



Board Agenda Item #	Agenda # II E- Consent Item
Date:	January 17, 2019
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego

Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARC) for MSA 1-8, MSA-Santa Ana, and MSA-San Diego.

Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2017-18 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school’s website.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

It is mandated by the state that each school have a board approved SARC available for public view.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- School Accountability Report Cards (SARC) (one for each MSA)

Magnolia Science Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

Mustafa Sahin, Principal

Principal, Magnolia Science Academy

About Our School

Contact

Magnolia Science Academy
18238 Sherman Way
Reseda, CA 91335-4550

Phone: 818-609-0507
E-mail: msahin@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, Ca, 91335-4550
Phone Number	818-609-0507
Principal	Mustafa Sahin, Principal
E-mail Address	msahin@magnoliapublicschools.org
Web Site	http://msa1.magnoliapublicschools.org
County-District-School (CDS) Code	19101996119945

Last updated: 12/18/2018

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy-1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 592 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2017–18 school year. School finances and school completion data are reported for the 2017–18 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2017–18 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.
 Magnolia Science Academy
 18238 Sherman Way
 Reseda, CA 91335-4550
 Phone: 818-609-0507
 E-mail: msa1@magnoliapublicschools.org

Mission Statement

MSA-1 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

Mission

Magnolia Public Schools 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.

Vision

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.

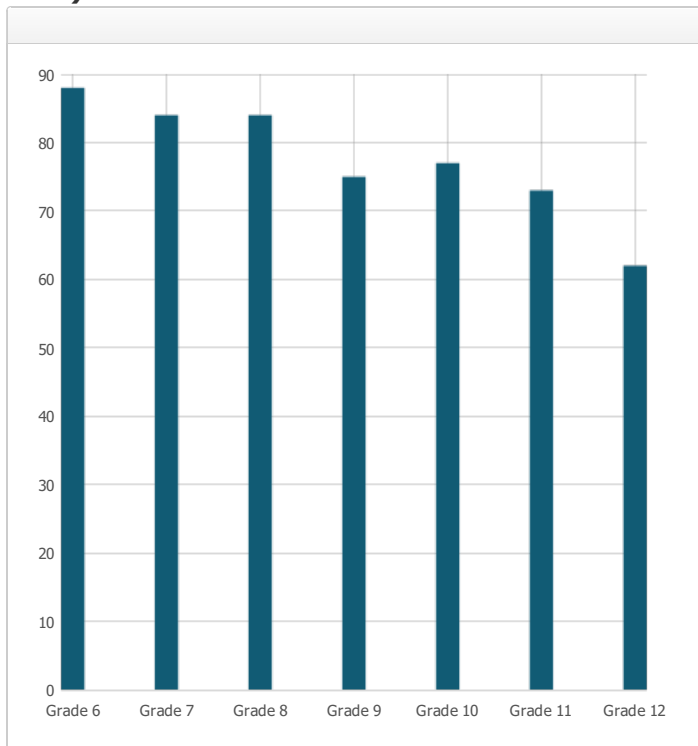
Connection

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, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 12/18/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	88
Grade 7	84
Grade 8	84
Grade 9	75
Grade 10	77
Grade 11	73
Grade 12	62
Total Enrollment	543



Last updated: 12/18/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	3.5 %
Filipino	1.5 %
Hispanic or Latino	87.7 %
Native Hawaiian or Pacific Islander	%
White	6.6 %
Two or More Races	0.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.4 %
English Learners	14.7 %
Students with Disabilities	15.7 %
Foster Youth	0.2 %

A. Conditions of Learning

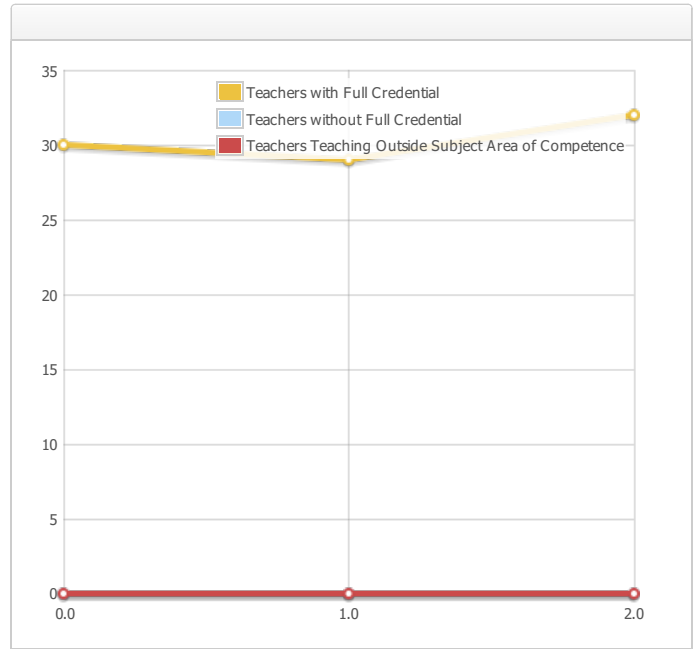
State Priority: Basic

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

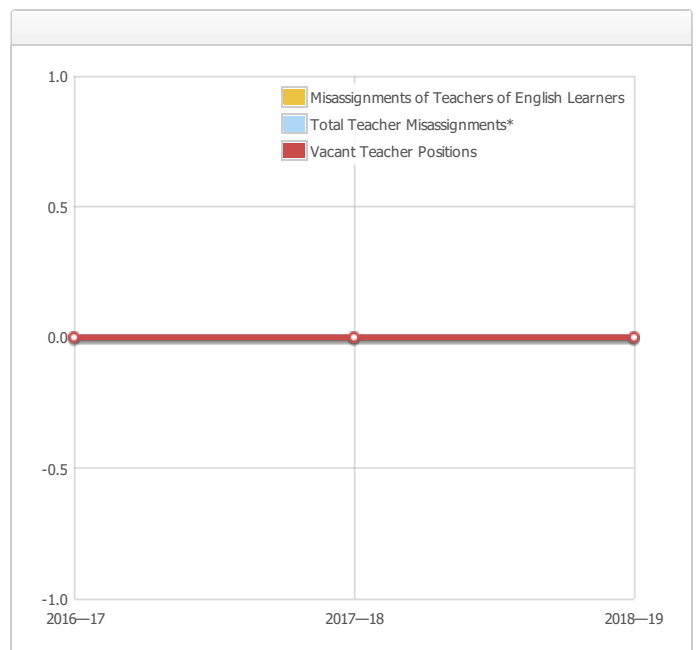
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	30	29	32	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/18/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics			0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2018

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Last updated: 12/18/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 12/18/2018

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	48.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	35.0%	30.0%	31.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 12/18/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	327	100.00%	48.32%
Male	161	161	100.00%	40.37%
Female	166	166	100.00%	56.02%
Black or African American				
American Indian or Alaska Native				
Asian	12	12	100.00%	66.67%
Filipino	--	--	--	
Hispanic or Latino	289	289	100.00%	45.33%
Native Hawaiian or Pacific Islander				
White	18	18	100.00%	66.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	303	303	100.00%	45.87%
English Learners	108	108	100.00%	21.30%
Students with Disabilities	50	50	100.00%	6.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/18/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	328	100.00%	35.06%
Male	161	161	100.00%	36.65%
Female	167	167	100.00%	33.53%
Black or African American				
American Indian or Alaska Native				
Asian	12	12	100.00%	33.33%
Filipino	--	--	--	
Hispanic or Latino	289	289	100.00%	32.18%
Native Hawaiian or Pacific Islander				
White	19	19	100.00%	63.16%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	304	304	100.00%	32.57%
English Learners	109	109	100.00%	14.68%
Students with Disabilities	50	50	100.00%	4.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/18/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/18/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	54.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	95.6%

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 2017–18)

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
7	19.5%	32.9%	36.6%
9	27.0%	12.2%	51.4%

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

Last updated: 12/18/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

MSA1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school provides a login for parents so they have the ability to track their child's progress at school. Each staff member has an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PT F) meets every month. We also have Coffee with the Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. Open Houses are held during the school year are open to the neighbours and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. This description is helpful to the parents because the comment is directly written for their child. We also offer our parents learning opportunities such as Parent University on Saturdays.

State Priority: Pupil Engagement

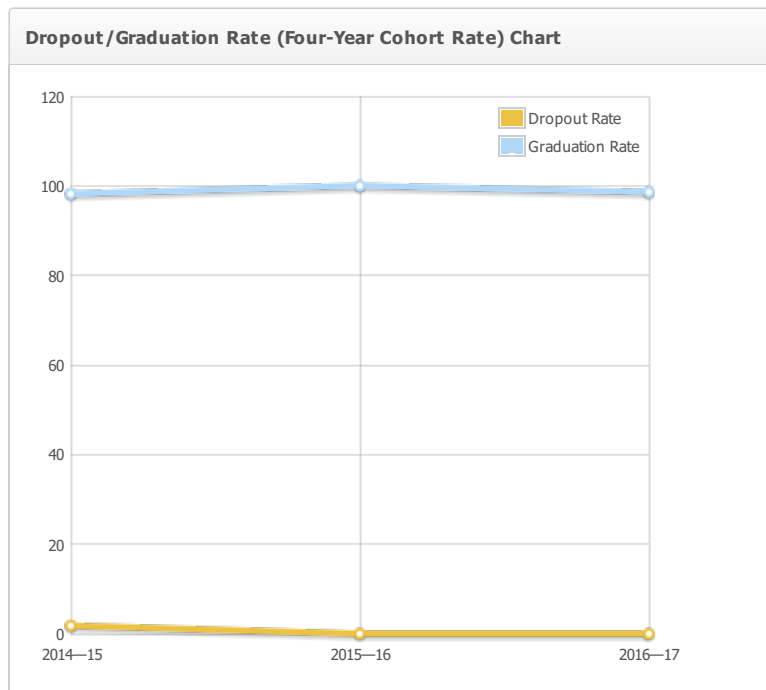
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.8%	0.0%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	98.2%	100.0%	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	98.6%	81.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	81.0%	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

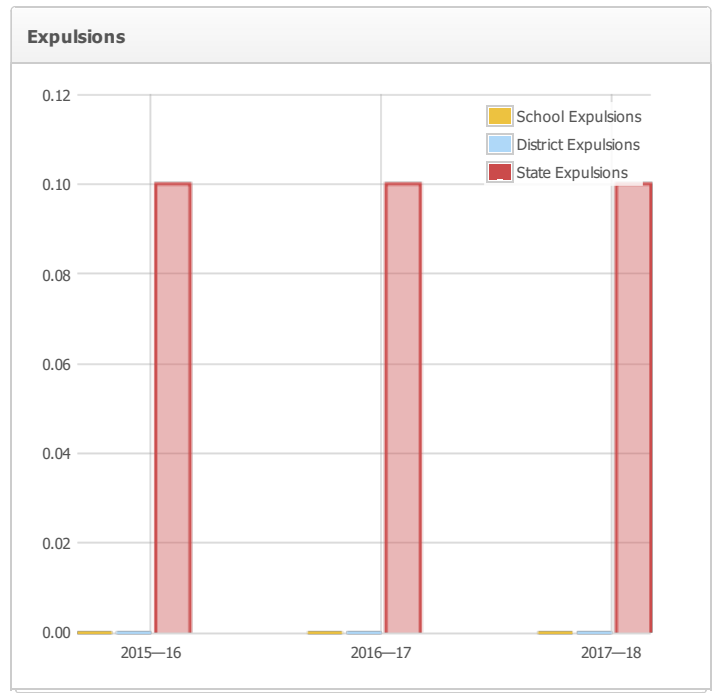
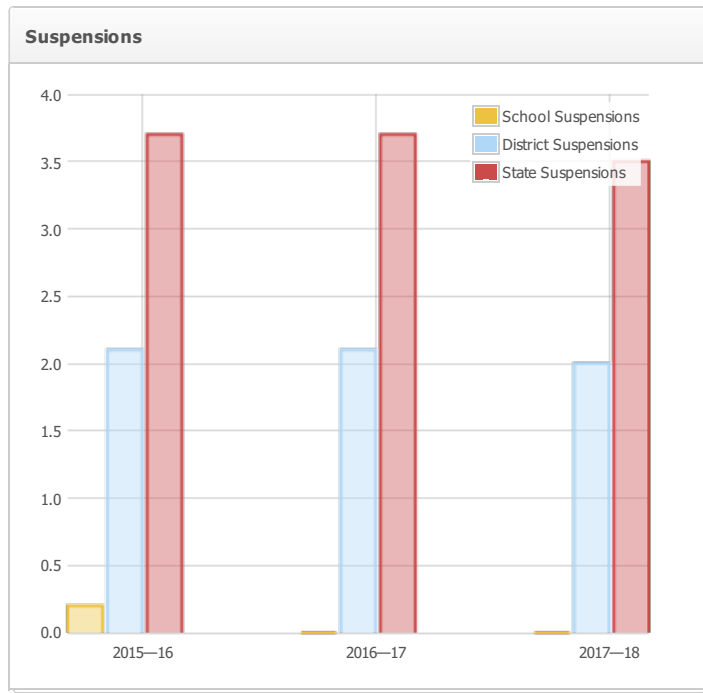
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.0%	0.0%	2.1%	2.1%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

MSA-1 conducts fire, earthquake and other mandated drills including lockdown drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with a sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/9/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0	12	15	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0	5	12	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0	5	30	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/7/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	20	15	2
Mathematics	20.0	5	4	
Science	23.0	6	22	
Social Science	21.0	15	14	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	9	14	
Mathematics	13.0	8		
Science	25.0	3	13	
Social Science	25.0	5	11	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	7	15	
Mathematics	23.0	7	13	1
Science	25.0	5	12	
Social Science	24.0	5	11	

* 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: 1/7/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	300.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	8.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/9/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14286.0	\$3701.0	\$10586.0	\$66525.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

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 behaviours.

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 educationally disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviours.

Last updated: 1/7/2019

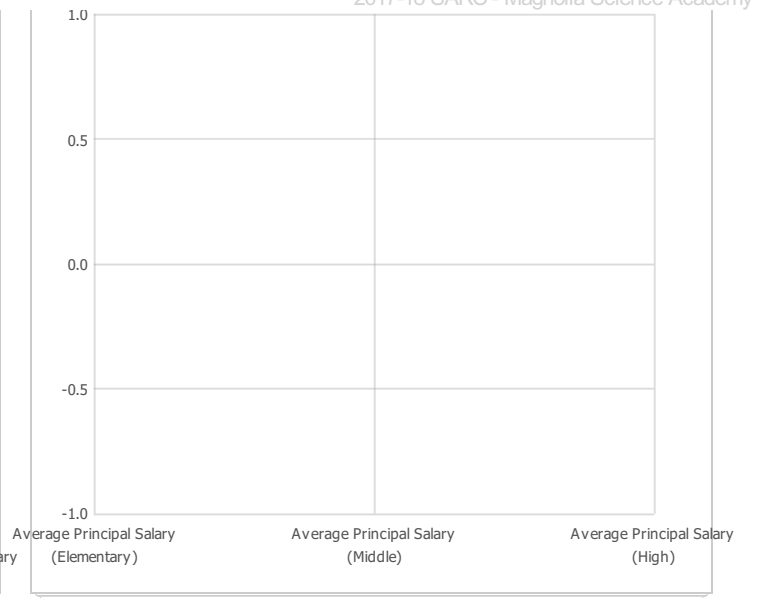
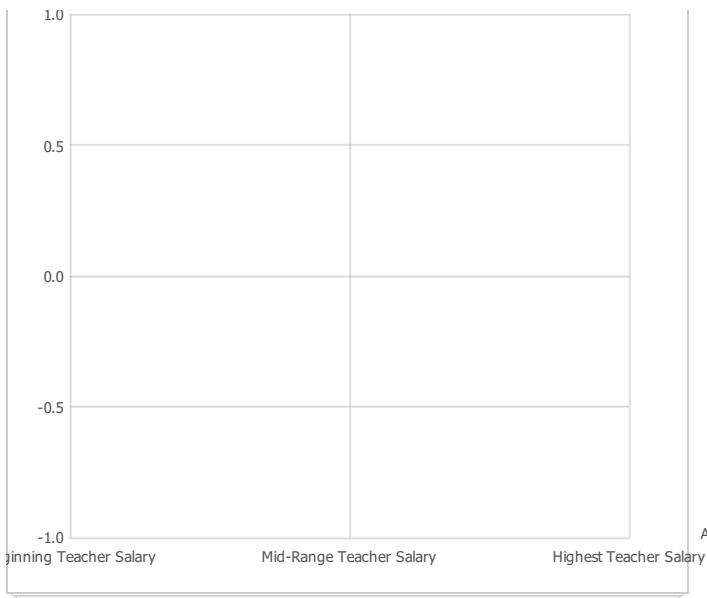
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/7/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	5	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	17	38.1%

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

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

Last updated: 1/7/2019

Professional Development

1. Administrative Meetings: The Principal, Dean of Academics, Deans of Culture and Dean of Students meet at least weekly in the morning to discuss school-wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development. Our Resource Teacher also participates in meetings during the discussion that pertains to our Special Education students.

2. Staff Meetings: All MSA-1 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: student achievement, discipline/behaviour, counselling, school safety, training, and to address issues about our students from the staff.

3. Department Chair Meetings: Our department chairpersons meet monthly, prior to the monthly departmental meeting since they develop and finalize the agenda.

4. Department Staff Development: All MSA-1 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- How to vertically align the course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT, etc.)
- Preparation for WASC Accreditation
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and policies
- Preparation for WASC Initial Visit & Accreditation

Department Chairs are responsible for developing the agenda and taking minutes. All agendas, minutes and action items are forwarded to the Principal/Leadership team.

5. Grade Level Meetings: Each grade has a monthly grade level meeting.

6. Grade Level Staff Development Meetings: MSA-1 teachers meet monthly in grade level staff development meetings to collaborate and discuss the following 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)
- Discussions and placements of students that are struggling academically (IEP, 504, RT I, SSR, Academic Tutoring)
- Analysis of student achievement data (MAP, SBAC, 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 behavioural issues, developing incentives for positive behaviour, including sharing parent contact information and effective strategies for involving families in the discussion.
- Development of incentive programs: School-wide and by grade level
- Mentorship program for students
- Developing one-to-one relationships between a student and an adult at the school who serves as a positive role model, developing a trusting relationship, provides support/aidance especially when the student is dealing with difficult/challenging situations. Grade Level Chairpersons are responsible for developing the

agenda, taking minutes and forwarding action items to the school's leadership.

7. End of Year Wrap-up Staff Development Meetings: The Magnolia Public Schools in collaboration with input from 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, counselling 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.

8. Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year. Topics for these PD's include: Discovery Learning, Accelerated Reader Program, Differentiated Instruction, Using Data to Drive Curricular/Instructional needs, Measures of Academic Progress (MAP) Testing Analysis, Academic Interventions, to name a few.

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

- National Charter Schools Conference:
- California Charter Schools Conference (CCSA)
- Charter Schools Development Center (CSDC)
- National Science Teachers Association (NSTA)

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
- Association of Latino Administrators & Superintendents – for Principals
- National Council of Teachers of Mathematics (NCTM)
- 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)
- Middleton, Young & Minney – workshops for leadership on accountability and compliance

Last updated: 1/9/2019

Magnolia Science Academy 2

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

Steven Keskinturk, Principal

Principal, Magnolia Science Academy 2

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-2 (MSA-2). You can follow our school activities 7/24 from our webpage at msa2.magnoliapublicschools.org, or our twitter page @magnoliascience.

