

# **2016–17 School Accountability Report Card Template (Word Version)**

(To be used to meet the state reporting requirement  
by February 1, 2018)

**Prepared by:**  
California Department of Education  
Analysis, Measurement, and Accountability Reporting Division

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**Contact:**  
SARC Team  
916-319-0406  
[sarc@cde.ca.gov](mailto:sarc@cde.ca.gov)

**Important!**

**Please delete this page  
before using the SARC template**

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

*For Magnolia Science Academy 3-Carson*



**Address:** 1254 E. Helmick St., Carson, CA 90746  
**Phone:** 310-637-3806  
**Principal:** Shandrea J. Daniel  
**Grade Span:** 6th-12th

**About This School**

**District Contact Information (School Year 2017–18)**

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Debra Duardo
<b>E-mail Address</b>	Duardo_debra@lacoed.edu
<b>Web Site</b>	www.lacoed.edu

**School Contact Information (School Year 2017–18)**

<b>School Name</b>	Magnolia Science Academy 3
<b>Street</b>	1254 E. Helmick Street
<b>City, State, Zip</b>	Carson, CA, 90746
<b>Phone Number</b>	310-637-3806
<b>Principal</b>	Ms.Shandrea Daniel
<b>E-mail Address</b>	sdaniel@magnoliapublicschools.org
<b>Web Site</b>	<a href="http://www.msa3.magnoliapublicschools.org/">http://www.msa3.magnoliapublicschools.org/</a>
<b>County-District-School (CDS) Code</b>	19 10199 0115030

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

Magnolia Science Academy 3 is located in Carson (MSA-3). We have a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Next year we will include athletics! MSA-3 was founded in fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space co-locating with Curtis Middle School under proposition 39.

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving 462 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

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

**VISION STATEMENT:** Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

### **CORE VALUES**

**INNOVATION :** Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

**CONNECTION :** School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices

**EXCELLENCE :** Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# 2017-18 SCHOOL GOALS-MSA 3

EXCELLENCE	INNOVATION	CONNECTION
All students will pursue academic excellence and be college/career ready.	All students will become independent, innovative scholars.	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Based on ...

CAASPP Results	1. Increase ELA & MATH Score 3-5% overall growth on the SBAC.
	2. Utilize ICA's & IAB's to assess student data on a monthly basis.
	3. Each student will be aware of their scores and work toward improvement in SSR classes.
CA School Dashboard Data	1. CA Dashboard: Improve Cohort Graduation Rate.
	2. Chronic Absenteeism decrease by tracking attendance and providing parent engagement, support to deter absenteeism.
	3. College Readiness education in ssr, and a special elective course for the graduating class to prepare for career planning and college acceptance.
SURVEYS Review	1. Overall Satisfaction 80% or higher for all stakeholders by May, 2018.
	2. Increase % of parents that believe discipline at MSA 3 is fair.
	3. Increase % of students that feel teachers treat them fairly.
SPSA Annual Evaluation	1. Develop 2017 Single Plan for Student Achievement: rectifying academic intervention for Math & English to help level 1 and 2 students. Streamline and diversify ssr curriculum to help students retain and review pertinent math and english proficiency skills.
	2. Increase improvement in school culture through intervention support of Edge Coaching, Etiquette & Leadership with SEVA and the Train of Thought chess program.
	3. Conduct 100-150 home visits for the school year to track and assist students who are identified in our SPSA plan to increase academic and social-emotional support.
WASC Critical Areas for Follow-up	1. Access to a trained therapist.
	2. Streamline classroom rules, expectations and skills per each grade level. Refine process for communicating high school graduation requirements, four year plans, and college selection and application processes.
	3. Evidence of classroom accommodations for SPED and all students in portfolios for each student.
AUTHORIZER Comments	1. Build a strong relations with LACOE, attend meetings through invitations to the board and charter staff to events.
	2. Work with charter staff to ensure we are fulfilling requirements and are on track to be renewed in 5 years.
	3. We need to meet all the deadlines as well.
OTHER	1. Present, dissect, understand and advance our LCAP with measurable outcomes that can be tracked and assessed for proper usage.

LCAP Annual Outcomes & INFO	<b>2. Informing all stakeholders about our LCAP efficiently.</b>
	<b>3. Updating our website to ensure information is communicated efficiently.</b>
<b>PRIORITIZED GOALS LIST</b>	
1. Org Chart, Identifying leaders in MSA 3 (Department Chair, Grade Level), ordering proper material for supplies needed for curriculum and lessons, ensuring culture on campus is positive to start the learning process, as well as ensuring we have proper support/intervention programs at the beginning of the year to ensure we have a positive start.	
2. LCAP/CAASPP	
3. Surveys	
4. LCAP	
5. WASC	
6. SPSA	
7. Dashboard	
8. Authorizers	

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
<b>Total Enrollment</b>	DPC

### Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC

<b>Hispanic or Latino</b>	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC
<b>White</b>	DPC
<b>Two or More Races</b>	DPC
<b>Socioeconomically Disadvantaged</b>	DPC
<b>English Learners</b>	DPC
<b>Students with Disabilities</b>	DPC
<b>Foster Youth</b>	DPC

