

# Magnolia Science Academy 4

## 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.

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-7000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Magnolia Science Academy 4
<b>Street</b>	11330 West Graham Pl., B-9
<b>City, State, Zip</b>	Los Angeles, Ca, 90064
<b>Phone Number</b>	310-473-2464
<b>Principal</b>	Lisa Ross, Principal
<b>E-mail Address</b>	<a href="mailto:lross@magnoliapublicschools.org">lross@magnoliapublicschools.org</a>
<b>Web Site</b>	<a href="http://msa4.magnoliapublicschools.org">http://msa4.magnoliapublicschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330117622

*Last updated: 1/8/2018*

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

### Descriptopn of School

MPS opened Magnolia Science Academy4 (MSA4) in the fall of 2008. MSA4 is located in West Los Angeles and serves grades 6–12. Classroom instruction at MSA4 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections.

### Mission and Vision

MPS 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. MPS' 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. MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

### Excellence

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

### 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.

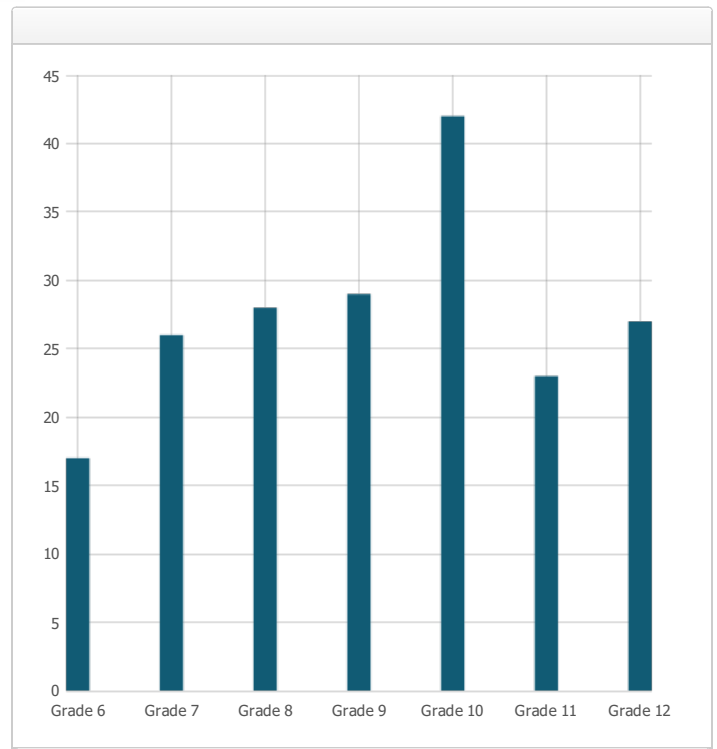
### **SCHOOLWIDE LEARNER OUTCOMES**

The SLO's are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-4. Our SLO's are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

*Last updated: 1/8/2018*

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

Grade Level	Number of Students
Grade 6	17
Grade 7	26
Grade 8	28
Grade 9	29
Grade 10	42
Grade 11	23
Grade 12	27
<b>Total Enrollment</b>	<b>192</b>



Last updated: 1/8/2018

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

Student Group	Percent of Total Enrollment
Black or African American	12.5 %
American Indian or Alaska Native	0.0 %
Asian	0.5 %
Filipino	0.0 %
Hispanic or Latino	77.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	8.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.5 %
English Learners	10.4 %
Students with Disabilities	10.4 %
Foster Youth	0.5 %