Yours sincerely,

Mr. Steven Keskinturk
Principal, Magnolia Science Academy-2
Magnolia Science Academy 2
17125 Victory Blvd.
Lake Balboa, CA 91406-5455
Phone: 818-758-0300
E-mail: skeskinturk@magnoliapublicschools.org

Contact

*Magnolia Science Academy 2
17125 Victory Blvd.
Van Nuys, CA 91406-5455*

*Phone: 818-758-0300
E-mail: skeskinturk@magnoliapublicschools.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Van Nuys, Ca, 91406-5455
Phone Number	818-758-0300
Principal	Steven Keskinurk, Principal
E-mail Address	skeskinturk@magnoliapublicschools.org
Web Site	https://msa2.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990115212

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy -2 (MSA-2) is the one of the Magnolia Public Schools founded as a public charter school in Fall 2007. MSA-2 currently serves over 430 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-2 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the San Fernando Valley area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2017–18 school year. School finances and school completion data are reported for the 2017–18 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2017–18 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.
 Magnolia Science Academy 2
 Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
 Phone: 818-758-0300
 Email: skeskinturk@magnoliapublicschools.org

Our History

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission

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

Our Vision

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

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.

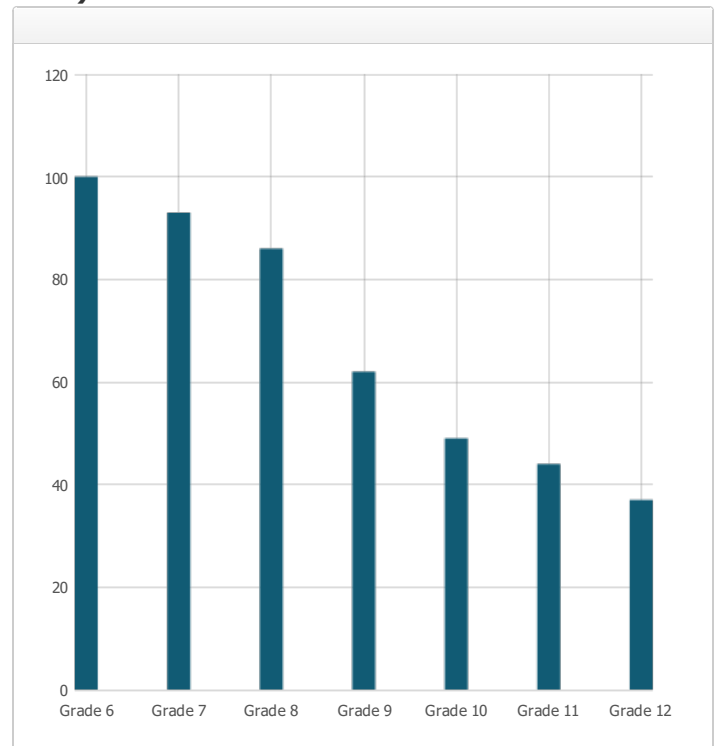
EXCELLENCE

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.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	100
Grade 7	93
Grade 8	86
Grade 9	62
Grade 10	49
Grade 11	44
Grade 12	37
Total Enrollment	471



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	%
Asian	3.0 %
Filipino	2.3 %
Hispanic or Latino	84.3 %
Native Hawaiian or Pacific Islander	%
White	7.9 %
Two or More Races	0.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.5 %
English Learners	14.6 %
Students with Disabilities	18.9 %
Foster Youth	%

A. Conditions of Learning

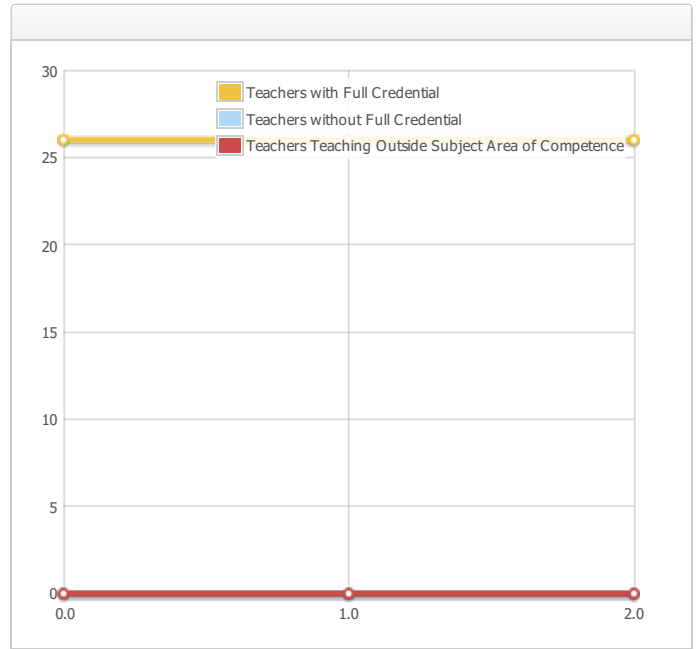
State Priority: Basic

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

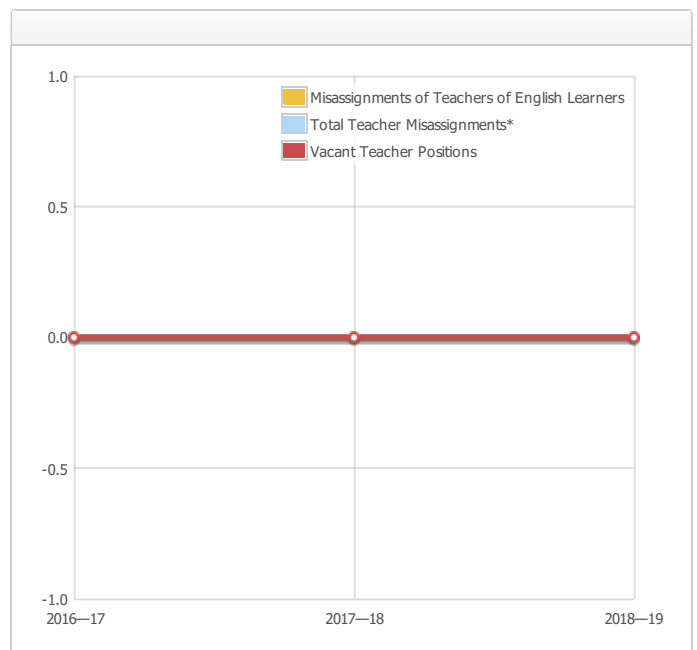
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	26	26	26	
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance services are handled by LAUSD, and janitorial services are handled by MSA-2.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/8/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	34.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	24.0%	26.0%	30.0%	31.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	303	98.70%	34.32%
Male	173	169	97.69%	30.77%
Female	134	134	100.00%	38.81%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	268	265	98.88%	30.57%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	65.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	271	98.55%	33.21%
English Learners	124	122	98.39%	19.67%
Students with Disabilities	49	48	97.96%	8.33%
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: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	305	99.35%	25.57%
Male	173	171	98.84%	25.73%
Female	134	134	100.00%	25.37%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	268	267	99.63%	22.10%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	60.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	273	99.27%	24.18%
English Learners	124	124	100.00%	15.32%
Students with Disabilities	49	49	100.00%	6.12%
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: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/8/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	91.2%

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 2017–18)

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
7	12.2%	20.3%	60.8%
9	6.1%	22.4%	61.2%

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: 1/8/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

MSA-2 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-2 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

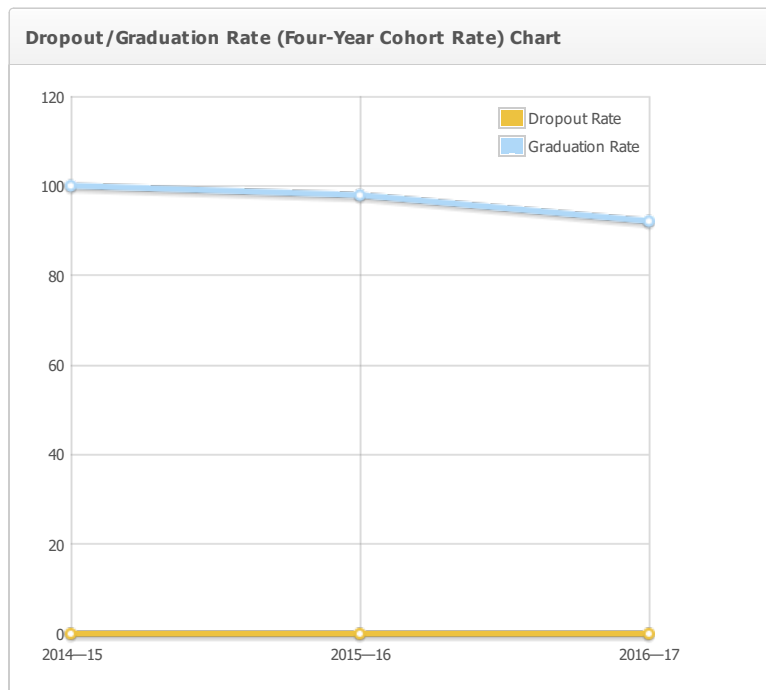
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	100.0%	97.9%	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	92.1%	81.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	34.0%	--	--
Black or African American	1.0%	--	--
American Indian or Alaska Native	--	--	--
Asian	4.0%	--	--
Filipino	1.0%	--	--
Hispanic or Latino	17.0%	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	8.0%	--	--
Two or More Races	1.0%	--	--
Socioeconomically Disadvantaged	26.0%	--	--
English Learners	--	--	--
Students with Disabilities	8.0%	--	--
Foster Youth	--	--	--

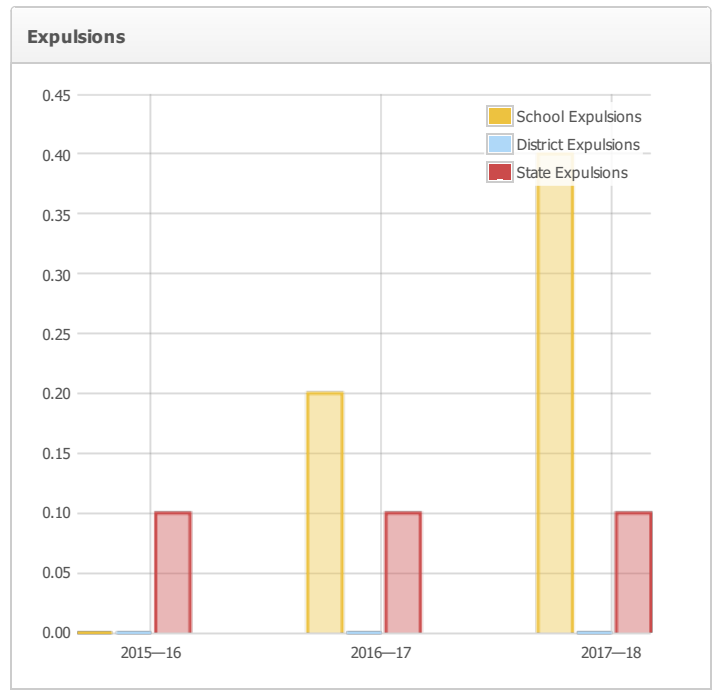
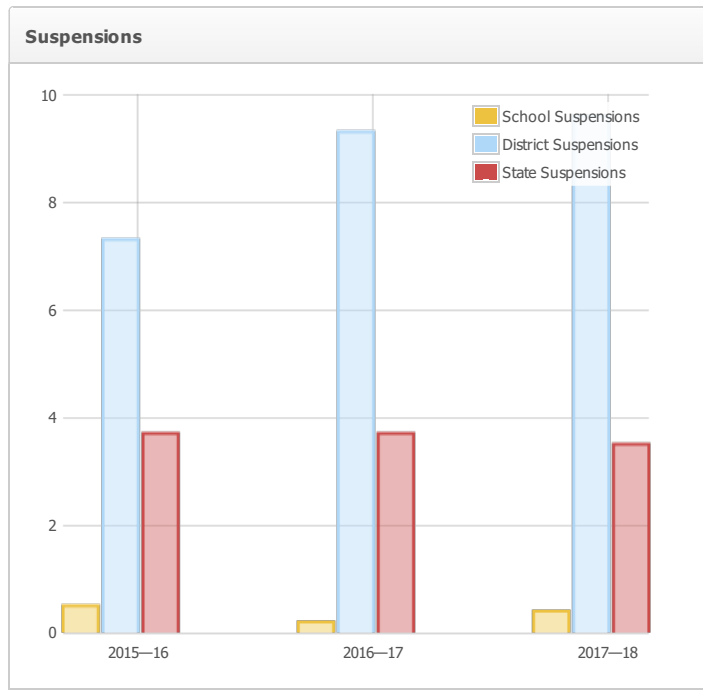
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.2%	0.4%	7.3%	9.3%	9.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.4%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and following up on our standards and expectations.

Magnolia Science Academy-2's comprehensive 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
- Provide a safe and coordinated response to emergencies
- 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.

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0	5	5	12
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.0	1	22	3
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.0		21	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	13	7	7
Mathematics	24.0	2	1	2
Science	25.0	6	6	6
Social Science	26.0	8	3	7

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	6	10	2
Mathematics	22.0	2	2	
Science	25.0	4	7	2
Social Science	28.0	3	6	3

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	2	10	1
Mathematics	22.0	5	10	
Science	28.0	2	10	
Social Science	27.0	2	8	1

* 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: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	150.0
Counselor (Social/Behavioral or Career Development)	1.0	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)	3.0	N/A
Other	7.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9292.0	\$1291.0	\$8001.0	\$56040.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

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.

Last updated: 1/8/2019

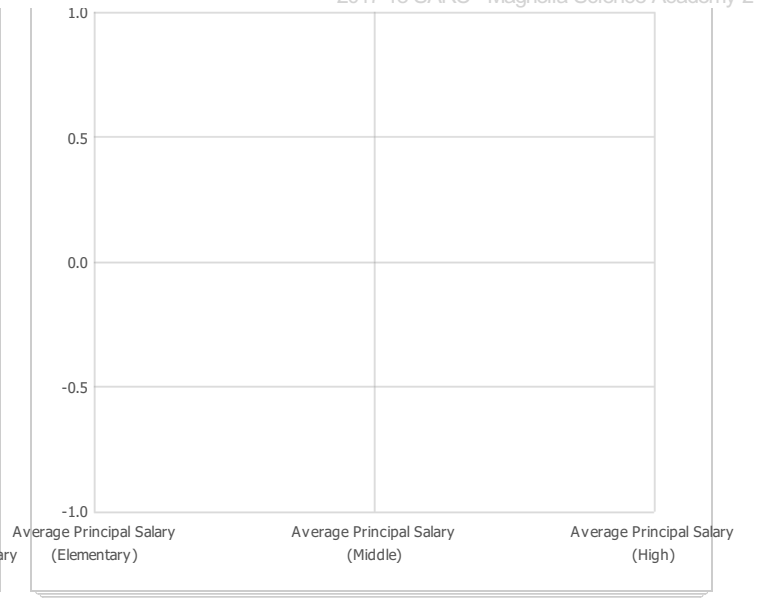
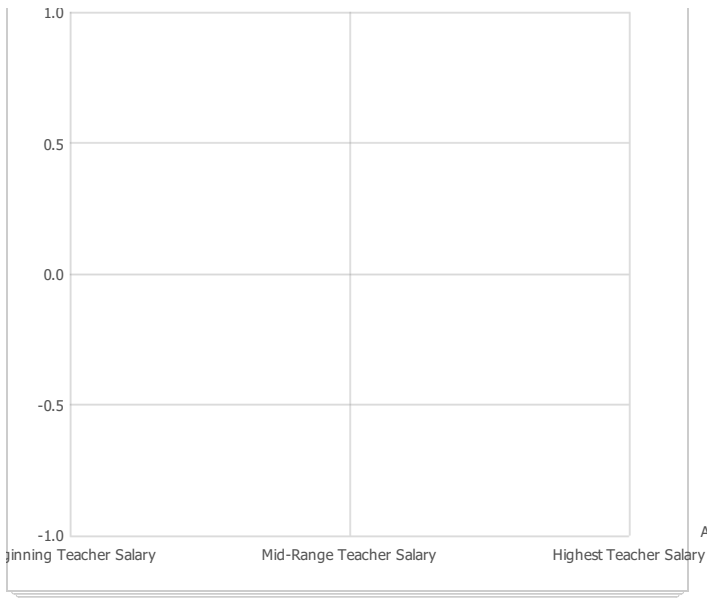
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	7	14.0%

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

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

Last updated: 1/8/2019

Professional Development

MSA-2 teachers participate in 5-6 full days of professional development per year. These events are hosted by MPS and are conducted before and during school. The major areas of focus have been using data to guide instruction, strategies for English learners, and implement the Common Core standards. Student achievement data have been used to place students in enrichment and intervention classes and to guide individual teacher class instruction. Teachers have also been trained to use the new curriculum by different resources including webinars, peer training, and in-person training. Teachers are supported through regular teacher-admin meetings, student data reporting, department level meetings and collaboration, and grade level teacher meetings and collaboration.

Last updated: 1/8/2019

Magnolia Science Academy 3

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Shandrea Daniel, Principal

Principal, Magnolia Science Academy 3

About Our School

Welcome to the Vipers Den!

Thank you in advance for taking your time to read about our school; Magnolia Science Academy-3 in the great city of Carson! All stakeholders ensure/pursue Academic Excellence, helping our scholars be Educational Innovators and Connecting on an outstanding level to propel change globally.

Some may know that I was the Dean of Culture for Magnolia Science Academy 3 in 2016, but before I became your Principal my journey with Magnolia Public Schools started in 2005 as a Social Studies teacher. I later became the Activities Director and Community Outreach Initiator at MSA 1 in Reseda, Ca. How many of you know that we have 10 schools? Yes 10! I began at the flagship school and the path to enrich, inspire and ignite my students to believe they can achieve their dreams with hard work and dedication was my sole purpose and mission.

Safety is a top priority and decreasing cell phone usage with our partnership with Yondrs is going to be a big change, but a cultural shift needed to ensure that not only 100% of our Seniors continue to graduate but more are accepted into UC's and CSU's, passing their SAT/ACT/AP Exams, and preparing them to be Global Science Thinkers in our revamped SSR program.

At MSA 3, we welcome all and strive for educating all children no matter differences because they are all our children. Every day is a new day to instill in them they matter and their pursuit in achieving their dreams through academic excellence, being innovative scholars and being one community through connectedness is attainable in their area in which they live. With all of that said, congratulations to the Class of 2018 Graduating and Culmination, and I am looking forward to the future classes to move through the same pathway of success.

Go Vipers!

Shandrea J. Daniel
Principal

Principal's Comment

[Principal's Message](#)

Contact

*Magnolia Science Academy 3
1254 East Helmick St.
Carson, CA 90746-3164*

Phone: 310-637-3806

E-mail: sdaniel@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy 3
Street	1254 East Helmick St.
City, State, Zip	Carson, Ca, 90746-3164
Phone Number	310-637-3806
Principal	Shandrea Daniel, Principal
E-mail Address	sdaniel@magnoliapublicschools.org
Web Site	http://msa3.magnoliascience.org
County-District-School (CDS) Code	19101990115030

Last updated: 12/17/2018

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 80% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Magnolia Science Academy-3 is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering & science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. 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. NGSS and the new CA Science Framework include Engineering as a Disciplinary Core Idea (DCI) in teaching science. For the past two years, MSA 3 science teachers have been using McGraw Hill Integrated Science (iScience) curriculum that encompasses engineering design and engineering principals in alliance with the national science framework. All students learn about engineering design, technology, and applications of science as part of their core classes.

