 Dunn Dr.
City, State, Zip	Los Angeles, Ca, 90034-5805
Phone Number	310-842-8555
Principal	John Terzi, Principal
E-mail Address	jterzi@magnoliapublicschools.org
Web Site	http://msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 1/9/2018

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

Magnolia Science Academy-6 Palms (MSA-6) is one of eleven charter schools operated by Magnolia Public Schools in California. In order to have a clearer perspective of MSA-6, we must first provide the history and progress of our charter authorizer, Los Angeles Unified School District; our Charter Management Organization, Magnolia Public Schools; and our school.

Los Angeles Unified School District (LAUSD)

MSA-6 Palms is located in West Los Angeles and has been serving to Palms community since 2009. LAUSD conducts annual site reviews of its charter schools including MSA-6 Palms.

There are 241 charter schools under the jurisdiction of LAUSD that serve the greater Los Angeles area. LAUSD is the largest school district in the state of California and the second largest in the nation. This district currently serves over 667,251 students in Pre K-12 with 448 Elementary, 85 middle, and 94 high schools.

LAUSD student demographics include:

- 73.4% Hispanic
- 10% African American
- 8.8% White
- 3.9% Asian
- 0.4% Pacific Islander
- 0.4% American Indian
- 1% Two or more races not Latino
- 180,495 English Language Learners
- 59.1% Free/Reduced Lunch
- 82,257 Students with Special Needs
- Annual Operating Budget: \$6.5 Billion

MAGNOLIA PUBLIC SCHOOLS

The Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation is a non-profit organization established in 1997. Founding members were a group of active community members and educators within Southern California, whose belief was to improve educational opportunities in underserved communities that would serve as an asset to our nation's progress and further development. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in the areas of math, science and technology through their partnerships with local universities within Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives.

In the fall of 2002, MPS established its first charter school, Magnolia Science Academy-1 (Reseda) in the San Fernando Valley. Since then, MPS has established or acquired a total of twelve successful charter schools throughout the state of California that provide innovative and high-quality STEM education predominately serving low-income neighborhoods.

In 2009, the State Board of Education (SBE) approved MPS' request to establish ten state-wide charter schools within six years. This was a historical and momentous event for the foundation as the SBE has only granted such a request twice before to a Charter Management Organization (CMO). The first two school sites opened in August 2009, in Santa Ana and Orangevale.

Magnolia Public Schools bases its educational program knowing that our nation's economic future will require a highly trained workforce in mathematics, science, and technology. According to the 2003 National Science Board report, "The Science and Engineering Workforce; Realizing America's Potential" analyses of current trends indicate that serious issues lie ahead that will threaten our nation's long-term prosperity, economic standing and national security.

These issues include:

- A reduction in student interest in areas, such as engineering, mathematics, and sciences.
- A wave of retirees in the sciences projected over the next two decades.
- Projected rapid job growth in the Science and Engineering sector over the next decade, three times the rate of all other sectors.
- Anticipated growth for Americans with STEM skills to fill jobs related to national security

MPS PHILOSOPHY

Vision

Graduates of Magnolia Public Schools (MPS) are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Mission

MPS provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others.

STUDENT LEARNING OUTCOMES (SLO)

MPS has identified the following core values, which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities.

Scholarship

Scholarship 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 scholarship 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. Flexible 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.

Student Learning Outcomes (SLOs)

MPS graduates will be:

Scholars who:

- ? Think critically.
- ? Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning).
- ? Apply, analyze, identify, synthesize and evaluate information and experiences.
- ? Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- ? Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- ? Utilize problem-solving techniques during conflict resolution and to compromise.

Independent Scholars who:

- ? Exhibit the ability to integrate technology as an effective tool in their daily lives.
- ? Use technology effectively to access, organize, research and present information.
- ? Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community.
- ? Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- ? Are self-directed.
- ? Meaningfully engage in learning activities.
- ? Make informed decisions on their learning pathways.
- ? Know their readiness levels, interests, and backgrounds.
- ? Understand their own learning styles and intelligence preferences.
- ? Reflect on their learning.
- ? Accept feedback and adapt to change.