Last updated: 1/8/2018

## A. Conditions of Learning

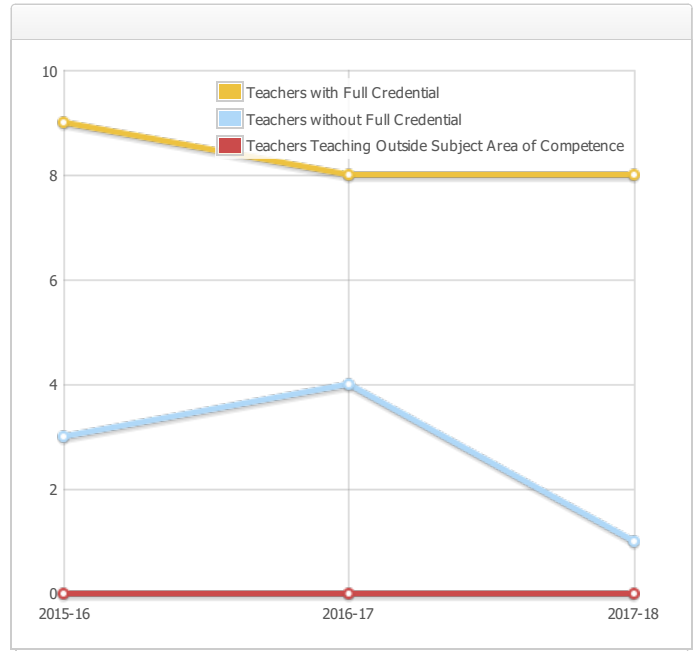
### State Priority: Basic

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

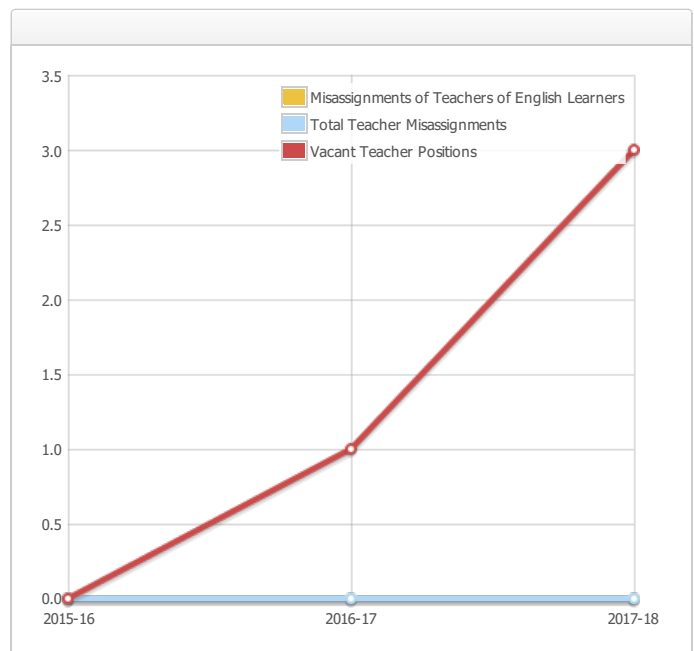
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	8	8	
Without Full Credential	3	4	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



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	1	3



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)

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

**Math:** McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

**Science:** McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

**English Language Arts/ELD:** McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

**Social Science:** McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, FLEX Literacy (3-12), Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Sync, BrainPOP ESL	Yes	0.0 %
Mathematics	Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, Building Blocks (K-2), ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, Thematic Unit Materials.	Yes	0.0 %
Science	Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Environmental Science (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Thematic Unit Materials; FuelEd	Yes	0.0 %
History-Social Science	Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program	Yes	0.0 %
Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.0 %
Health		No	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.

## School Facility Conditions and Planned Improvements

1. MSA 4 administrative team provides supervision to ensure the safety of our students.
  
2. We participate in a monthly fire drill. We have earthquake and lockdown drills. We also participate in the Great Shakeout annually. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
  
3. MSA 4 strives to maintain a clean learning environment. MSA4 has the benefit of a day and evening custodian who cleans the classrooms and the campus daily.
  
4. School facilities are in good shape.
  
5. Our Parent Task Force (PTF) also support the maintenance of our facilities by raising funds to facilitate upgrades/improvements.

*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	Fair	MSA 4 and LAUSD are working to maintain a clean environment for all students.
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	Fair	The windows in our college counseling office are in need of repair.

## Overall Facility Rate

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

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

*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)	39%	31%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	15%	17%	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	90	96.77%	31.11%
Male	58	57	98.28%	22.81%
Female	35	33	94.29%	45.45%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	78	76	97.44%	32.89%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	73	70	95.89%	30.00%
English Learners	29	26	89.66%	15.38%
Students with Disabilities	18	18	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: 1/8/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	93	100.00%	17.20%
Male	58	58	100.00%	12.07%
Female	35	35	100.00%	25.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	78	78	100.00%	20.51%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	73	73	100.00%	17.81%
English Learners	29	29	100.00%	--
Students with Disabilities	18	18	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: 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)	31.0%	38.0%	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 4 does not currently have a CTE program, but supports students in the following ways:

- partnerships with companies that provide exposure to STEAM related fields.
- facilitate STEAM based internship opportunities
- dual/concurrent enrollment at local community colleges to allow students the opportunity to take career preparatory courses

*Last updated: 1/8/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/8/2018*

**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	85.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# 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

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)

MSA-4 Parent Task Force (PTF) works to maintain the close relationship with all stakeholders - teachers and administrators, students, parents and community members. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events, and helps to raise funds for the school and STEAM related events. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.