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

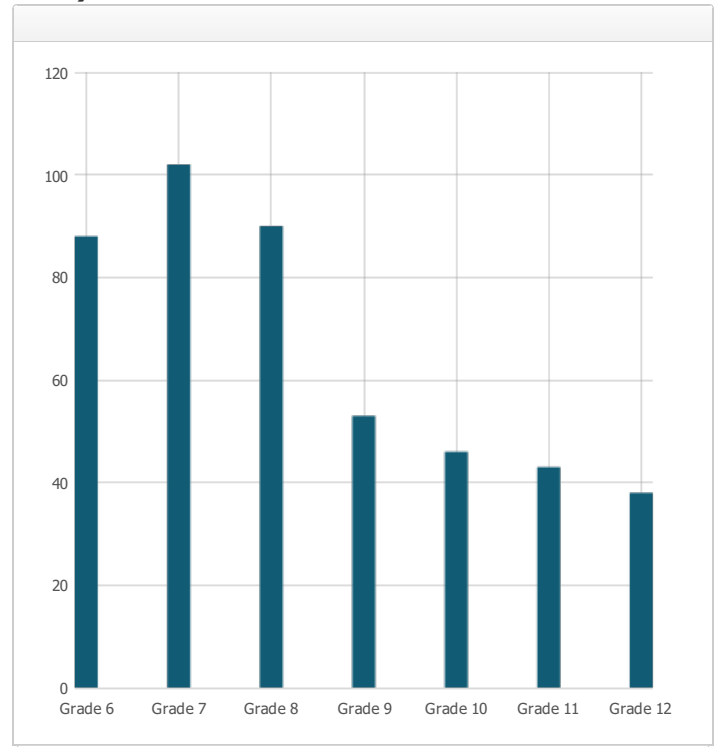
- This includes having survey satisfaction for over the last 2 years. MSA 3 has seen almost a 30% increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.
- Over 180 Home Visits to meet with parents and students to develop academic and behavior plans to decrease the achievement gap, provide support and mental health services.
- 100% Graduation Rate
- 2016-2017 Teacher retention was 50%, 2017-2018 our teacher retention rate is 84%. This also can be attested to our new Vice Principal who focuses on Professional Development and teacher satisfaction.

- MSA 3 earned the Silver Award for Best High Schools (ranked #209 in Charter High Schools Nationally, #218 in California High Schools, and #1200 in National Rankings).

Last updated: 12/17/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	88
Grade 7	102
Grade 8	90
Grade 9	53
Grade 10	46
Grade 11	43
Grade 12	38
Total Enrollment	460



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	43.9 %
American Indian or Alaska Native	0.7 %
Asian	0.9 %
Filipino	0.2 %
Hispanic or Latino	51.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.1 %
Two or More Races	2.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.5 %
English Learners	5.9 %
Students with Disabilities	9.3 %
Foster Youth	0.7 %

A. Conditions of Learning

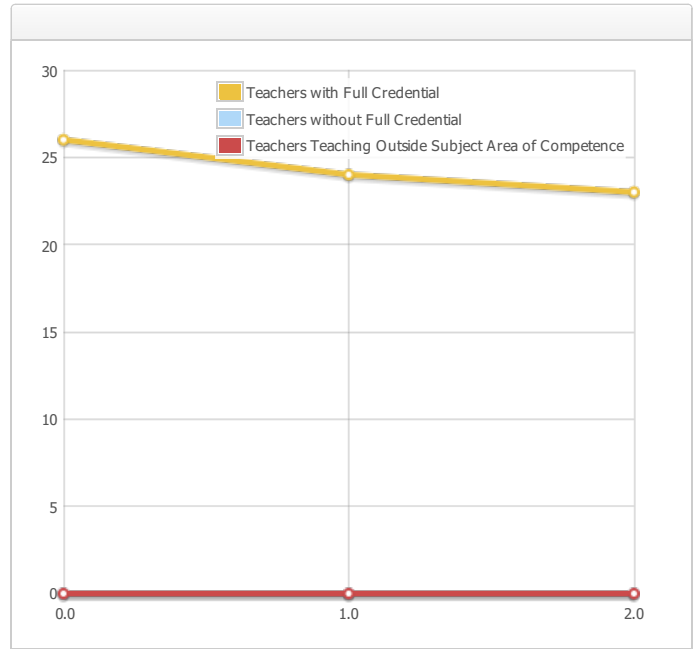
State Priority: Basic

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

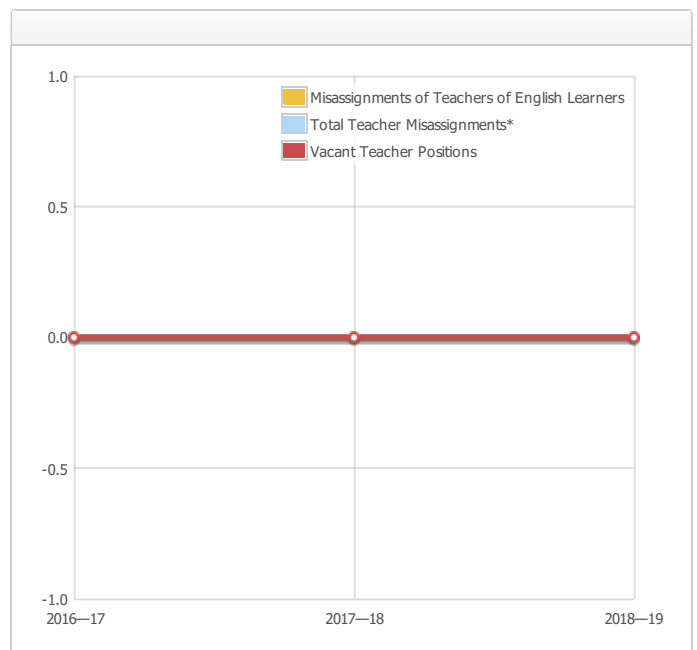
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	26	24	23	23
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • STUDYSYNC GRADE 6, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 7, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 8, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 9, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 10, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 11, READING AND WRITING COMPANION UNITS 1-4 • STUDYSYNC GRADE 12, READING AND WRITING COMPANION UNITS 1-4 • AP English Lang AP Advantage Bundle - Textbook w/6 Yr ONboard, SCOREboard and Connect) • AP ENGLISH LANGUAGE & COMPOSITION 6 YR STUDENT ADVANTAGE SE/OB/CONCT BUNDLE 	Yes	0.0 %
Mathematics	<p style="text-align: center;">McGraw Hill for all grades</p> <ul style="list-style-type: none"> • Glencoe CA Math, Course 1, Complete Student Bundle with ALEKS Embedded Add-On, 8-year © 2015 (20% ALEKS) <ul style="list-style-type: none"> ◦ GLENCOE MATH COURSE 1 CALIFORNIA STUDENT EDITION W/ESTUDENT EDITION 8 YR PACKAGE ◦ GLENCOE MATH COURSE 1 CALIFORNIA ESTUDENT EDITION ONLINE 8 YEAR SUBSCRIPTION ◦ GLENCOE MATH C1 INTERACTIVE GUIDE STUDENT ED • Glencoe CA Math, Course 2, Complete Student Bundle with ALEKS Embedded Add-On, 8-year © 2015 (20% ALEKS) GLENCOE MATH COURSE 2 CALIFORNIA STUDENT EDITION W/ESTUDENT EDITION 8 YR PACKAGE <ul style="list-style-type: none"> ◦ GLENCOE MATH COURSE 2 CALIFORNIA ESTUDENT EDITION ONLINE 8 YEAR SUBSCRIPTION ◦ GLENCOE MATH C2 INTERACTIVE GUIDE STUDENT ED • Glencoe CA Math, Course 3, Complete Student Bundle with ALEKS Embedded Add-On, 8-year © 2015 (20% ALEKS) <ul style="list-style-type: none"> ◦ GLENCOE MATH COURSE 3 CALIFORNIA STUDENT EDITION W/ESTUDENT EDITION 8 YR PACKAGE ◦ GLENCOE MATH COURSE 3 CALIFORNIA ESTUDENT EDITION ONLINE 8 YEAR SUBSCRIPTION ◦ GLENCOE MATH C3 INTERACTIVE GUIDE STUDENT ED • Integrated Math 1 CUS INTEGRATED MATH I SE 8 YEAR BUNDLE <ul style="list-style-type: none"> ◦ CUS INTEGRATED MATH I ONLINE STUDENT EDITION 8 YEAR SUBSCRIPTION ◦ CUS INTEGRATED MATH I INTERACTIVE STUDENT GUIDE • Integrated Math 2 CUS INTEGRATED MATH II SE 8 YEAR BUNDLE <ul style="list-style-type: none"> ◦ CUS INTEGRATED MATH II ONLINE STUDENT EDITION 8 YEAR SUBSCRIPTION ◦ CUS INTEGRATED MATH II INTERACTIVE STUDENT GUIDE • Integrated Math 3 CUS INTEGRATED MATH III SE 8 YEAR BUNDLE <ul style="list-style-type: none"> ◦ CUS INTEGRATED MATH III ONLINE STUDENT EDITION 8 YEAR SUBSCRIPTION • Integrated Math 4 CUS INTEGRATED MATH IV SE 8 YEAR BUNDLE <ul style="list-style-type: none"> ◦ CUS INTEGRATED MATH IV ONLINE STUDENT EDITION 8 YEAR SUBSCRIPTION 	Yes	0.0 %
Science	<p style="text-align: center;">McGraw Hill for all grades:</p> <ul style="list-style-type: none"> • 6 Integrated iScience 2012 GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 1 STUDENT EDITION W/STUDENTWORKS 6YR SUBC <ul style="list-style-type: none"> ◦ GLENCOE MIDDLE SCHOOL INTEGRATED ISCIENCE #1 STUDENTWORKS PLUS ONLINE 6YR SUBSC • 7 Integrated iScience 2012 GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 2 STUDENT EDITION W/STUDENTWORKS 6YR SUBC <ul style="list-style-type: none"> ◦ GLENCOE MIDDLE SCHOOL INTEGRATED ISCIENCE #2 STUDENTWORKS PLUS ONLINE 6YRSUBSC • 8 Integrated iScience 2012 GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 3 STUDENT EDITION W/STUDENTWORKS 6YR SUBC <ul style="list-style-type: none"> ◦ INTEGRATED ISCIENCE C3 ESTUDENT EDITION 6 YEAR SUBSCRIPTION • 9 Physics PHYSICS PRINCIPLES & PROBLEMS STUDENT EDITION W/ONLINE SE 6 YR SUBSCRIPTION PKG 	Yes	0.0 %

	<ul style="list-style-type: none"> ◦ PHYSICS PRINCIPLES & PROBLEMS ESTUDENT EDITION 6YR SUBSCRIPTION • 10 Biology GLENCOE BIOLOGY STUDENT EDITION W/STUDENTWORKS PLUS ONLINE 6 YEAR SUBSCRIPTION <ul style="list-style-type: none"> ◦ GLENCOE BIOLOGY STUDENTWORKS PLUS ONLINE 6 YR SUBSCRIPTION • 11 Chemistry CHEMISTRY MATTER & CHANGE STUDENT EDITION W/ONLINE SE 6YR SUBSCRIPTION PACKAGE <ul style="list-style-type: none"> ◦ CHEMISTRY MATTER & CHANGE E-STUDENT EDITION 1 YEAR SUBSC W/O SE PURCHASE • 12 AP Bio AP BIOLOGY 6 YEAR STUDENT ADVANTAGE BUNDLE <ul style="list-style-type: none"> ◦ AP BIOLOGY EBOOK 6 YEAR SUBSCRIPTION • AP Chem AP CHEMISTRY 6 YEAR STUDENT ADVANTAGE BUNDLE <ul style="list-style-type: none"> ◦ AP CHEMISTRY EBOOK 6 YEAR SUBSCRIPTION • AP Environmental Science (Cunningham Environmental Science) AP ENVIRONMENTAL SCIENCE 6 YEAR STUDENT ADVANTAGE BUNDLE <ul style="list-style-type: none"> ◦ AP ENVIRONMENTAL SCIENCE EBOOK 6 YEAR SUBSCRIPTION • Glencoe Physics: Principles & Problems, Teacher Wraparound Edition ISBN-13 : 9780078807220 • Aleks, Khan Academy 		
History-Social Science	<ul style="list-style-type: none"> • 6th-10th Grade: TCI Student Workbooks, Textbooks-History Alive! The Ancient World, The Medieval World, The Ancient World • 8th Grade: TCI-"The United States Through Industrialism" • 10th Grade: Bentley Traditions & encounters: a Global perspective on the past, World Connections • 12th Grade: Government Alive! Power, Politics, and You © 2014, Econ Alive! The Power to Choose © 2015 	Yes	0.0 %
Foreign Language	<ul style="list-style-type: none"> • eBook + MyNGconnect • Student edition (hard copy) + MyNGconnect • student edition of the Assessments • Grammar and Writing Practice book • Spanish is fun Book 1/2 • Temas (AP Spanish) • Flocabulary • Wonder Media 		0.0 %
Health	<ul style="list-style-type: none"> • McGraw Hill: Health & Wellness 		0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Design Websites-Weebly, Paint, Google, Nearpod, Standards of Excellence • Ap Art History-Stokstad 	Yes	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: 1/9/2019

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 three rooms in their main building of Curtiss; rooms 116, 120, and 218. We have access to the 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.

Last updated: 12/17/2018

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	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 12/17/2018

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.13%	42.0%	39.55%	42.31%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.18%	21.0%	29.86%	31.62%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 12/17/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	305	303	99.34%	41.58%
Male	164	163	99.39%	31.90%
Female	141	140	99.29%	52.86%
Black or African American	143	142	99.30%	35.92%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	147	146	99.32%	47.95%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	250	248	99.20%	41.13%
English Learners	50	49	98.00%	30.61%
Students with Disabilities	29	29	100.00%	27.59%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/17/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	304	99.35%	21.05%
Male	165	164	99.39%	21.95%
Female	141	140	99.29%	20.00%
Black or African American	143	142	99.30%	18.31%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	148	147	99.32%	23.81%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	251	249	99.20%	20.88%
English Learners	50	49	98.00%	18.37%
Students with Disabilities	30	30	100.00%	36.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 12/17/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/17/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/17/2018

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 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 2017—18)

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

Last updated: 12/17/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved.

- The School Site Council (SSC) meets once a month and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions.
- The English Learners Advisory Committee (ELAC) meets once a month and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California.
- Coffee with the Principal (CW P) program is a weekly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.
- Parent Task Force (PTF) is a committee to help volunteer and increase parent involvement with school events.
- Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.
- Civic Engagement Program-classes and workshops for parents on financial literacy, how to get their children to and through college, and how to raise social and emotionally healthy children. We provide opportunities for parents to register to vote and provide opportunity for immigration services as well as social and emotional assistance.
- Our College Advisor provides ample opportunities for parent engagement by organizing bilingual-English and Spanish- college related workshops for students and their families. Our Advisor also meets individually with families both at school at home to discuss college readiness and foment a college going culture at our school.
- Home visits are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future.
- We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

State Priority: Pupil Engagement

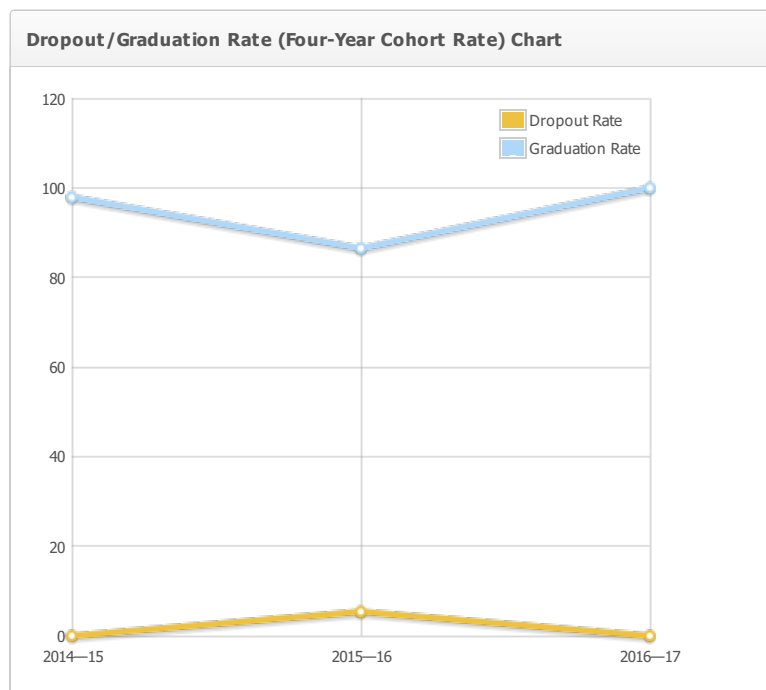
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	5.4%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	97.9%	86.5%	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	100.0%	81.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	28.0%	989.0%	--
Black or African American	10.0%	146.0%	--
American Indian or Alaska Native	--	4.0%	--
Asian	--	27.0%	--
Filipino	1.0%	20.0%	--
Hispanic or Latino	26.0%	653.0%	--
Native Hawaiian or Pacific Islander	--	3.0%	--
White	1.0%	115.0%	--
Two or More Races	--	19.0%	--
Socioeconomically Disadvantaged	35.0%	708.0%	--
English Learners	1.0%	114.0%	--
Students with Disabilities	0.0%	--	--
Foster Youth	0.0%	--	--

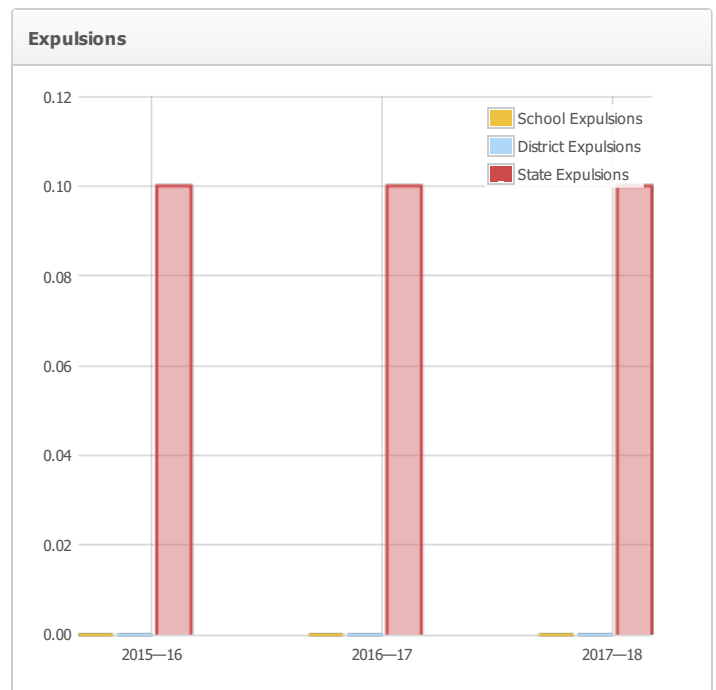
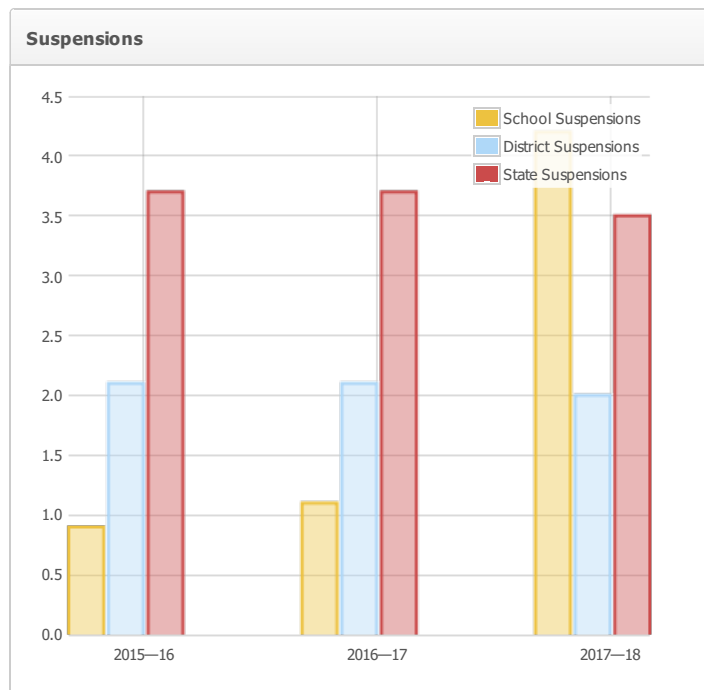
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.9%	1.1%	4.2%	2.1%	2.1%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

<p>MSA 3 School Safety Plan</p>

Last updated: 1/7/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0	1	3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.0		4	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K			3	
1				
2				
3				
4				
5				
6	29.0			
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/9/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0		6	
Mathematics	13.0			
Science	26.0		7	
Social Science	24.0		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0		7	
Mathematics	13.0			
Science	23.0		7	
Social Science	22.0		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0		7	
Mathematics	24.0		7	
Science	24.0		7	
Social Science	25.0		6	

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

Last updated: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	250.0
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	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: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13756.0	\$2046.0	\$11710.0	\$67234.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017—18)

MSA-3 focuses on data driven results and our Vice Principal and Dean of Academics work with our Chief Academic Office to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place October, December and May. 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 2016-2017 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.