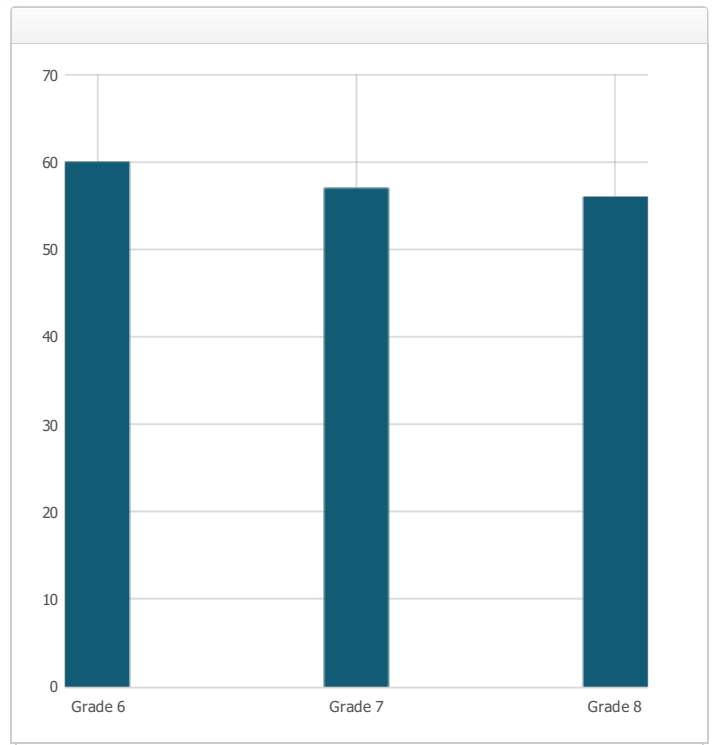
Community Focused Citizens who:

- ? Embrace and respect cultural diversity through the understanding of our Global World.
- ? Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- ? Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- ? Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
- ? Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
- ? Develop their ability to affect change in the world.
- ? Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness.
- ? Understand that outreach is a responsibility.
- ? Realize that agitation is a mechanism to activism.

Last updated: 1/9/2018

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

Grade Level	Number of Students
Grade 6	60
Grade 7	57
Grade 8	56
Total Enrollment	173

*Last updated: 1/9/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	12.1 %
American Indian or Alaska Native	0.0 %
Asian	1.2 %
Filipino	0.0 %
Hispanic or Latino	82.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.5 %
Two or More Races	1.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.9 %
English Learners	11.0 %
Students with Disabilities	15.6 %
Foster Youth	0.0 %