MSA-4 has established relationships with diverse community organizations. MSA-4 team has support from community leaders. MPS board members and school administrators have strong ties within the community and uses these connections to engage students in STEAM learning and social and civic responsibility. MSA-4 emphasizes building a community around the school. The school leadership arranges meetings with the community through luncheons, back to school nights, and STEAM Expo/Festivals.

### State Priority: Pupil Engagement

*Last updated: 1/8/2018*

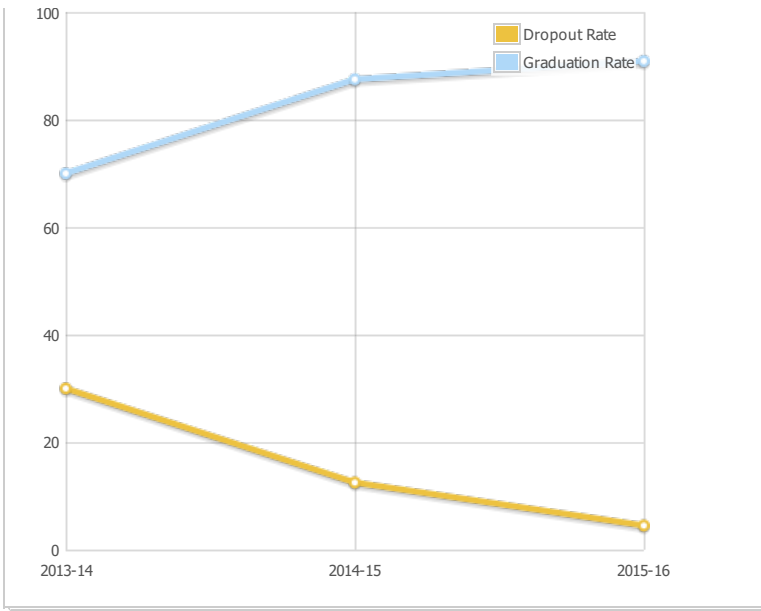
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	30.0%	12.5%	4.5%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	70.0%	87.5%	90.9%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

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



*Last updated: 1/8/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	95.2%	86.9%	87.1%
Black or African American	80.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	0.0%	90.1%	93.8%
Hispanic or Latino	100.0%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	100.0%	86.0%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	92.9%	87.9%	85.5%
English Learners	100.0%	38.2%	55.4%
Students with Disabilities	100.0%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%