Specific Funding Items:

- Guidance Counseling
- School Psychologist
- Intervention Teachers & Aides
- Intervention Programs-Qualitative Reasoning, Edge Coaching, Etiquette, PBIS/Discipline Coordinators, Saturday School, After School Tutoring, Professional Substitutes with qualified credentials, over 40 hours for each educator, admin and support aide to assist students (specific topics: trauma, adverse life experiences, anger and aggression replacement therapy, and executive functioning/stress management skills).
- Internal testing measures, and practicum test for measurement of progress
- Campus safety Aides
- Attendance Coordinators
- Extra-curricular engagement-clubs, sports, self-help groups
- Field trips-over 15 per year to various colleges, cities, and states
- Science fairs, college & career fairs
- Home visits by educators/staff to understand the up-bringing and life experiences of our students
- Parent Engagement, stakeholder meetings (ELAC, SSC, Student Leadership)

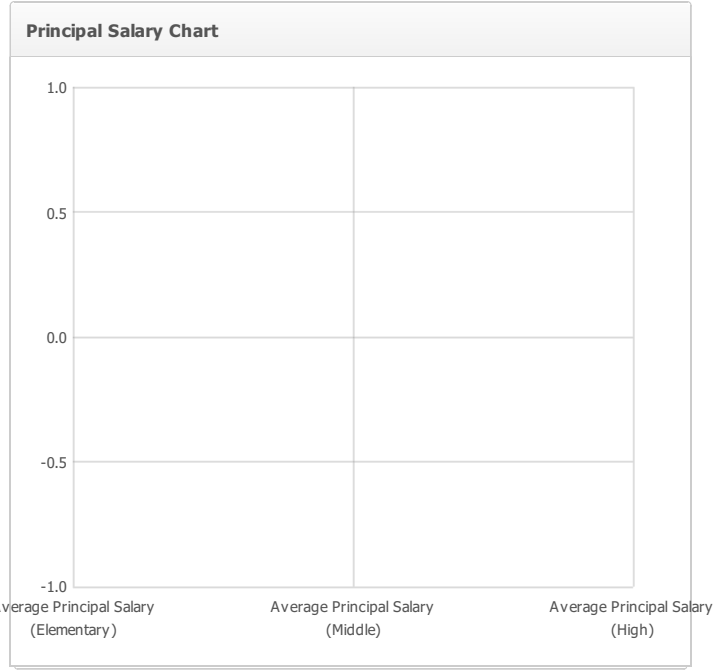
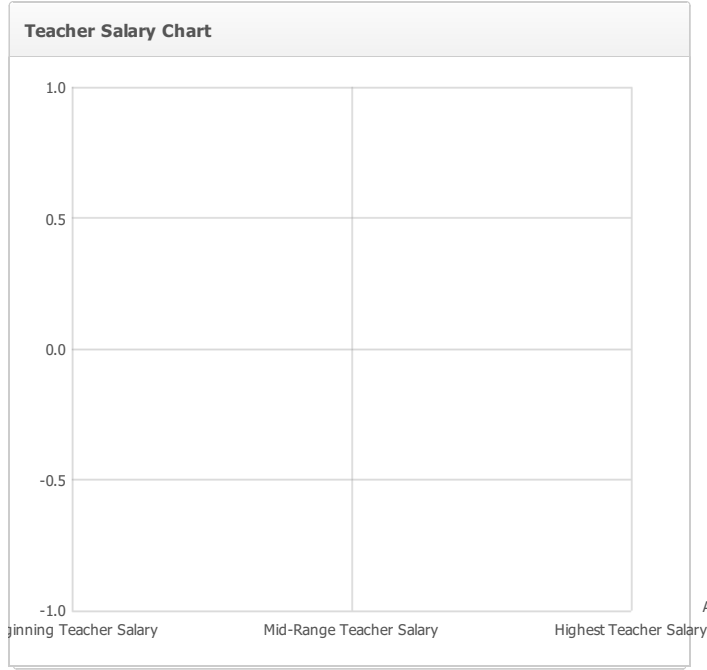
Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/9/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	5	19.3%

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

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

Last updated: 1/9/2019

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.

Last updated: 1/9/2019

Magnolia Science Academy 4

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Lisa Ross, Principal

Principal, Magnolia Science Academy 4

About Our School

Magnolia Science Academy 4 is a school where we strive to empower our students to be critical thinkers and problem-solvers. Our purpose is to ensure our students have access to multiple pathways to post-secondary success. As such, we offer our students the opportunity to take advantage of AP courses, dual/concurrent enrollment and internships. One of our main goals is to make sure that our students have what they need to be productive members of society.

Principal's Comment

Thank you for your interest in our school. We are a group of passionate and committed professionals who strive to assist all of our students become 21st century thinkers, innovators and problem solvers.

Contact

Magnolia Science Academy 4
11330 West Graham Pl., B-9
Los Angeles, CA 90064

Phone: 310-473-2464
E-mail: lross@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy 4
Street	11330 West Graham Pl., B-9
City, State, Zip	Los Angeles, Ca, 90064
Phone Number	310-473-2464
Principal	Lisa Ross, Principal
E-mail Address	lross@magnoliapublicschools.org
Web Site	http://msa4.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117622

Last updated: 1/3/2019

School Description and Mission Statement (School Year 2018—19)

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:

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.

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.

Academic 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.

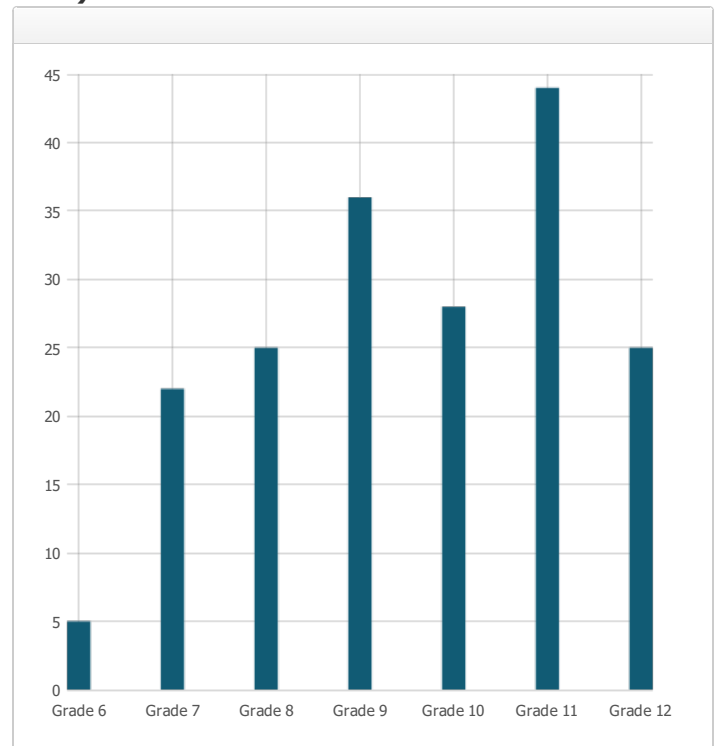
SCHOOLWIDE LEARNER OUTCOMES - Connections, Innovation, Academic Excellence (CIA)

The SLO's are 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: 1/4/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	5
Grade 7	22
Grade 8	25
Grade 9	36
Grade 10	28
Grade 11	44
Grade 12	25
Total Enrollment	185



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	18.2 %
American Indian or Alaska Native	%
Asian	0.6 %
Filipino	%
Hispanic or Latino	76.1 %
Native Hawaiian or Pacific Islander	%
White	5.1 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.3 %
English Learners	10.2 %
Students with Disabilities	22.7 %
Foster Youth	0.6 %

A. Conditions of Learning

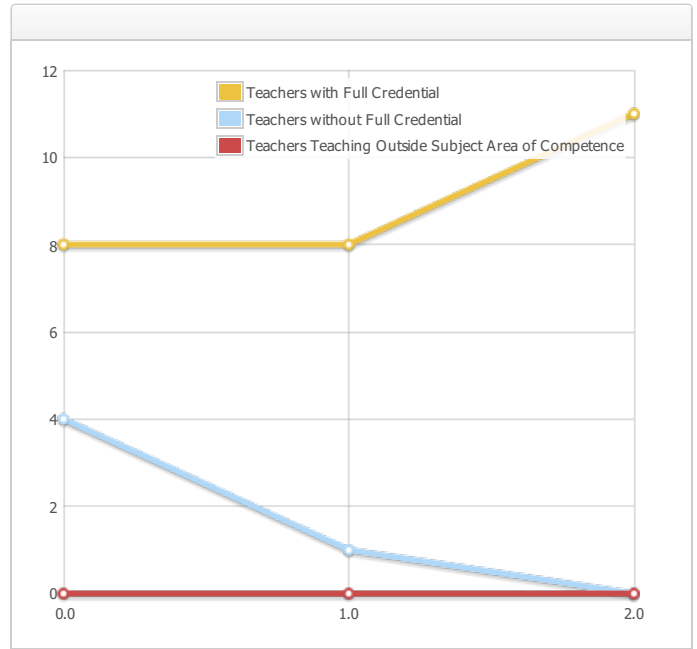
State Priority: Basic

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

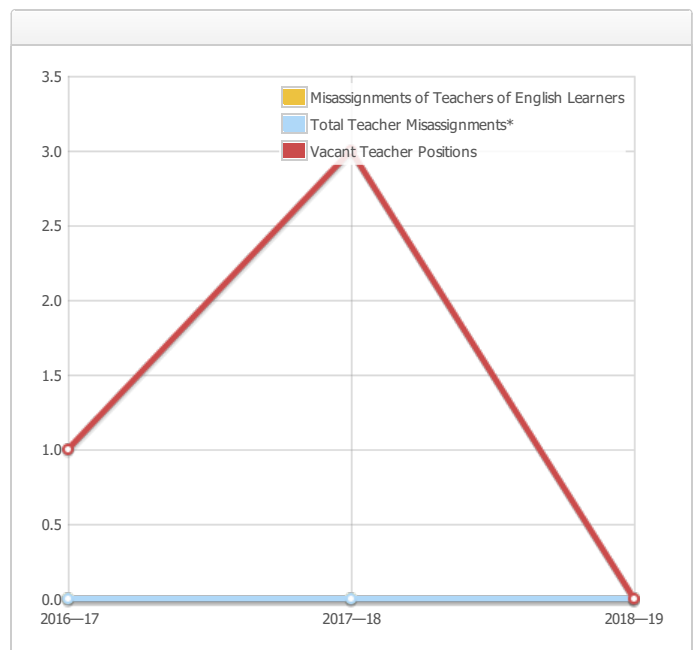
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	8	11	
Without Full Credential	4	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	3	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: 1/5/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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: December 2018

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- Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, BrainPOP ESL and Thematic Unit Materials	Yes	0.0 %
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill, ALEKS (6-12), Ironbox (1-8), Glencoe Math Accelerated, Ironbox, Thematic Unit Materials.	Yes	0.0 %
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Thematic Unit Materials	No	0.0 %
History-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	Yes	0.0 %
Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2019

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 at least 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 supports the maintenance of our facilities by raising funds to facilitate upgrades/improvements.

Last updated: 1/5/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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 continues to work collaboratively 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	There is a plan to either repair or replace the portable.

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/5/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	33.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	8.0%	30.0%	32.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/5/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	98.96%	32.63%
Male	62	62	100.00%	29.03%
Female	34	33	97.06%	39.39%
Black or African American	17	17	100.00%	35.29%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	70	69	98.57%	28.99%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	80	79	98.75%	30.38%
English Learners	23	22	95.65%	13.64%
Students with Disabilities	16	15	93.75%	13.33%
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: 1/5/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	98.96%	8.42%
Male	62	62	100.00%	8.06%
Female	34	33	97.06%	9.09%
Black or African American	17	17	100.00%	23.53%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	70	69	98.57%	2.90%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	80	79	98.75%	3.80%
English Learners	23	22	95.65%	4.55%
Students with Disabilities	16	15	93.75%	
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: 1/5/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/5/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

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: 1/5/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

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: 1/5/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 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 2017—18)

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
-------------	--	--	---

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: 1/5/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 communitybuilding 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

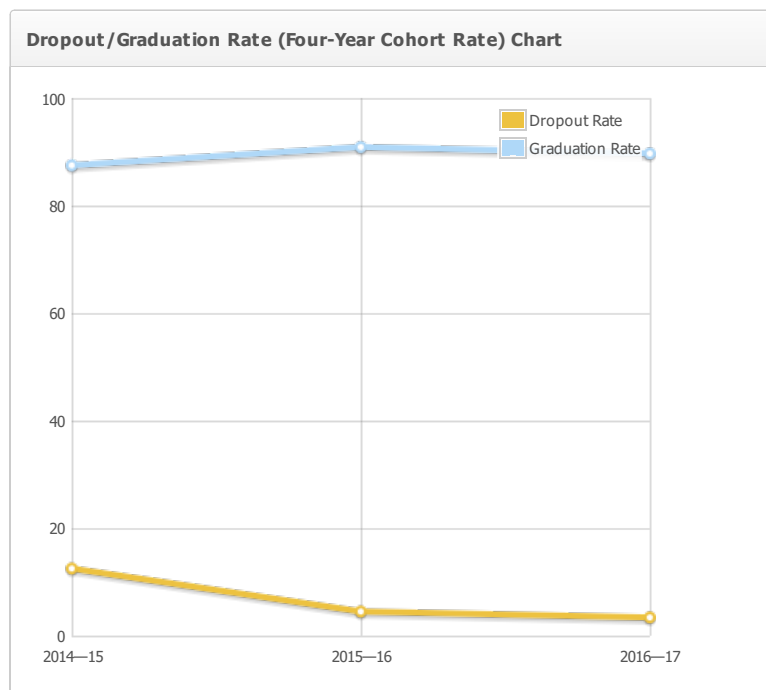
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	12.5%	4.5%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	87.5%	90.9%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	3.4%	10.8%	9.1%
Graduation Rate	89.7%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/5/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	88.5%	88.7%
Black or African American	100.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	0.0%	91.6%	94.9%
Filipino	0.0%	90.8%	93.5%
Hispanic or Latino	100.0%	88.9%	86.5%
Native Hawaiian or Pacific Islander	100.0%	93.1%	88.6%
White	100.0%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	100.0%	86.8%	88.6%
English Learners	0.0%	43.1%	56.7%
Students with Disabilities	100.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

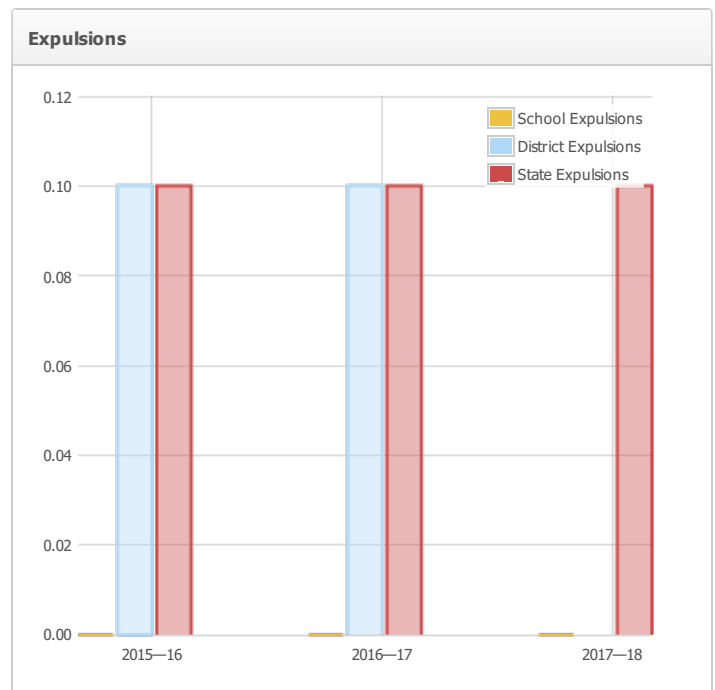
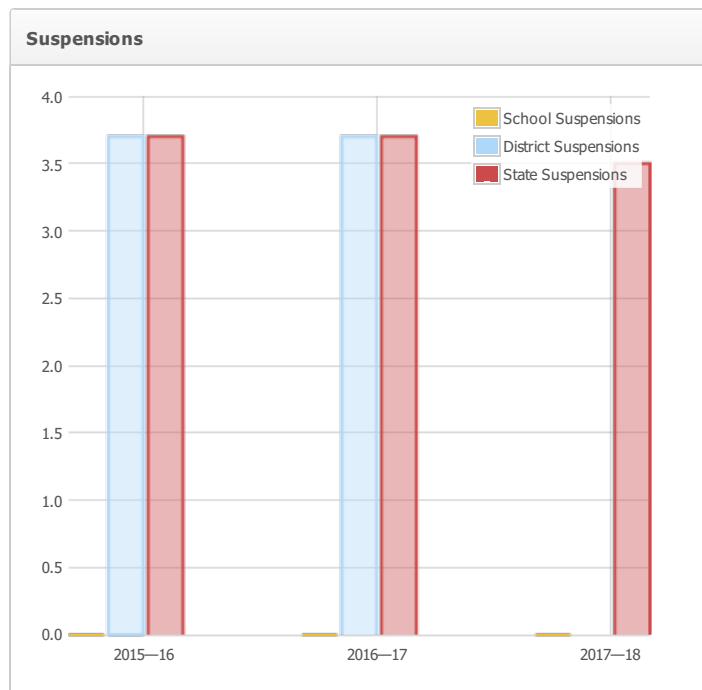
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	3.7%	3.7%	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	--	0.1%	0.1%	0.1%



Last updated: 1/5/2019

School Safety Plan (School Year 2018—19)

MSA4 conducts fire, earthquake and other mandated drills including the lock down drill. Our campus is a 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 in September 2018.