Last updated: 1/9/2018

A. Conditions of Learning

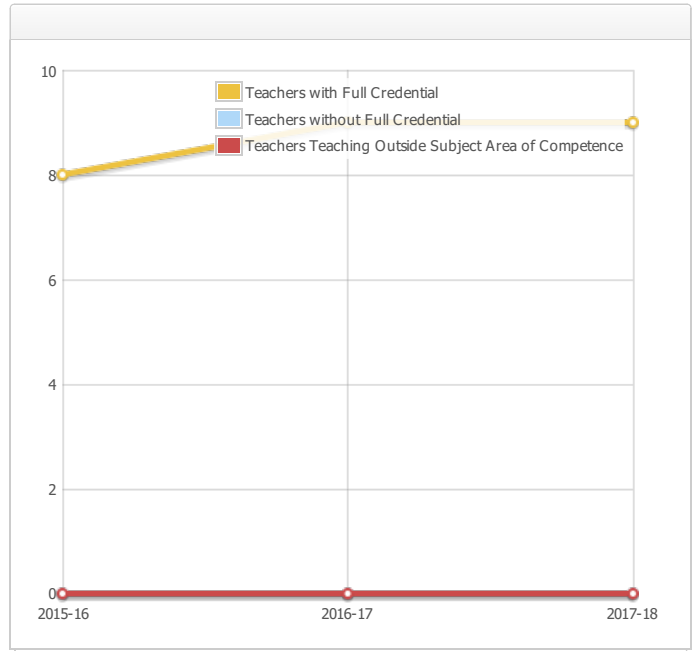
State Priority: Basic

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

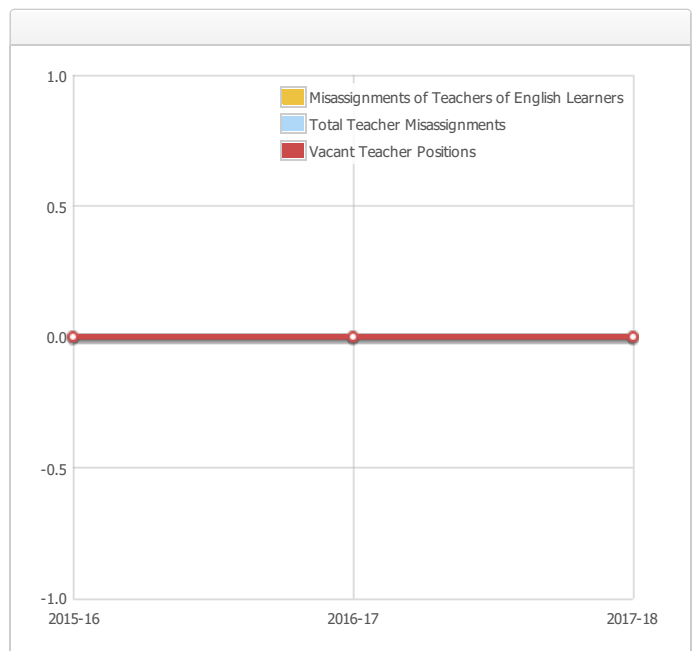
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	9	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2018

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: 1/9/2018

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

Year and month in which the data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill English for 6th-7th-8th grades	Yes	0.0 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.0 %
Science	McGraw Hill integrated Science Glencoe Science for 6th-7th-8th grades (reference book)	Yes	0.0 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty daily to ensure safety for the kids.
2. At our school we have monthly drills like fire, earthquake or lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each classroom by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these classrooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done during the summer break.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a part time custodian who cleans the classrooms and the campus every day.

Last updated: 1/10/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/10/2018

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)	44%	43%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	26%	25%	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: 1/9/2018

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	175	173	98.86%	42.77%
Male	99	97	97.98%	34.02%
Female	76	76	100.00%	53.95%
Black or African American	21	20	95.24%	25.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	143	99.31%	44.06%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	140	98.59%	40.71%
English Learners	65	65	100.00%	24.62%
Students with Disabilities	27	27	100.00%	14.81%
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: 1/10/2018

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	175	174	99.43%	25.29%
Male	99	98	98.99%	18.37%
Female	76	76	100.00%	34.21%
Black or African American	21	20	95.24%	15.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	144	100.00%	25.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	24.11%
English Learners	65	65	100.00%	15.38%
Students with Disabilities	27	27	100.00%	11.11%
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: 1/9/2018

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)	82.0%	77.0%	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: 1/9/2018

Career Technical Education Programs (School Year 2016-17)

We don't have a CTE program at the moment but what we do have is a Life Skills Program.

Life Skills program at Magnolia Public Schools contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader schoolwide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socio-economically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

State Priority: Other Pupil Outcomes

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	18.2%	23.6%	--

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: 1/9/2018

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)

PARENTAL INVOLVEMENT

1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parentstudent-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities:

Parent education groups where parents will learn the importance of their involvement in their child's education.

Individualized student and parent advisory sessions: Each of our teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

2. Student-Teacher Status Portal

MSA-6 uses Cool SIS which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on. Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC.

In 2016-17 school year, we have started our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6.

There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.

Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

State Priority: Pupil Engagement

Last updated: 1/9/2018

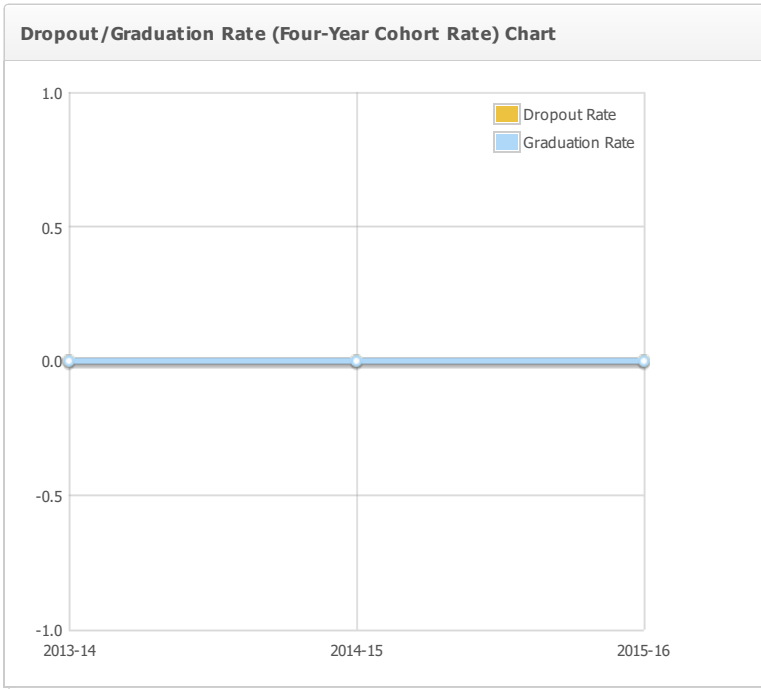
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%



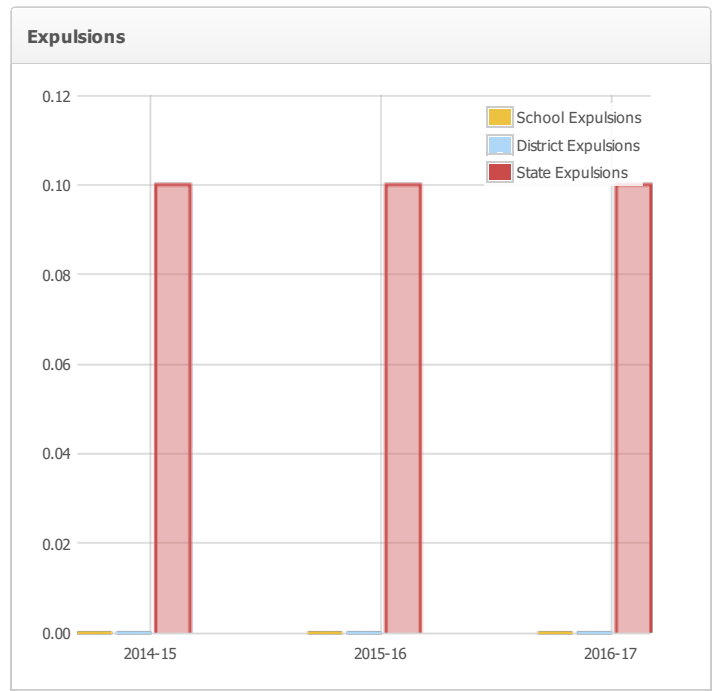
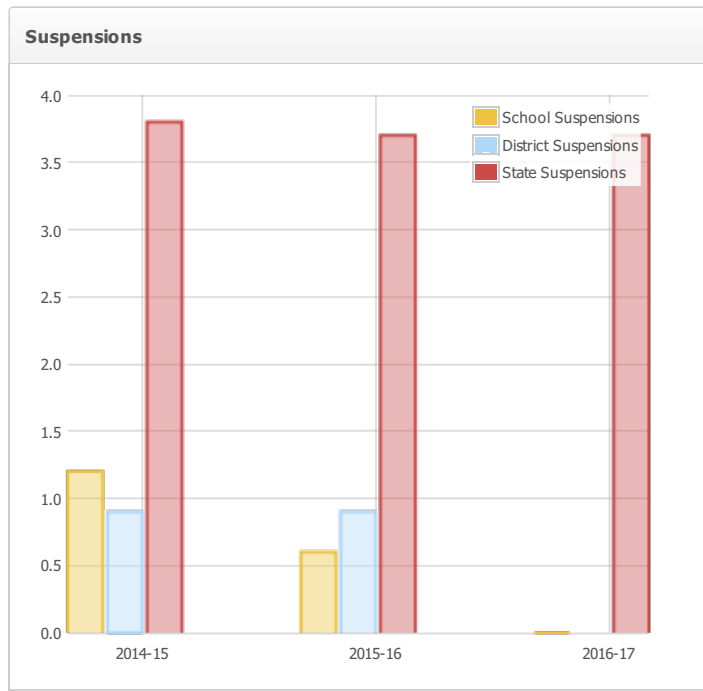
State Priority: School Climate