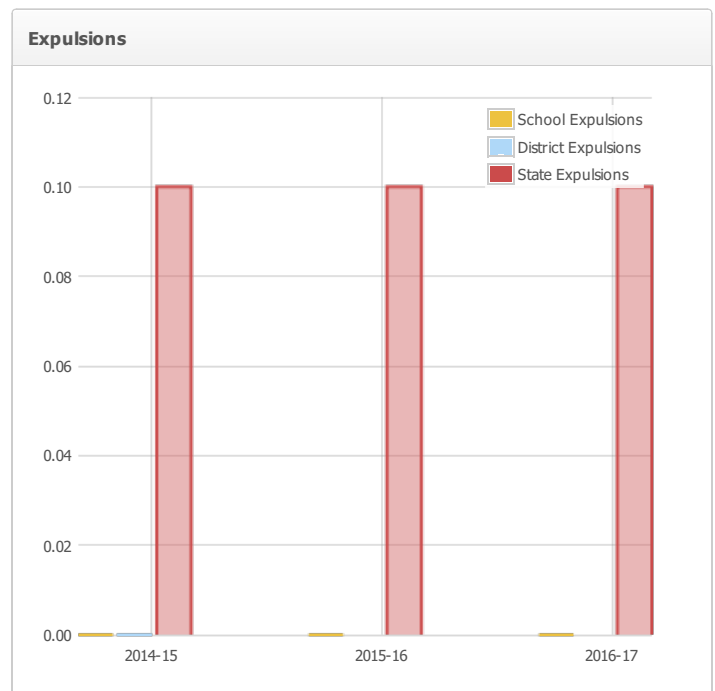
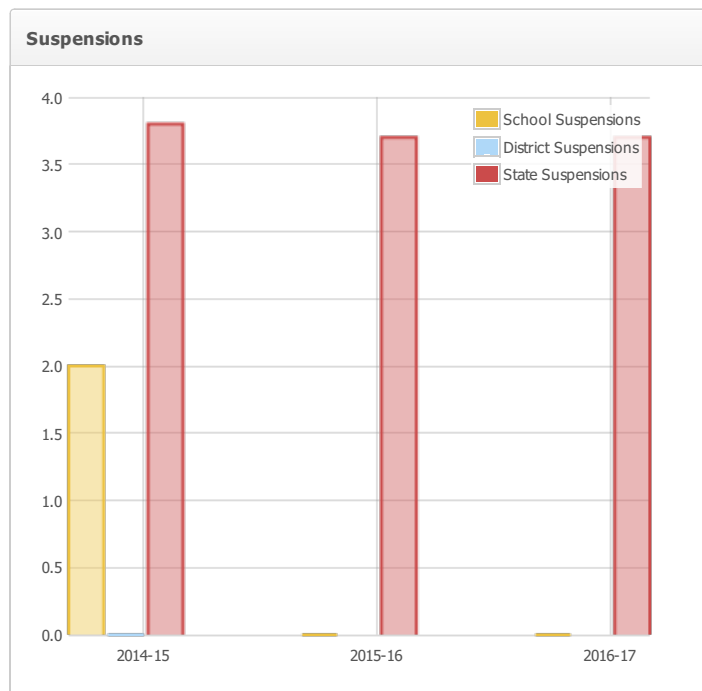
# State Priority: School Climate

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	2.0%	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)

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

Our most recent school safety plan was reviewed and discussed with stakeholders on Novemebr 29, 2017.

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	In PI	In PI
First Year of Program Improvement	2013-2014	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: 1/8/2018*

### 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	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	22.0	0	7	0	11.0	7	0	0	13.0	7	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*

**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	21.0	13	5	2	18.0	15	7	1	16.0	12	7	0
Mathematics	20.0	4	0	0	13.0	4	0	0	12.0	4	0	0
Science	22.0	8	2	2	22.0	6	5	1	23.0	4	6	0
Social Science	23.0	8	3	1	21.0	6	3	1	21.0	7	5	0

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

Last updated: 1/8/2018

**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: 1/8/2018

**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	\$11741.0	\$1302.0	\$10439.0	\$41840.0
District	N/A	N/A	\$5729.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	58.3%	-55.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	45.4%	-61.8%

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

Last updated: 1/9/2018

## Types of Services Funded (Fiscal Year 2016-17)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### 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.

### After School Tutoring:

MSA-4 identifies the socio-economically disadvantaged and low-achieving students, and implements early interventions where indicated. Continuous free tutoring, individual teacher mentoring and support, after school programs, home visits, motivational guest speakers, parent meetings, university and college visits, and field trips shape the educational vision of the student and the family. Parents are invited to meet their child's teachers and are encouraged to participate in their child's education. Power English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students' progress is quantitatively measured through MAP and Accelerated Reader with the goal of attaining at least one year's academic progress within the school year.

### Academic Clubs:

MSA-4 offers academic clubs and enrichment to support learners with additional learning opportunities. These clubs help learners to benefit from an extended day for instruction in a hands-on and fun way in science, robotics, and art clubs.