Last updated: 1/5/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	11.0	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	13.0	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	3.0	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/5/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	15	7	1
Mathematics	13.0	4		
Science	22.0	6	5	1
Social Science	21.0	6	3	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	12	7	
Mathematics	12.0	4		
Science	23.0	4	6	
Social Science	21.0	7	5	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	13	3	
Mathematics	18.0	8	3	
Science	21.0	4	3	
Social Science	20.0	4	4	

* 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: 1/5/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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: 1/5/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2019

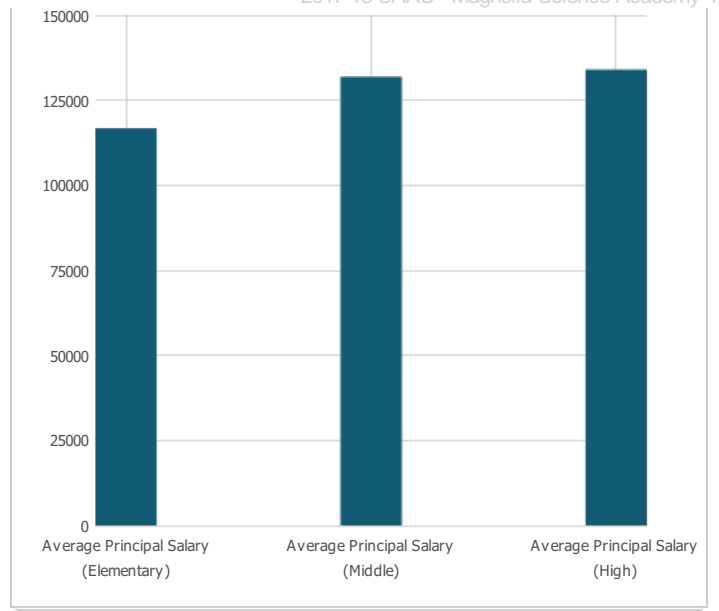
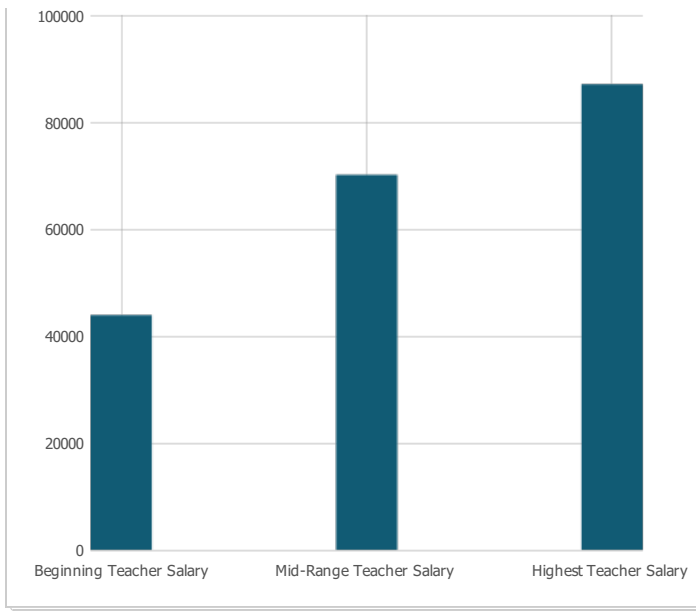
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/5/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	27.3%

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

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

Last updated: 1/5/2019

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: 1/5/2019

Magnolia Science Academy 5

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoedu
Web Site	http://www.lacoedu

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy 5
Street	18230 Kittridge St.
City, State, Zip	Reseda, Ca, 91335-6121
Phone Number	818-705-5676
Principal	Brad Plonka, Principal
E-mail Address	msa5@magnoliapublicschools.org
Web Site	http://msa5.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990137679

Last updated: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 247 students from grades 6-11 (12th grade will be added during the 2019-20 school year) in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focus on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more. In its main curriculum, Magnolia Science Academy-5 provides its students with rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer, Science Explorers, Introduction to Engineering are enrichments to Magnolia Science Academy-5 main program.

MISSION STATEMENT

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

INNOVATION

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.

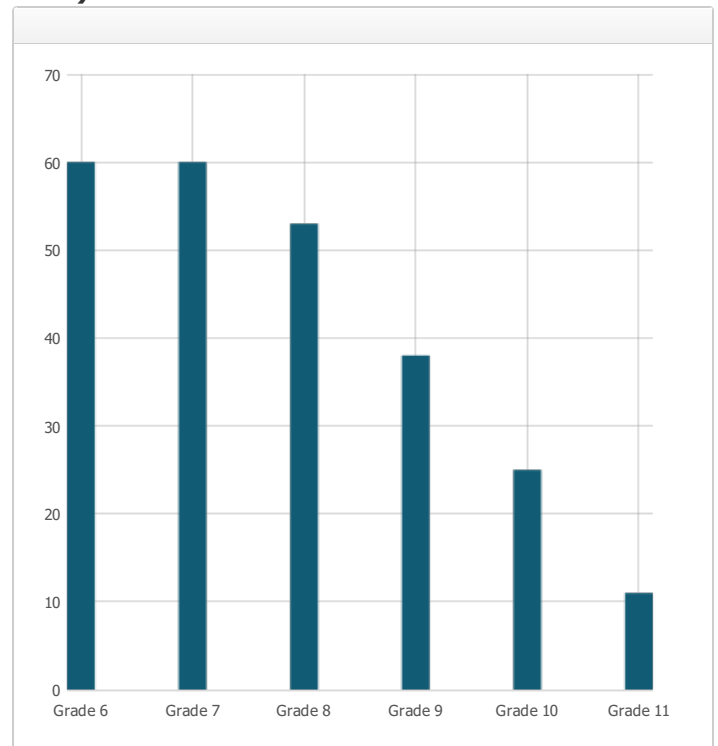
EXCELLENCE

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.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	60
Grade 7	60
Grade 8	53
Grade 9	38
Grade 10	25
Grade 11	11
Total Enrollment	247



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.0 %
Asian	5.4 %
Filipino	0.0 %
Hispanic or Latino	87.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.2 %
English Learners	23.5 %
Students with Disabilities	17.3 %
Foster Youth	0.0 %

A. Conditions of Learning

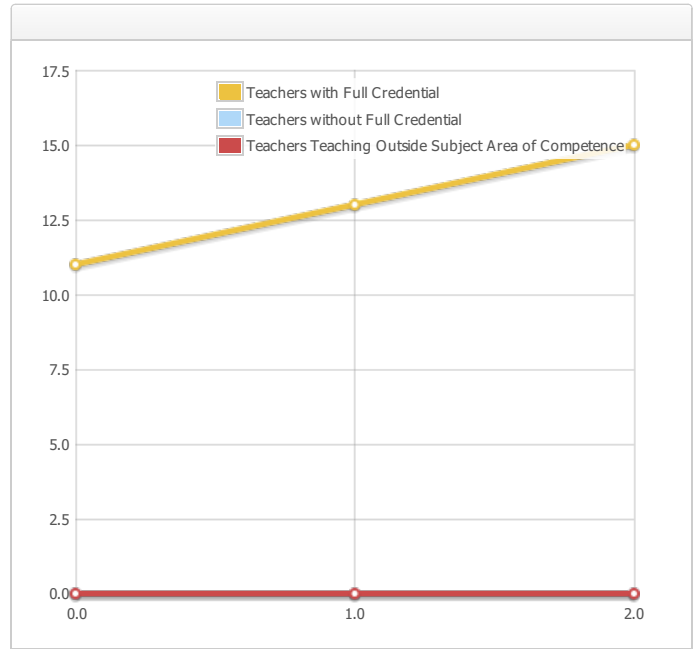
State Priority: Basic

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

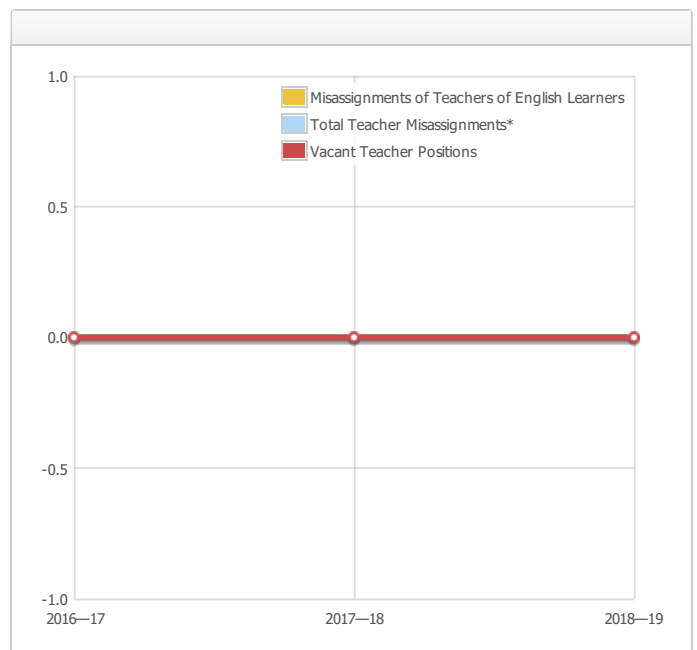
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	11	13	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: June 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync	Yes	0.0 %
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 Glencoe Math	Yes	0.0 %
Science	Glencoe Integrated iScience Glencoe Biology Glencoe Chemistry: Matter and Change	Yes	0.0 %
History-Social Science	McGraw Hill	Yes	0.0 %
Foreign Language	Realidades 1 & 2	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

Last updated: 1/8/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	33%	46%	35.15%	29.17%		
Mathematics (grades 3-8 and 11)	16%	34%	18.12%	16.81%		

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.

Note: ELA and 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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	160	97.5%	46%
Male	84	81	96.43%	37.04%
Female	80	79	98.75%	54.43%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	139	137	98.56%	45.99%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	136	133	97.79%	50.37%
English Learners	32	29	90.62%	6.90%
Students with Disabilities	32	29	90.63%	17.24%
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: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	161	98.17%	34.16%
Male	84	82	97.62%	31.71%
Female	80	79	98.75%	36.71%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	139	137	98.56%	32.85%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	136	133	97.79%	36.09%
English Learners	32	30	93.75%	13.34%
Students with Disabilities	32	29	90.63%	13.79%
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: 1/8/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017–18)

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
7	2.0%	34.0%	64.0%
9	7.1%	42.9%	46.4%

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: 1/8/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.

State Priority: Pupil Engagement

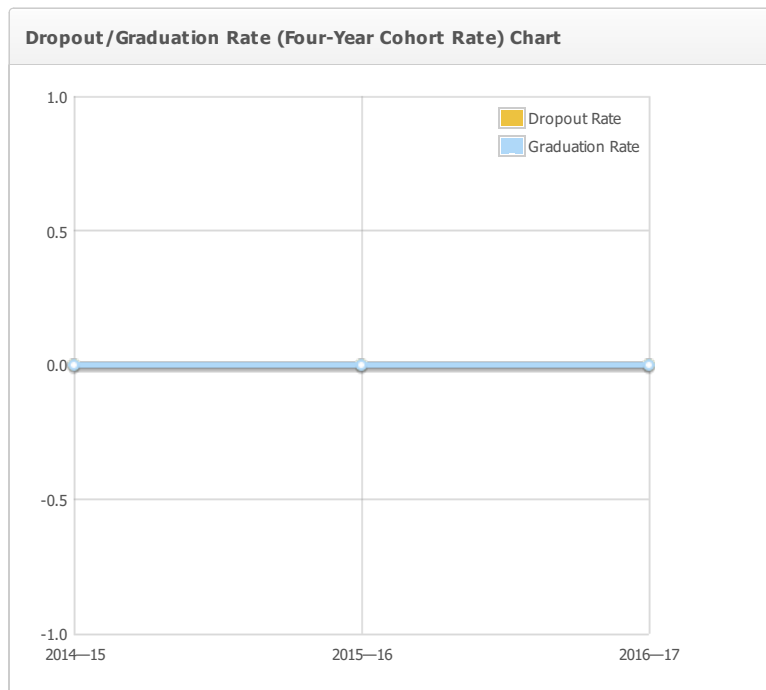
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	56.0%	36.1%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	--	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.9%	9.1%
Graduation Rate	0.0%	81.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

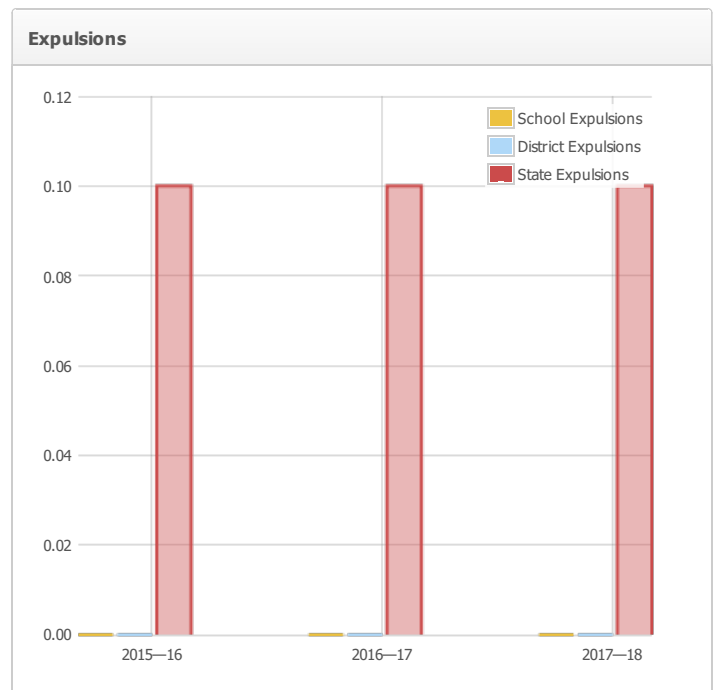
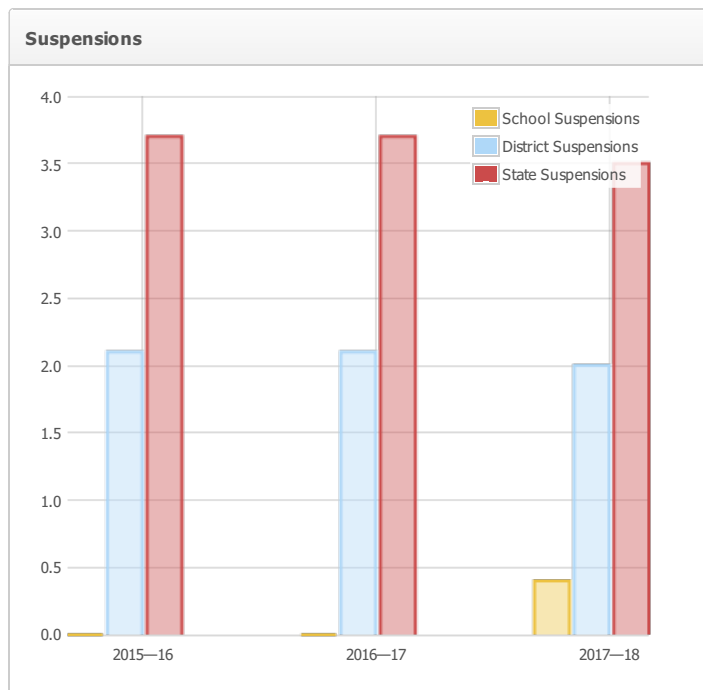
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.4%	2.1%	2.1%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

Magnolia Science Academy-5 conducts monthly fire, earthquake and other mandated drills including lock down drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294-35297. Our campus is a very safe and welcoming school for our students, parents and staff. We are building school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment.

At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from the time they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.

All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.0	2	23	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.0	5	17	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.3	5	17	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	4	1	0
Mathematics	21.0	1	0	0
Science	21.0	3	1	0
Social Science	21.0	3	1	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	5	5	1
Mathematics	19.0	1	2	0
Science	25.0	2	3	1
Social Science	31.0	0	3	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	5	4	0
Mathematics	23.8	4	6	0
Science	23.6	4	4	0
Social Science	23.4	3	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: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	75.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	4.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11218.0	\$2274.0	\$8945.0	\$52612.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	35.0%
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	30.0%	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017–18)

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 know ledge 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 IV

Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/8/2019

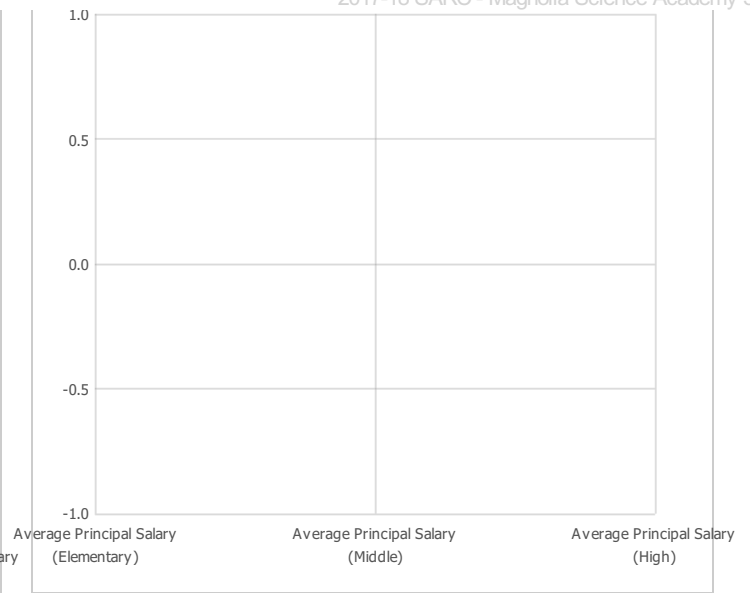
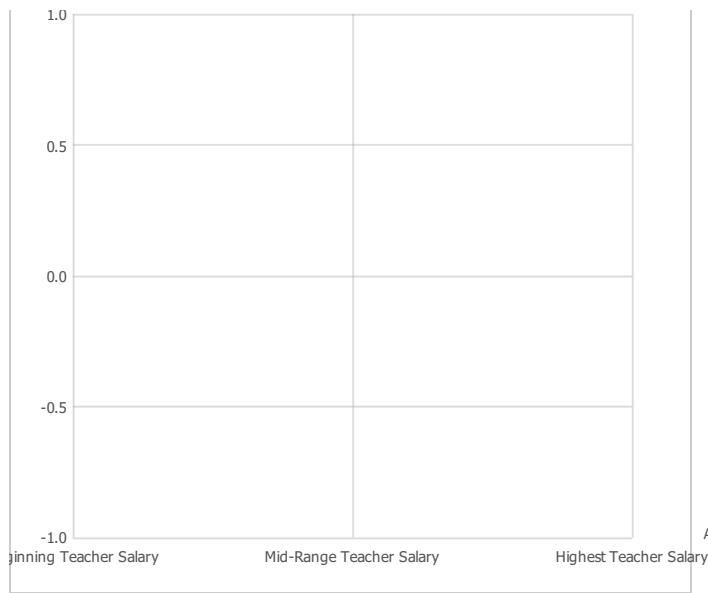
Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2019

Professional Development

The following is a description of the school-wide staff development and professional development that takes place at MSA-5;

1. **Administrative Meetings:** The Principal, Dean of Academics, and Discipline Coordinator meet regularly to discuss school wide issues: Attendance, enrollment, school safety, upcoming student activities, and to finalize any future programs/activities, communication with students/parents, upcoming staff/professional development.

2. **Staff Meetings:** All MSA-5 staff/faculty attend weekly staff meeting that takes place on minimum days (Tuesdays). These meetings are led by the school's leadership and discussion topics include: special education, English Learners, student achievement, discipline/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.

3. **Department Staff Development:** All MSA-5 teachers attend biweekly department staff development meetings where discussion and collaboration take place on the following issues:

- Use of Effective Pedagogical Strategies: Inquiry Approach, Differentiated Instruction
- How to vertically align course curriculum
- Analysis of Student Achievement Data (MAP, SBAC, CELDT , etc.)
- Preparation for WASC Accreditation
- Share time: Presentation by a faculty member on an effective classroom strategy
- Department Events: Planning & upcoming
- Department issues and policies
- Vertical alignment of the curriculum
- Preparation for WASC Initial Visit & Accreditation

One team member is responsible for taking minutes and forwarding them to the Principal/Leadership team.

4. **Grade Level Staff Development:** MSA-5 teachers meet monthly in grade level staff development meetings to collaborate and discuss the following 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
- Discussions and placements of students that are struggling academically (IEP, 504, RTI, SSR, Academic Tutoring)
- Analysis of student achievement data (MAP, SBAC, CELDT , etc.)
- Homework load/differentiation in homework assignments
- Differentiated Instruction
- 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
- Mentorship program for students

One team member is responsible for taking minutes and forwarding them to the Principal/Leadership team.