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	1.2%	0.6%	0.0%	0.9%	0.9%	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

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

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

Employee Preparedness

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

Employee Skills

At the beginning of each school year, all instructional and non-instructional staff will be asked by the School Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

The School Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

Employee/Student Special Needs

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

Emergency On-Site Personnel

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

Last updated: 1/10/2018

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	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	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: 1/9/2018

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	23.0	0	16	0	31.0	0	16	0	28.0	2	6	3
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: 1/9/2018

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	28.0	3	4	0	26.0	2	4	0	28.0	0	6	0
Mathematics	28.0	0	4	0	26.0	2	4	0	28.0	0	6	0
Science	27.0	0	4	0	26.0	2	4	0	28.0	0	6	0
Social Science	27.0	0	4	0	26.0	2	4	0	28.0	0	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: 1/9/2018

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	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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: 1/9/2018

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	\$8922.0	\$2065.0	\$6857.0	\$49567.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	17.9%	-39.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	4.2%	-46.1%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

Title I

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

Title II

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

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees. EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviors.

Last updated: 1/9/2018

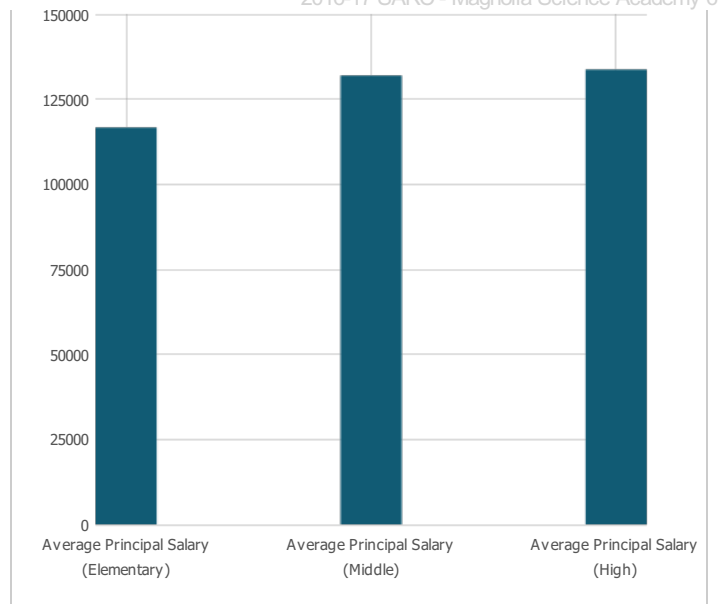
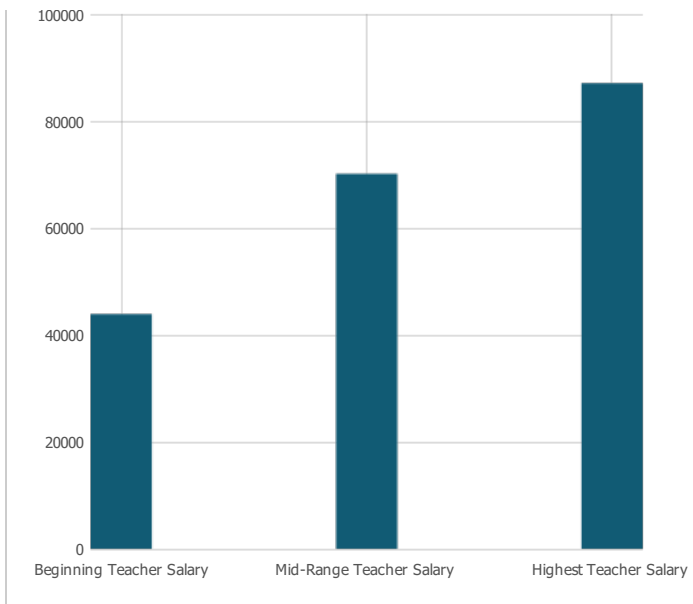
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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



Last updated: 1/9/2018

Professional Development

Each summer, principals from the Magnolia Public Schools attend Leadership Training at the Central Office, and present an annual review on their school's progress towards addressing academic achievement, assess instructional programs, discuss effective best practices, and develop the annual Professional Development Plan based on the needs of the faculty as well as their feedback. Also, challenges concerning academics and organization of the school are discussed during the summer, with set plans on how to address those concerns for the new school year.