### 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.

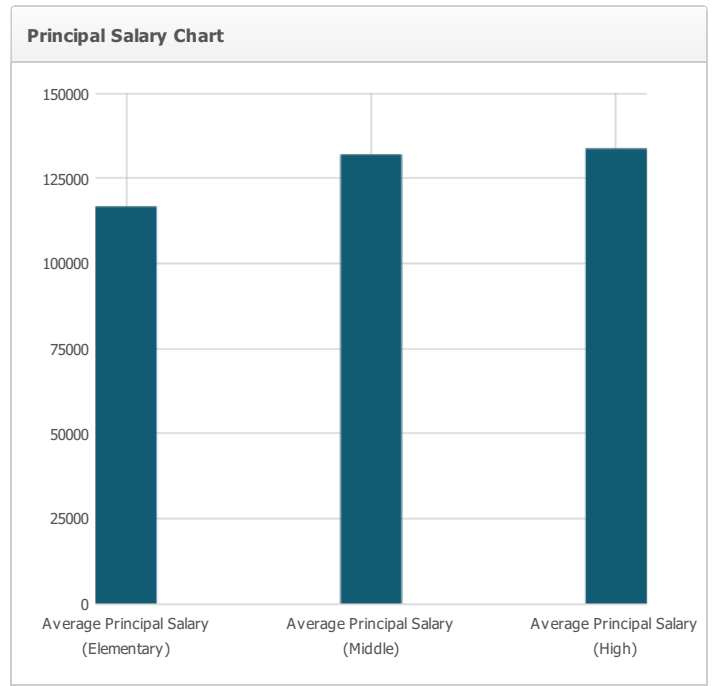
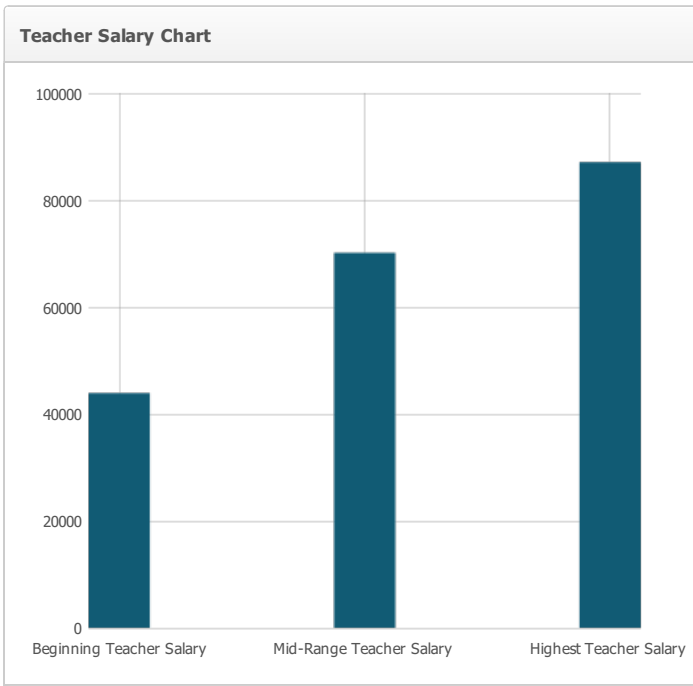
*Last updated: 1/8/2018*

## 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: 1/8/2018*

**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	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	22.4%

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

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

*Last updated: 1/8/2018*

**Professional Development**

MSA-4's core components of professional development (PD) include in-house and outside training activities. The in-house PD consists of bi-weekly meetings to discuss teaching practice, peer mentoring through peer observation to improve teaching practice, department level meetings to oversee the consistency and coherency in teaching and learning. There are a minimum of 12 PD days incorporated into our school calendar to build a culture of continued learning. The outside professional development days include attending training events such as conferences. Every academic year begins with an extensive in-service program consisting of orientations for new staff, required annual trainings and workshops for school programs. There will be 5 days of in-services just before the school opens in academic year. New teachers go through additional trainings. The induction program consists of the following trainings and sessions: General School-wide Expectations and Non-negotiables, Personnel Handbook and Benefit Programs; Internal and External Communication; Teacher Performance and Support Programs; School-Wide Academic Goals, State and NWEA MAP Tests; Academic Policies and Practices; Master Calendar, Daily Schedules, Syllabi, Lesson Structures and Annual Plans; Professional Learning Communities, Staff Meetings, Grade and Department Chair duties and Responsibilities; SIS use, Teacher Portal Network, Computers and E-mail System; Positive Behavioral Support System, Incentive and Recognition Programs; Supervision Duties and Responsibilities; Emergency and Safety Plans; Annual Sexual Harassment and Bullying Prevention Trainings; Child Abuse and Neglect Training; Special Education and Section 504 Training. New teachers will go over additional training and workshops to orient to the policies, practices, and procedures of the school. Mentor teachers will provide personal and professional support to the new teachers.

*Last updated: 1/8/2018*