5. End of Year Wrap-up Staff Development Meetings: The Magnolia Public Schools in collaboration with input from 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.

6. Magnolia Public Schools (MPS) Professional Development: Two day of intensive professional development during the summer and 2 additional 1-day Professional Development (1 per semester) during the school year.

Last updated: 1/8/2019

Magnolia Science Academy 6

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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,

It is with honor and great pleasure that I greet you as the principal of Magnolia Science Academy-6. I am truly honored to be appointed to this position and am looking forward to working with you for a wonderful school year.

I would like to give some background information about myself. I spent my childhood observing the daily lives of people with different socioeconomic and ethnic backgrounds and decided to become an educator after seeing some amazing educators. My interest in science and technology education began when I was a young high school student. The intellectual and scientific environment that I was in let me develop my scientific intuition. This led me to pursue a scientific and academic career.

I received my degree from METU for my undergraduate education in the Physics Department. I also received my Masters in Education and Administrative credential from CSULB. Before coming to Magnolia Science Academy-6 Palms (MSA-6) I held the positions of MSA-4 middle school science teacher, MSA-4 dean of academics, MSA-1 high school physics and AP physics teacher, Magnolia Public Schools Science department chair and MSA-1 dean of academics.

My greatest initiative is to provide the leadership that will facilitate a school environment that will provide differentiated instruction to meet the needs of each student to the best of my ability. Besides that, I have implemented all the best practices which I observed at other public and private schools such as science fair, STEM Expo, history fair, Spanish fair, career fair, multicultural food festival (with parent task force group).

As principal, I would like to establish a safe, positive school culture and challenging educational program for student learning and development. It is my mission to build a relationship of trust and collaboration within the school and community. I am working closely with students, parents and teachers to have a better communication and have an open door policy. I hold meetings with parents for coffee with the principal, school site council (SSC), English learner advisory committee (ELAC) and parent task force meetings.

Given my education and experience, my goals are to implement STEM programs and activities, Common Core State Standards, have a data driven school culture and have a higher parent involvement.

I look forward to the exchange of ideas as we all work as a great team. Please let me know your questions or ideas.

Sincerely,

John G. Terzi

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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
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: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy-6 (MSA-6) is operated by Magnolia Educational & Research Foundation ("MERF"), Magnolia Public Schools ("MPS") a non-profit public Charter School management organization dedicated to establishing and managing high-quality public Charter Schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. 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. MPS' educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MSA-6 is a high-performing, classroom-based public Charter School located in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM") since 2009. MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our diverse student population through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, and after-school programs.

For the past nine years, MSA-6 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and began to make the shift towards a strong STEAM focused organization during the 2015-16 school year, adding arts discipline. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential.

School Vision

Magnolia Science Academy-6's vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

School Mission

Magnolia Science Academy-6 provides a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) in a safe environment that cultivates respect for self and others.

Student Learner Outcomes

The SLOs are measurable schoolwide goals that every student is expected to achieve upon promotion from MSA-6. Our schoolwide SLOs are embedded in our curriculum, including Character Education, our instructional practice, core values, and daily culture at MSA-6.

MSA-6 graduates will be:

SCHOLARS who:

Think critically.

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 can 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 using 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.
Know their readiness levels, interests, and backgrounds.
Understand their own learning styles and intelligence preferences.
Reflect on their learning.
Accept and integrate feedback.
Adapt to change.

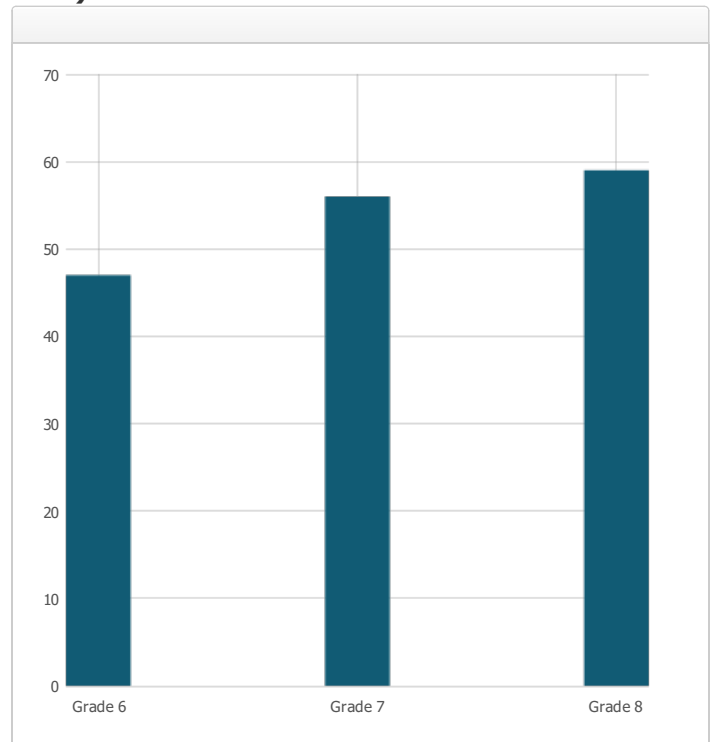
COMMUNITY FOCUSED CITIZENS who:

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.
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.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	47
Grade 7	56
Grade 8	59
Total Enrollment	162



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	8.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	86.4 %
Native Hawaiian or Pacific Islander	%
White	4.3 %
Two or More Races	1.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.5 %
English Learners	11.1 %
Students with Disabilities	17.3 %
Foster Youth	0.6 %

A. Conditions of Learning

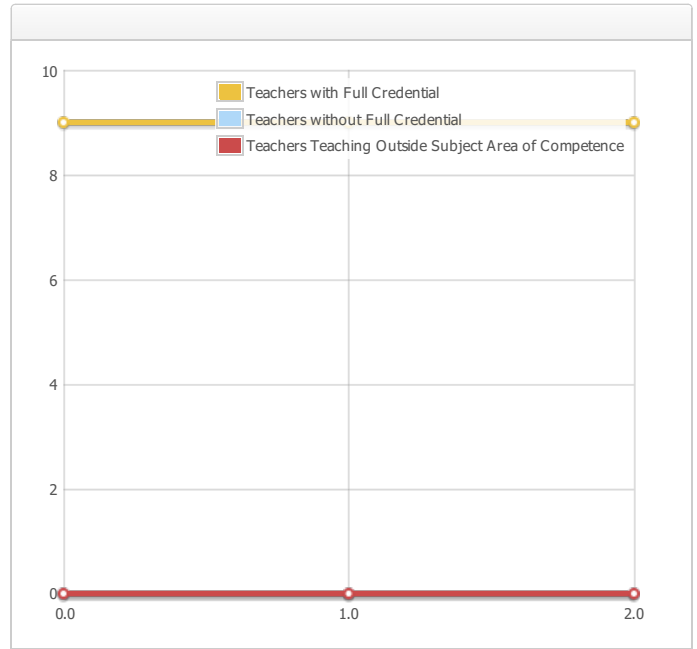
State Priority: Basic

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

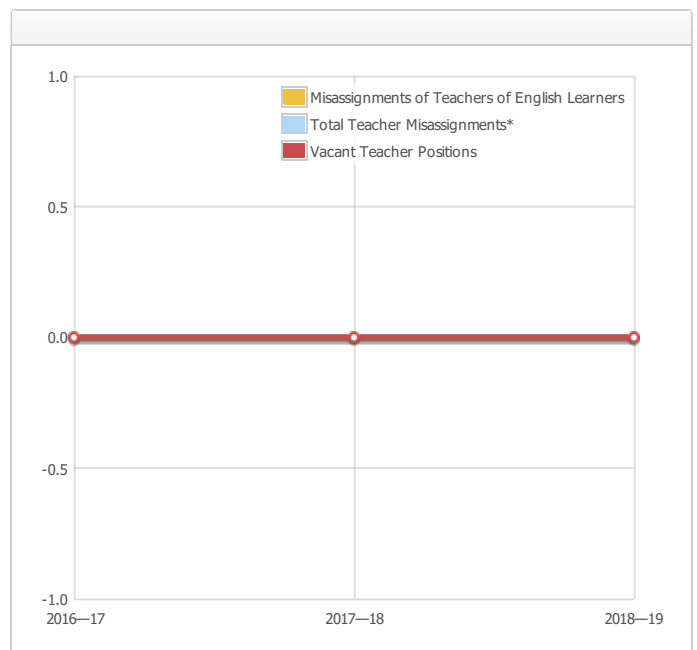
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	9	9	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: July 2018

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	Yes	0.0 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.0 %
Science	CA Inspire Science by McGraw Hill	Yes	0.0 %
History-Social Science	McGraw Hill Math 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: 1/8/2019

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 FULL time custodian who cleans the classrooms and the campus every day.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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: July 2018

Overall Rating	Good
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Last updated: 1/8/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	48.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	39.0%	30.0%	32.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	154	98.72%	48.05%
Male	88	86	97.73%	41.86%
Female	68	68	100.00%	55.88%
Black or African American	13	12	92.31%	41.67%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	134	133	99.25%	46.62%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	130	128	98.46%	46.88%
English Learners	62	62	100.00%	30.65%
Students with Disabilities	29	29	100.00%	17.24%
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: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	153	98.08%	38.56%
Male	88	86	97.73%	38.37%
Female	68	67	98.53%	38.81%
Black or African American	13	12	92.31%	41.67%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	134	132	98.51%	36.36%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	130	128	98.46%	35.94%
English Learners	62	62	100.00%	25.81%
Students with Disabilities	29	29	100.00%	20.69%
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: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/8/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

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 socioeconomically 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 2017—18)

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
7	23.5%	23.5%	17.6%

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: 1/8/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 Illuminate Education 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.

MSA-6 also uses Parent Square and Class Dojo to send quick messages, voicemails, pictures and permission slips. These tools improves our communication with parents and close a gap between the school and the families.

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

State Priority: Pupil Engagement

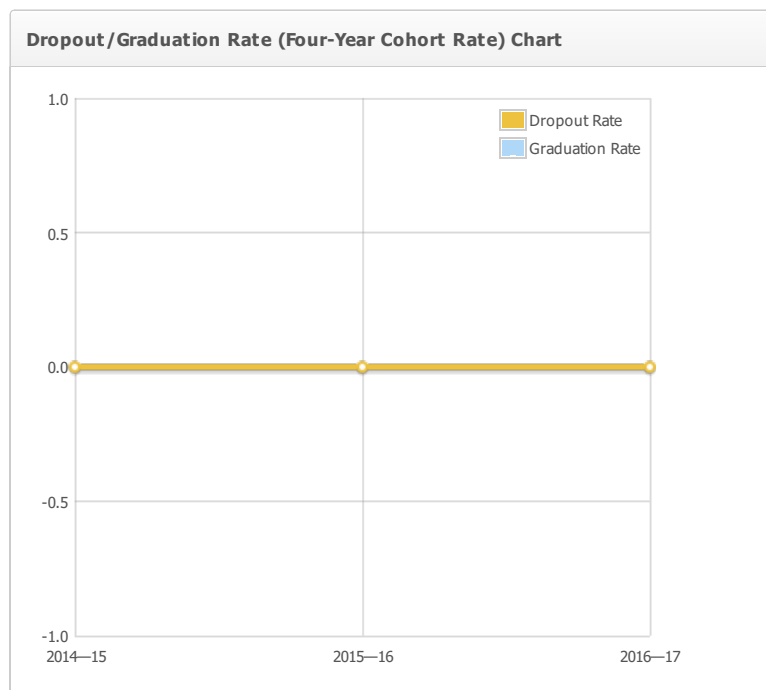
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

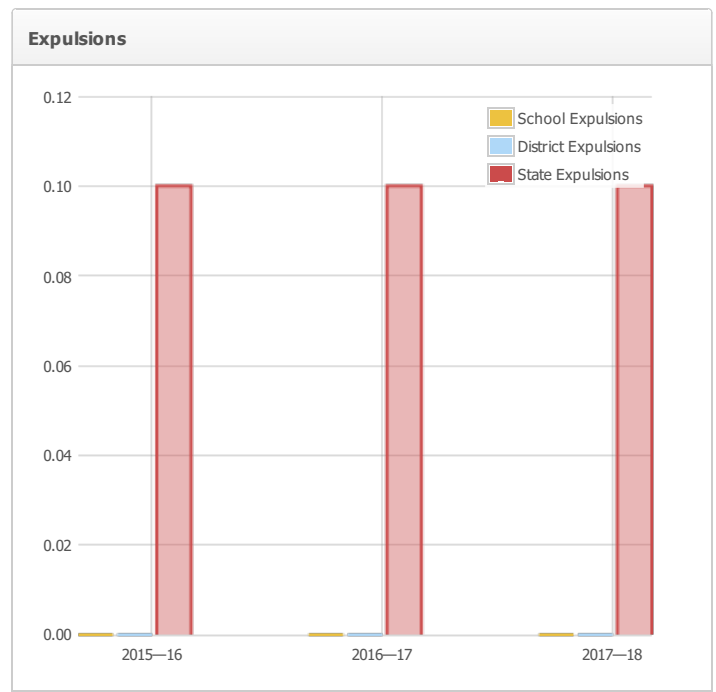
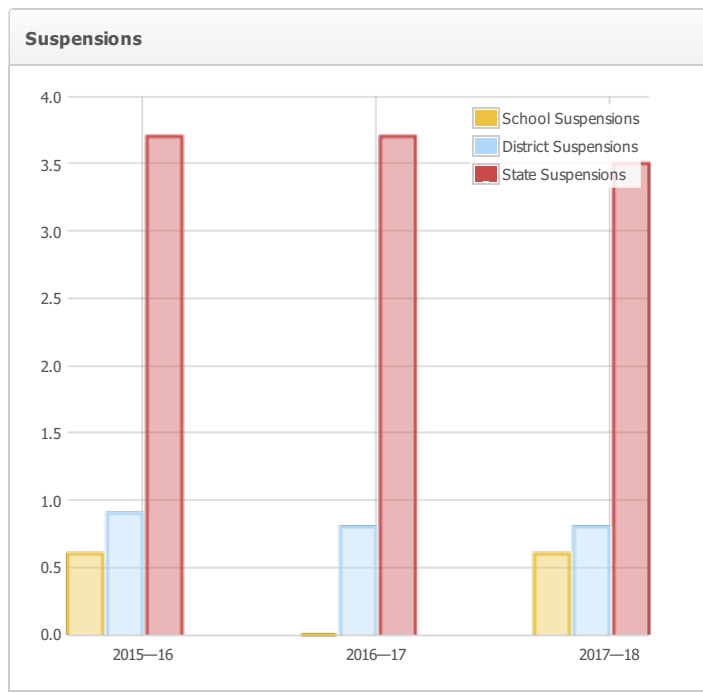
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.6%	0.0%	0.6%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

MSA-6'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.

MSA-6 provides 3 to 4 teachers out on duty daily to ensure safety for the kids. 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.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0		4	
Mathematics	26.0		4	
Science	26.0		4	
Social Science	26.0		4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0		4	
Mathematics	30.0		4	
Science	30.0		4	
Social Science	30.0		4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		4	
Mathematics	29.0		4	
Science	29.0		4	
Social Science	29.0		4	

* 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: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$2064.0	\$8060.0	\$44560.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

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: 1/8/2019

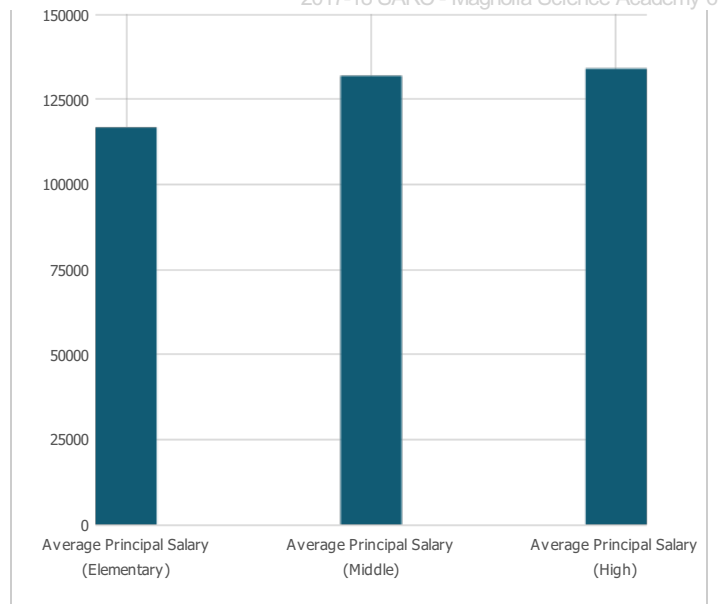
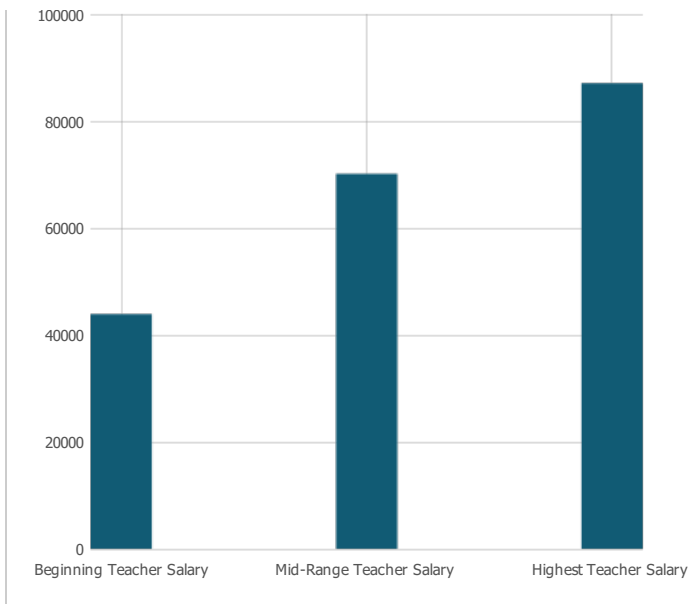
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2019

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 monthly 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 monthly 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, the assistant principal, and the office manager meet at least twice a week in the morning to discuss school wide issues: Attendance, enrollment, academics, discipline 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

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)

Last updated: 1/8/2019

Magnolia Science Academy 7

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Fatih Metin, Principal

Principal, Magnolia Science Academy 7

About Our School

Magnolia Science Academy 7 (MSA-7) is a small, independent charter school located in the San Fernando Valley community. MSA-7 is one of the eleven independent charter schools under the direction of the Magnolia Public Schools formerly known as the Magnolia Educational and Research Foundation, a non-profit Charter Management Organization (CMO) situated in Southern California. Our mission is to serve our students by providing a high-quality, college and career preparatory educational program emphasizing science, technology, engineering, art, and math (STEAM) in a safe environment that cultivates respect for others.

Contact

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

Phone: 818-886-0585
E-mail: fmetin@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, Ca, 91325-4104
Phone Number	818-886-0585
Principal	Fatih Metin, Principal
E-mail Address	fmetin@magnoliapublicschools.org
Web Site	http://msa7.magnoliascience.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

MSA-7 Northridge

Magnolia Science Academy (MSA-7) is a small elementary school that serves 291 students in the San Fernando Valley area. The San Fernando Valley region is a diverse area stretching from the Santa Monica Mountains to the San Gabriel Mountains. The region is home to roughly 1.77 million people, approximately half of whom are Hispanic. The San Fernando Valley is considered one of the densest populated tracts in Los Angeles County, comprised predominantly of lower income and working class communities, 40% of whom live below the federal poverty level.