The following is a description of the professional development and staff meetings that take place at the Magnolia Public Schools' Central Office (the organization).

1. Principals 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 Meeting: All Magnolia Public Schools Dean/Academic Coordinators and Magnolia Executive staff meets bimonthly at the central office to discuss academic issues and goals.
3. Dean of Students Meeting: All Magnolia Public Schools Dean/Discipline Coordinators and Magnolia Executive Staff meet bimonthly to discuss discipline issues at each school, including attendance, school culture, and the Character Education Program (LIFE SKILLS). Revisions to the Student/Parent Handbook are discussed besides what is working, and what is not working. Constant communication is occurring between the Central Office and MSA-6.

The following is a description of the school-wide staff development and professional development that takes place at MSA-6.

1. Administrative Meetings: The Principal, Dean of Academics and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, and school safety.

2. Staff Meetings: All MSA-6 faculty attend weekly staff meetings that take place on shortened days (Tuesdays). These meetings are led by the school's leadership, and the staff discusses the following topics: student achievement, discipline/behavior, counseling, school safety, trainings, best practices, SPED, and any other issues that may arise. Also, during this time staff will make announcements and plan future school wide events.

3. Department Staff Development: All MSA-6 teachers attend department staff development meetings bi weekly where discussion and collaboration take place addressing the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- Vertical Alignment of course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, STAR/CST, CELDT, etc.)
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and Policies

Examples of student work that align with what is described in these meetings will also be useful.

Teachers in each department share students' work pertaining to the areas of improvement. For instance, if six grade English Language Art students need to improve their writing skills, instructors are asking to bring in assignments that designed to help students' writing skills. Depending on the areas of improvement for each department, teachers share their input and opinion about the items that may be discussed in future meeting. For instance, teachers share their plans for events such as Pi day, President's Day, and Veteran Day and share their ideas about using assignments and projects. Moreover, teachers share their thoughts about the agenda and recommend items to be added to the list for future meetings. Finally, agenda items from previous week PD meeting are reviewed and input from teachers are identified and recorded to see if goals and objectives are met.

4. Grade Level Staff Development Meetings: MSA-6 teachers meet in grade level staff development meetings to collaborate and discuss the following types of issues:

- Address curricular/academic issues
- Share time: presentation by a teacher on best practices
- Discussion and/or placement of struggling students (booster course placement, academic tutoring, Accelerated Reader, Sustained Silent Reading, IEP/504 Plan Meeting)
- Discussion of Academic interventions/support form (yellow slip)
- Analysis of student achievement data (MAP, SBAC, STAR/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

5. School wide PD Conference: All MSA-6 Faculty attend a yearly Professional Development. All MSA-6 teachers attend this conference that brings academic researchers and classroom teachers to discuss and exchange ideas on research-based pedagogy, data, and best practices. This past year the conference took place at Magnolia Science Academy 6. Workshops include:

- The Active Classroom
- Leadership in Increasing & Supporting the Advanced Placement Population and Success for Under-served Populations
- Differentiated Reading Classrooms at all grade levels – teaching in small groups
- Creating Desirable Difficulties to Enhance Mathematics Learning
- Reinforcing STEM Education through Classroom Activities/Projects

6. End of Year Wrap up Meetings: The Magnolia Public Schools, in collaboration with Principals, determines the areas of need for professional development. The focus 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.

7. 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.

8. Additional Conferences/Trainings/Seminars:

Our teachers attend/have attended professional development workshops held by the following organizations/associations:

- California Charter Schools Conference (CCSA)
- California Science Teacher Association
- National Science Teacher Association Conference
- Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 5 additional 1 day Professional Development (at least 1 per semester) during the school year. Topics for these PD's include: Discovery Learning, Accelerated Reader Program, Differentiated Instruction, MyOn, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, to name a few.

In addition, MPS strongly encourages the leadership at each school to provide professional development to our teachers by the following organizations/associations:

- The College Board Professional Development
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- National Council of Teachers of English (NCTE)
- California Council for History Education (CCHE)
- California Science Teachers Association (CSTA)
- California Association of Mathematics Teacher Educators (CAMTE)

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