## 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

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
<b>With Full Credential</b>	23	25	25	
<b>Without Full Credential</b>				
<b>Teaching Outside Subject Area of Competence (with full credential)</b>				

### Teacher Mis-assignments and Vacant Teacher Positions

<b>Indicator</b>	<b>2015–16</b>	<b>2016–17</b>	<b>2017–18</b>
<b>Mis-assignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Mis-assignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

Note: “Mis-assignments” 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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

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

**Year and month in which the data were collected:** January, 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>			0
<b>Mathematics</b>			0
<b>Science</b>			0
<b>History-Social Science</b>			0
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0

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

### **School Facility Conditions and Planned Improvements**

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. We also occupy their two rooms in their main building, rooms 116 and 218, and additionally use their Weight Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School. The facility has three or more maintenance staff on-site who clean the campus daily.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November, 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		x		No major repairs warranted at this time.
<b>Interior:</b> Interior Surfaces		x		N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		x		N/A
<b>Electrical:</b> Electrical		x		N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		x		N/A
<b>Safety:</b> Fire Safety, Hazardous Materials		x		N/A
<b>Structural:</b> Structural Damage, Roofs		x		N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		x		N/A

### Overall Facility Rate

**Year and month of the most recent FIT report:** November 2017

Overall Rating	Exemplary	Good	Fair	Poor
			X	



## 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

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)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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.

**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>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

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.

**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>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

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.

**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
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC

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.

**Career Technical Education Programs (School Year 2016–17)**

<b>N/A</b>
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### Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

### 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	DPC
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

### 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 Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.



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

Student Group	School	District	State
All Students	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC

### 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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2017–18)

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits equipped with first-aid, water and rations, and toiletry. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Link on our website:

[http://www.msa3.magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=316235&type=d](http://www.msa3.magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=316235&type=d)





## 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	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
1	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
2	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
3	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
4	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
5	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
6	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C
Other	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C	DPC	DPC	DPC	DP C

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* 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.

### 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	1.5	225
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	2	N/A
Other	5	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.

## 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	\$12,243	\$2,069	\$10,174	\$62,884
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

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

MSA-3 focuses on data driven results and our two Dean of Academics work with our Regional Director to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place March or April of 2016. The school's culture is still focused on academics because 6-8 and 10-11th grade students and will participate in state testing. The Smarter Balanced and the Science CST (California State Testing) schedules will be shared to all shareholders through various methods (school website, the weekly newsletter, phone calls and emails home, as well as Facebook and Twitter).

In order to internally assess student progress, MSA-3 continues to use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exams to monitor growth and evaluate student academic needs as well as SBAC interim block and comprehensive exams.

The MAP exams assess students in two main areas- mathematics and reading. This computer adaptive exam has been reformatted to closer align with the Common Core standards for the 2015-2016 academic school year so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

Since the suspension of the CSTs, Smarter Balance interim exams are also used to measure student progress. Block exams allow teachers to determine needs on subject specific areas, while the Review scores with students on an individual level. That way, students have a better understanding of areas of success and areas of need. Students are then asked to go over their scores and goals with parents who are required to sign that they understand their child's achievement. Parents are then given the opportunity to meet with teachers to discuss their child's scores and progress in their classes.

MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level. Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student's progress will be evaluated by the teacher in a timely manner. Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

## Teacher and Administrative Salaries (Fiscal Year 2015–16)

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

<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

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

## Advanced Placement (AP) Courses (School Year 2016–17)

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

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

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

## Professional Development

Professional development is guided through our Teachboost program which helps them plan goals, allows administration to do informal and formal assessments, and through regular PD meetings (weekly) and collaboration meeting with department chairs and grade level chairs, they can review best practices. Twice per year Magnolia Public Schools host symposiums for all teachers and staff can come together to collaborate. Each staff member and teacher have at least 5-10 informal evaluations, 2 formal evaluations, and several individual mentoring and meetings with administration. We also have an edge coach on staff to help them meet their goals; someone they can speak with outside of administration to help them learn.

Professional Development topics vary depending on the changing needs of the school community, but in recent years the central topics of MSA-3's Professional Development sessions have been the following:

- Student Achievement:** It is our constant goal to continuously improve the academic achievement of our student population. MSA-3 uses a variety of student achievement data to inform instruction. We analyze and disaggregate CST scores, where applicable, CAHSEE scores and MAP scores among other relevant student achievement data in order to target added support and choose promising practices. In recent years, our primary goal has been to increase the academic achievement of all our particular subgroups. The CAASPP Interim Assessment system helps our teachers understand where the students are on a regular basis, along with Illuminate.
- Supporting Classroom Management:** A part of our professional development focuses on supporting teachers by offering strategies and resources to improve classroom management. The goal is to assist teachers to grow professionally in their craft through the sharing of best practices. We recognize the daily behavioral challenges that teachers can face, and understand that minimizing these behaviors through clear expectations, consistent procedures, and engaging instruction increases classroom learning. We pursue project-based learning and incorporating STEAM in each class in some form or fashion and teachers have to be trained on how to collaborate and combine more curriculum that is project driven and embeds all aspects of our Mission and Vision.