MSA-7 offers a full complement of coursework aligned to the Common Core State Standards with a STEAM focus. The school uses an inquiry based teaching model to address traditional STEM concepts along with an arts component created in cooperation with a LA Music Center's grant. In addition to academic curriculum, MSA-7 offers a robust after-school program that includes both academic and social enrichment with an emphasis on hands-on application of curriculum content.

VISION STATEMENT

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

MISSION

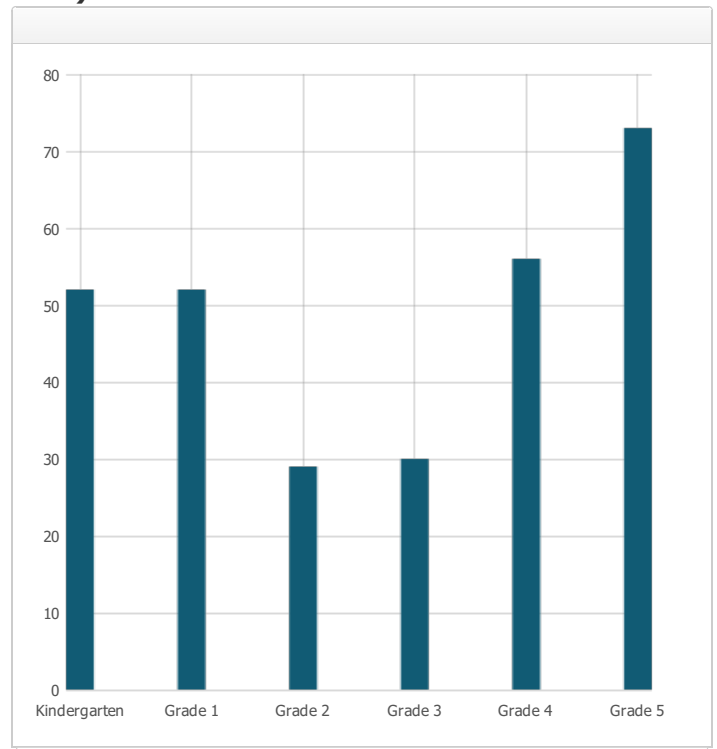
Magnolia Public Schools provide a college preparatory educational program emphasizing Science, Technology, Engineering, Art, and Mathematics (STEAM) in a safe environment that cultivates respect for one's self and others. As mentioned earlier, a college-preparatory curriculum is provided for all students at MSA 7, along with academic interventions to prepare all students to succeed.

Magnolia Public Schools' mission and vision drive MSA-7's student learning outcomes (SLOs). The SLOs are effectively organized around three major areas (1) academic scholarship qualities, (2) independent scholarship qualities, and (3) community focused citizens.

Last updated: 1/8/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	52
Grade 1	52
Grade 2	29
Grade 3	30
Grade 4	56
Grade 5	73
Total Enrollment	292



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	%
Asian	6.2 %
Filipino	4.1 %
Hispanic or Latino	66.4 %
Native Hawaiian or Pacific Islander	%
White	19.5 %
Two or More Races	1.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.9 %
English Learners	22.9 %
Students with Disabilities	16.8 %
Foster Youth	0.7 %

A. Conditions of Learning

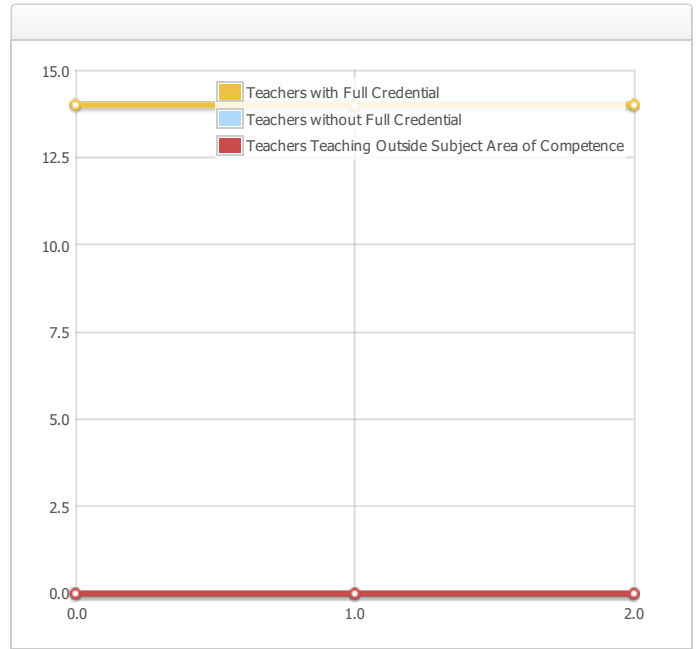
State Priority: Basic

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

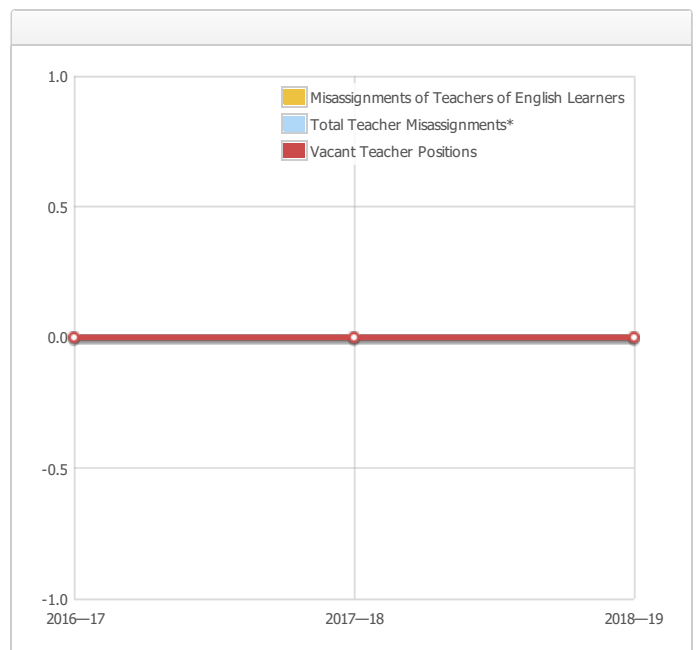
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders	Yes	0.0 %
Mathematics	McGraw Hill My Math	Yes	0.0 %
Science	McGraw Hill Inspire Science	Yes	0.0 %
History-Social Science	McGraw Hill Networks	Yes	0.0 %
Foreign Language			0.0 %
Health	Spark Health Education(2014) & Health Connected Puberty Talk(2018)	Yes	0.0 %
Visual and Performing Arts	Teacher Produced Art Integrated Materials with LA Music Center Collaboration	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

MSA-7 is using the old private school building which satisfies all regulations.

Recently walking areas in the campus are renewed. All AC units are replaced with new and energy saving ones.

All lightening equipment is replaced with energy saving ones as well.

Restroom and Playground improvements are planned before the end of summer 2019.

Last updated: 1/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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	We are working with PEST control company to adress insect issue.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restroom improvement is planned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof is repaired as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/9/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	50.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	33.0%	30.0%	32.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	153	98.08%	50.33%
Male	82	81	98.78%	37.04%
Female	74	72	97.30%	65.28%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	106	104	98.11%	41.35%
Native Hawaiian or Pacific Islander				
White	34	33	97.06%	69.70%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	111	110	99.10%	39.09%
English Learners	70	70	100.00%	45.71%
Students with Disabilities	33	32	96.97%	28.13%
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: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	153	98.08%	33.33%
Male	82	81	98.78%	32.10%
Female	74	72	97.30%	34.72%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	106	104	98.11%	19.23%
Native Hawaiian or Pacific Islander				
White	34	33	97.06%	60.61%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	111	110	99.10%	20.91%
English Learners	70	70	100.00%	24.29%
Students with Disabilities	33	32	96.97%	21.88%
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: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/8/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

MSA-7 is a STEAM Focused Elementary School.

All of our students are taught computer skills such as using MS Word, Excel, PowerPoint and Google Classroom.

We offer college/career week activities each year for our students to learn about college and beyond.

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 2017–18)

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	25.0%	23.6%	22.2%

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: 1/8/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are part of decision making in MSA-7's major projects.

School Site Council have 5 parents who are elected by other parents. LCAP Plan, School Safety Plan, School Wellness Plan, SPSA are discussed during the SSC meetings.

Our annual surveys allow our stakeholders, including parents, to share their concerns and suggestions about the school.

Monthly Parent Task Force meetings increase parent communication to improve our school in addition to supporting school activities.

English Learners Advisory Council also provides feedback to the school to improve EL programs in addition to training parents of EL students.

State Priority: Pupil Engagement

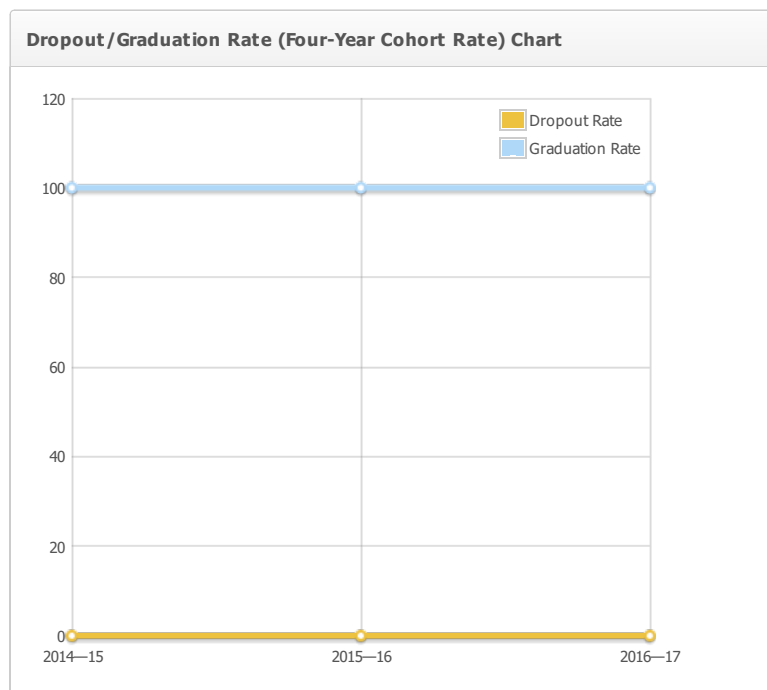
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	100.0%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/8/2019

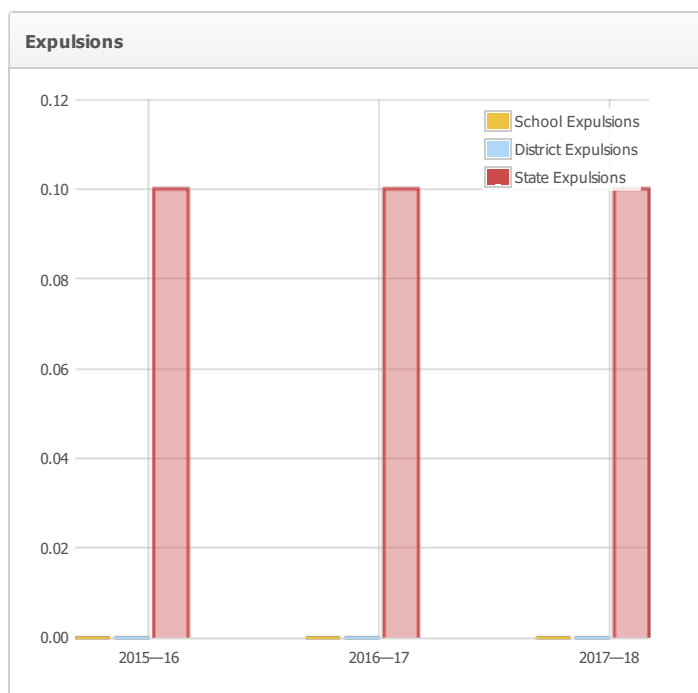
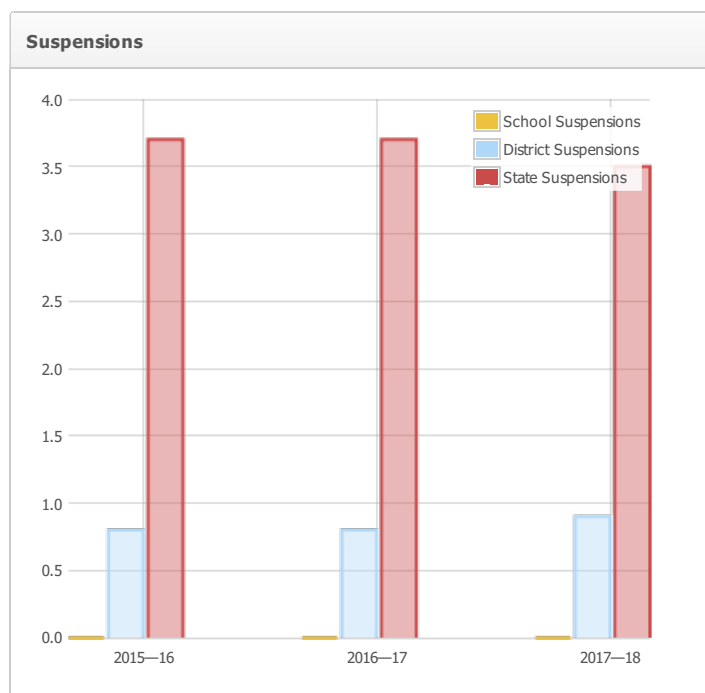
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.8%	0.8%	0.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

As part of the development of our school Safety Plan, we meet annually with different teams of stakeholders to revise and update the plan as needed for the following school year. For example, we meet during the fall semester of the current school year to develop the plan for the next school year. In regard to our current school safety plan, the following meetings were held to review, revise, and finalize the plan:
 A meeting for public input was held on November 28, 2017 at Magnolia Science Academy-7

Reviewed by Law Enforcement November 27, 2017

Plan Adopted by School Site Council November 28, 2017

Plan approved by Magnolia Public Schools Board

December 14, 2017

Statement of Purpose:

A 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.

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		1	
1	27.0		1	
2	27.0		2	
3	26.0		3	
4	29.0		2	
5	26.0		2	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0		1	
1	29.0		1	
2	28.0		2	
3	30.0		2	
4	26.0		3	
5	28.0		2	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0		2	
1	26.0		1	
2	29.0		1	
3	30.0		2	
4	24.0		2	
5	24.0		3	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	4.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

In addition to our teachers we have eight teacher aides to support our students.

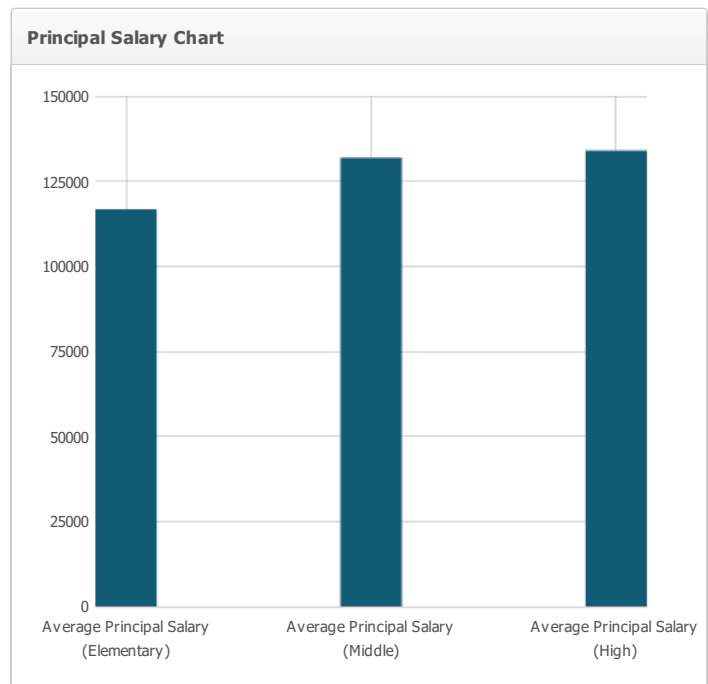
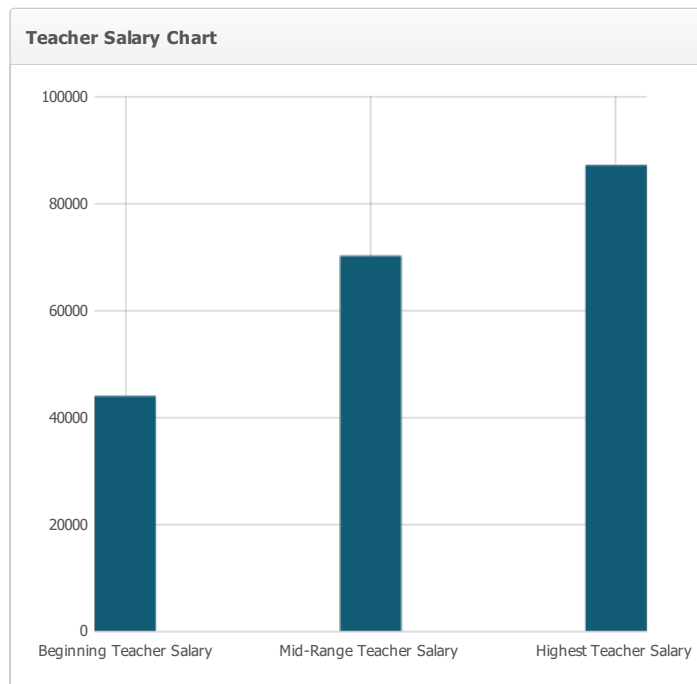
The Chicago School of Professional Psychology, CSUN and LA Music Center Collaboration provides (remove s) free tutoring, emotional/behavioral support and free art lessons to MSA-7 students.

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/8/2019

Professional Development

Semester 1: Fall 2018

MPS Leadership Training Admin training for new school year & new programs/systems

MPS Summer In-service Trainings in various programs, subjects, strategies, NGSS, SPED, EL, etc.

Management Training: The Management Center Delegation, goal setting, and feedback strategies

CPR, First-Aid, AED & Epi-Pen Training: Get Certified! Routines & procedures for CPR & First-Aid certification

Visual Arts & Science Integration: The Music Center, Rachel Green Identify and discuss ways NGSS Crosscutting Concepts, Science and Engineering Practices are similar or dissimilar to Art Processes and practices

Visual Arts Integration & Curriculum Mapping: The Music Center, Joan Harrison Discuss and plan ways to integrate art lessons into the science curriculum

ELD PD: Kate Kinsella Sentence Frames Focus on writing support for long-term English Learners within English Language Arts and Designated ELD coursework using sentence frames

"Response to Behavior Training: Jacqueline Mora & Kristy Sato-Garcia, Specialists - Behavior Intervention, Charter Operated Programs Division of Special Education
" Strategies for responding to behavior in a positive and productive way; classroom management; school-wide programs, etc.

Creating Standards Driven Mathematics Classrooms - Part 1: Traci Lewin, MPS Math Coach Taking a deep dive look at Common Core Math Standards

B-SET Training Safety Care curriculum and training: Behavioral Safety Training

Visual Arts Integration & Lesson Planning: The Music Center, Joan Harrison Discuss and plan ways to integrate art lessons into the science curriculum

CA MTSS Cohort 3 Training, Foundations of a Multi-Tiered System of Support Learning and building the foundations of a Multi-Tiered System of Support

Building the Capacity of School Districts to Meet Student Needs: Equity vs. Equality Led by one of our teachers who attended the training by Dr. Pedro Noguera last Spring. Teach essential elements to creating a equitable and culturally responsive learning environment for our students.

ELPAC Academy Focusing on and supporting ELs in the classroom

CAASPP Assessment & Accountability Workshop Annual updates for CAASPP

Best Practices for Serving Students with and without an IEP Strategies for supporting struggling students

Teach Like a Champion: Systems & Routines Classroom management strategies

2019 Summative English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training Training for the Summative ELPAC assessment

MPS Fall Practitioners Symposium Trainings in various programs, subjects, strategies, NGSS, SPED, EL, etc.

2018 TK Conference Los Angeles: Early Edge California Strategies for social-emotional and academic development for TK students

California STEAM Symposium Conference for everything STEAM related

Differentiation in Math Instruction: Traci Lewin, MPS Math Coach & Artis Callahan, MPS Director Student Services Differentiation strategies for math instruction
CAST & NGSS Academy Preparing your students for the CAST and curriculum shifts in NGSS

Semester 2: Spring 2019

Mental Health Supports Symposium Supports for students struggling with mental health issues

Visual Arts Integration & Lesson Planning: The Music Center, Joan Harrison Discuss and plan ways to integrate art lessons into the science curriculum

Illuminate User Conference Conference for everything Illuminate

Using the Pre-Referral Intervention Manual (PRIM) Training for implementing PRIM

Behavior Supports Symposium Topics connected to school-wide PBIS programs

MPS Spring Practitioners Symposium Trainings in various programs, subjects, strategies, NGSS, SPED, EL, etc.

Core School Supports Symposium Topics connected to school supports for SPED students

*Monthly Principal Meetings

*Monthly Dean of Academics Meetings

*Monthly Dean of Students Meetings

Last updated: 1/9/2019

Magnolia Science Academy Bell

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

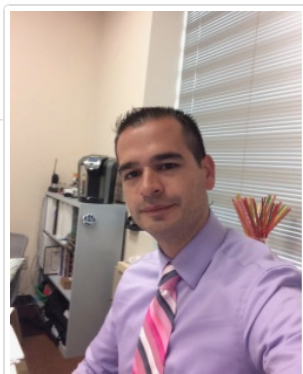
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Jason Hernandez, Principal

Principal, Magnolia Science Academy Bell

About Our School

Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific thinkers that contribute to the global community as socially responsible and educated members of society. This has been our vision since the inception and we continue to provide students and families with a top-notch educational program that develops young people with the skills sets that make every graduate college and career ready.

Principal's Comment

Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific

Contact

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

Phone: 323-826-3925

E-mail: jhemandez@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, Ca, 90201-1023
Phone Number	323-826-3925
Principal	Jason Hernandez, Principal
E-mail Address	jhernandez@magnoliapublicschools.org
Web Site	http://msa8.magnoliascience.org
County-District-School (CDS) Code	19647330122747

Last updated: 12/26/2018

School Description and Mission Statement (School Year 2018—19)

Mission

Magnolia Public Schools provides a **college preparatory educational program** emphasizing **science, technology, engineering, arts, and mathematics (STEAM)** in a safe environment that **cultivates respect for self and others.**

Vision

Magnolia Public Schools' vision is to graduate students who are **scientific thinkers** that **contribute to the global community as socially responsible and educated members of society.**

Core Values

Magnolia Public Schools has identified the following core values, which are reinforced through the Advisory course curriculum, student learning outcomes (SLOs), and all school activities:

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

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

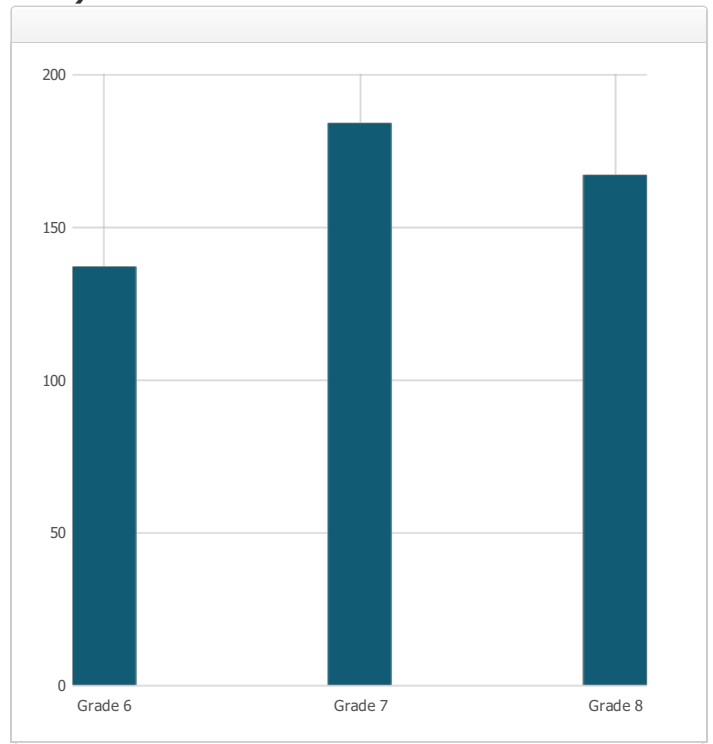
CONNECTION - School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our

overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 12/15/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	137
Grade 7	184
Grade 8	167
Total Enrollment	488



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.8 %
Filipino	%
Hispanic or Latino	91.0 %
Native Hawaiian or Pacific Islander	%
White	8.0 %
Two or More Races	%
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.3 %
English Learners	12.9 %
Students with Disabilities	10.7 %
Foster Youth	%

A. Conditions of Learning

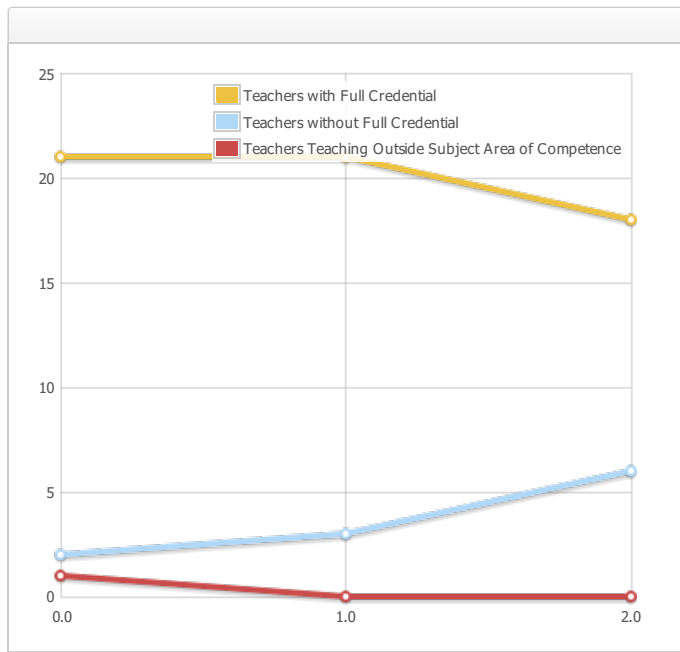
State Priority: Basic

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

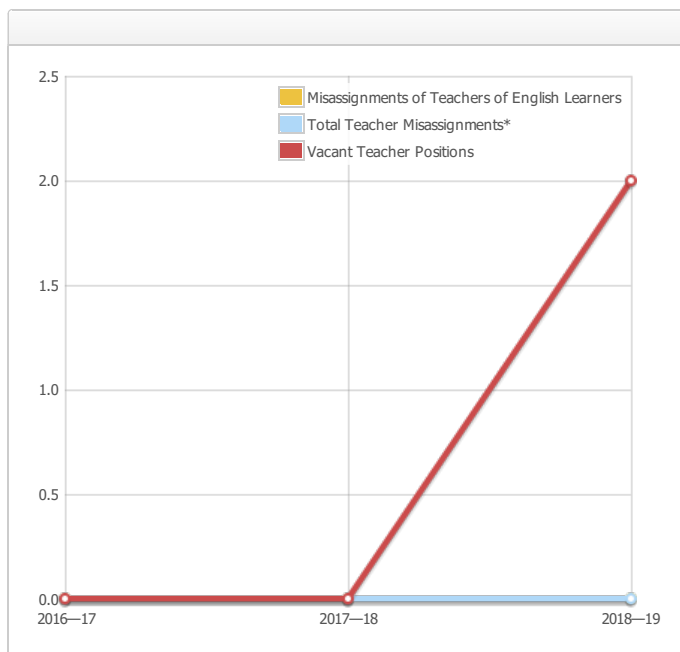
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	18	
Without Full Credential	2	3	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 12/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2



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

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

Last updated: 12/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync by McGraw-Hill	Yes	0.0 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill High School Math-Algebra 1 High School Math-Geometry	Yes	0.0 %
Science	Integrated iScience Course 1, 2, 3 Glencoe	Yes	0.0 %
History-Social Science	History Alive! TCI The Ancient World (6th) The Medieval World and Beyond (7th) The United States through Industrialism (8th)	Yes	0.0 %
Foreign Language	Realidades 1 Pearson Realidades 2 Pearson Lale Turkce Ders Kitabi 1 DiLSET Acilim Turkce Ders Kitabi 2 DiLSET	Yes	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: 12/26/2018

School Facility Conditions and Planned Improvements

MSA Bell is co-located with two other schools on Orchard Academies in Southeast Los Angeles. The facility opened its doors in the fall of 2010.

The only major recent infrastructure upgrade to the facility is a new WiFi vendor and the increase of bandwidth.

Last updated: 12/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 12/15/2018

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	37.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	23.0%	30.0%	32.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 12/15/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	485	100.00%	37.32%
Male	288	288	100.00%	31.94%
Female	197	197	100.00%	45.18%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	438	438	100.00%	38.58%
Native Hawaiian or Pacific Islander				
White	41	41	100.00%	26.83%
Two or More Races				
Socioeconomically Disadvantaged	440	440	100.00%	36.59%
English Learners	191	191	100.00%	16.75%
Students with Disabilities	51	51	100.00%	11.76%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 12/15/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	485	485	100.00%	22.89%
Male	288	288	100.00%	23.26%
Female	197	197	100.00%	22.34%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	438	438	100.00%	23.06%
Native Hawaiian or Pacific Islander				
White	41	41	100.00%	21.95%
Two or More Races				
Socioeconomically Disadvantaged	440	440	100.00%	22.73%
English Learners	191	191	100.00%	9.95%
Students with Disabilities	51	51	100.00%	7.84%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 12/15/2018

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/15/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	61.3%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017—18)

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
7	17.2%	24.2%	43.5%

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

Last updated: 12/15/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parental Involvement

Parent-Student-Teacher Cooperation

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

Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academic and social endeavors.

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

One-on-one meetings with the parents of academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment.

Student-Teacher Status Portal

MSA Bell uses Illuminate, an online cloud-based dashboard is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school.

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

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

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the School Board and School Site Council, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

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

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

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution and supervision, and attend field trips. It is not required but encouraged, that parents contribute a minimum of 10 hours per year to the school.

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

State Priority: Pupil Engagement

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

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

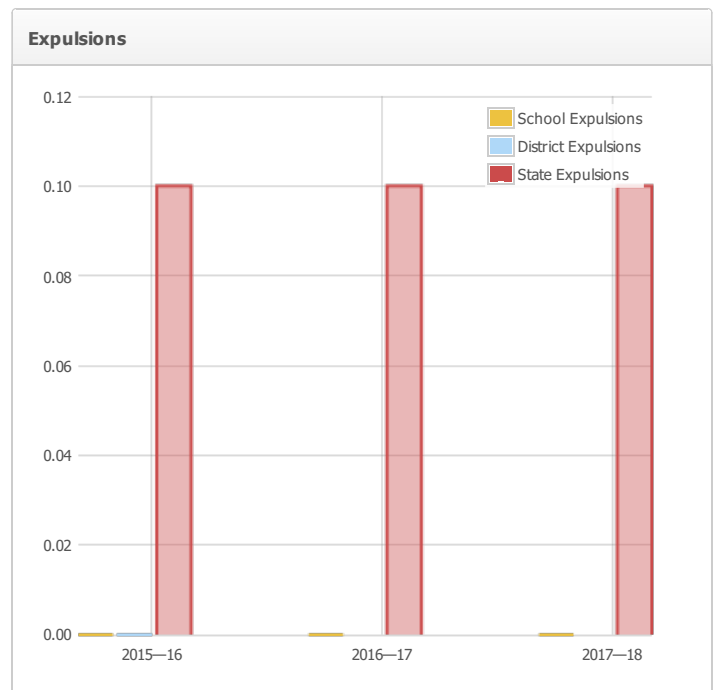
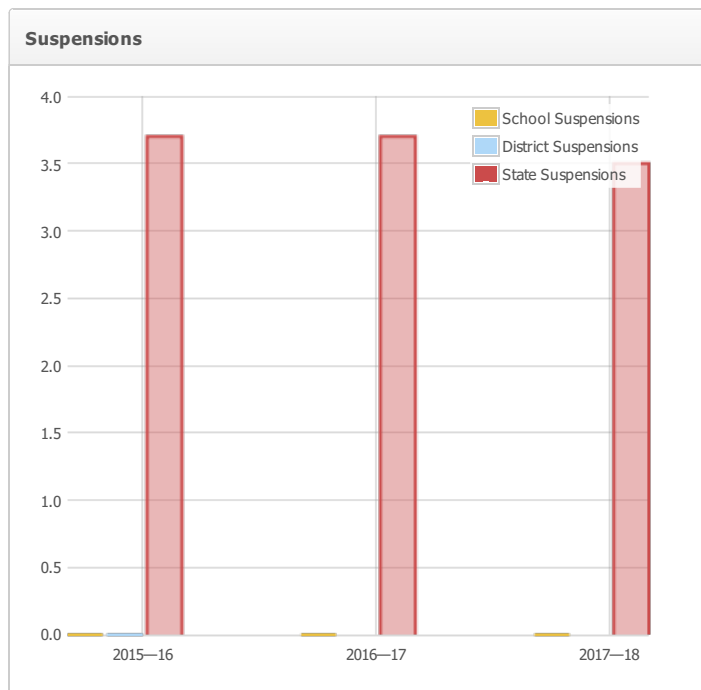
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/15/2018

School Safety Plan (School Year 2018—19)

Magnolia Science Academy Bell is co-located on Orchard Academies. In compliance with LAUSD, an Integrated Safe School Plan 2018-19 was adopted by all three schools earlier in the year. The plan is reviewed by committees that involve all stakeholders and various emergency drills are conducted collaboratively with all three schools to ensure that all individuals on campus are prepared for any situation.

[Integrated Safe School Plan 2018-19](#)

Last updated: 12/15/2018

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.0	0	4	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.0		4	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	34.3		3	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 12/15/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	33.0		10	
Mathematics	33.0		10	
Science	33.0		10	
Social Science	33.0		10	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	33.4		10	
Mathematics	33.4		10	
Science	33.4		10	
Social Science	33.4		10	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0		11	
Mathematics	31.9		11	
Science	31.9		11	
Social Science	31.9		11	

* 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: 12/15/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	488.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	3.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/15/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10993.0	\$1849.0	\$9143.0	\$60810.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	-21.0%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	25.0%	-28.0%

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

Last updated: 12/17/2018

Types of Services Funded (Fiscal Year 2017—18)

MSA Bell operates as a schoolwide Title 1 program. Title 1 funds assist to provide additional academic support and learning opportunities to help all children close the achievement gap. Below is a list of how the program is utilized within our learning community.

Aspects of the Program

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

Last updated: 12/15/2018

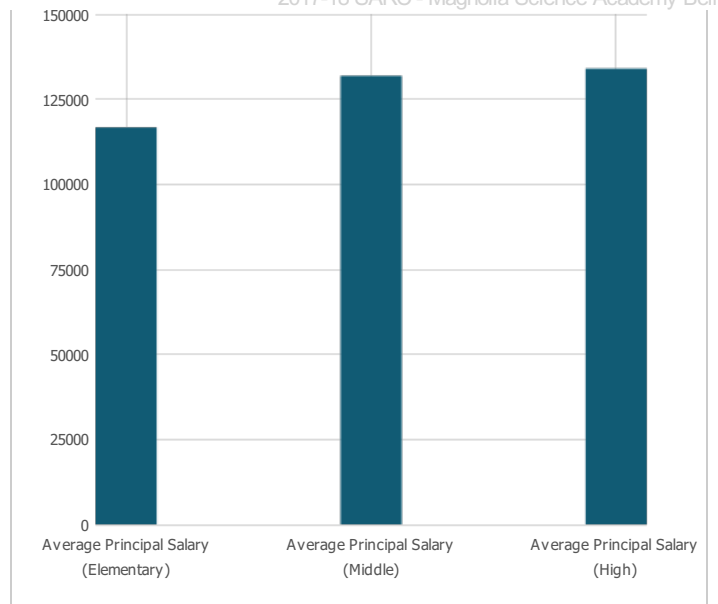
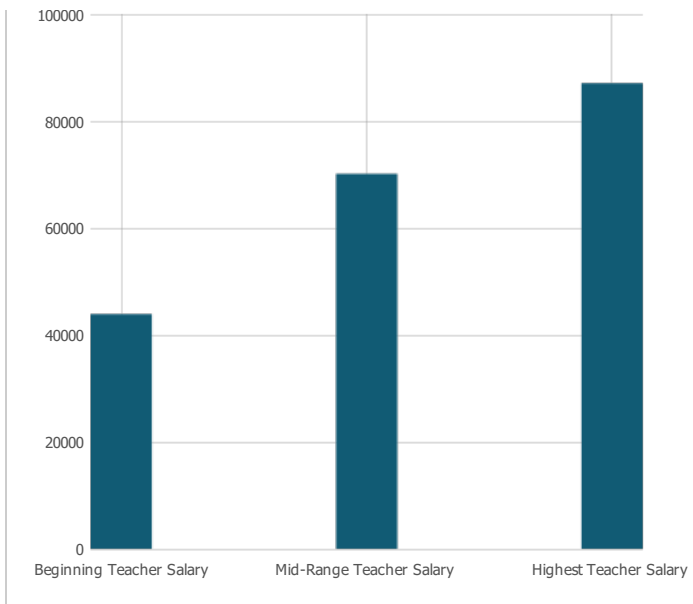
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/17/2018

Professional Development

MSA Bell is committed to providing professional development to empower staff to develop the knowledge and skills needed to address students' learning challenges.

Major areas of focus:

1. Support for student groups: Academic achievement for all learners is a priority. Professional development is lead by staff to address the internal areas of academic and social-emotional needs. Professional development outside of the learning community is encouraged and researched by personnel from home office, administration, and school staff. The type of development is determined based on internal and external data such as MAP NWEA, IABs, SBAC results, stakeholder survey, and any other data collected throughout the year from classroom observation and student classroom performance.
2. Grade level support in academics and socio-emotional development. The staff participants in Professional Learning Communities (PLCs) at least twice a month to address specific learning needs within the grade level. As a team, they study available data to best inform instruction and identify potential areas of continual professional development to address student needs.
3. Self-Directed and Platform Training. MSA Bell has participated in a collective partnership to receive training to promote student development in the habit of mind, self-directed learning, and project-based learning. Training is provided to all new teachers by providing the tools, resources, and training needed to implement instructional approaches through the web-based platform to meet the needs of the learning community. Continual training is provided to teachers and administrators that are familiar with the platform through the convening that are held at least twice per school year. Ongoing platform and data analysis are provided by a mentor on a bi-weekly basis.
4. Personalized Staff Professional Development. Educators with a preliminary credential are provided training to clear credential through the induction program from the Los Angeles County Office of Education (LACOE). The school sponsors a two-year program that provides a mentor in the development of the educator. Further development is provided through opportunities to participate in available trainings that are identified through the needs of the learning community from collected data. Lastly, continual higher education is made available through the tuition reimbursement opportunity.

Last updated: 12/16/2018

Magnolia Science Academy San Diego

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, Ca, 92120-2707
Phone Number	619-644-1300
Principal	Gokhan Serce
E-mail Address	sandiego@magnoliapublicschools.org
Web Site	http://msasd.magnoliapublicschools.org
County-District-School (CDS) Code	37683380109157

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 425 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new campus in Allied Gardens.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students through Innovation, Connection, and Excellence.

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.

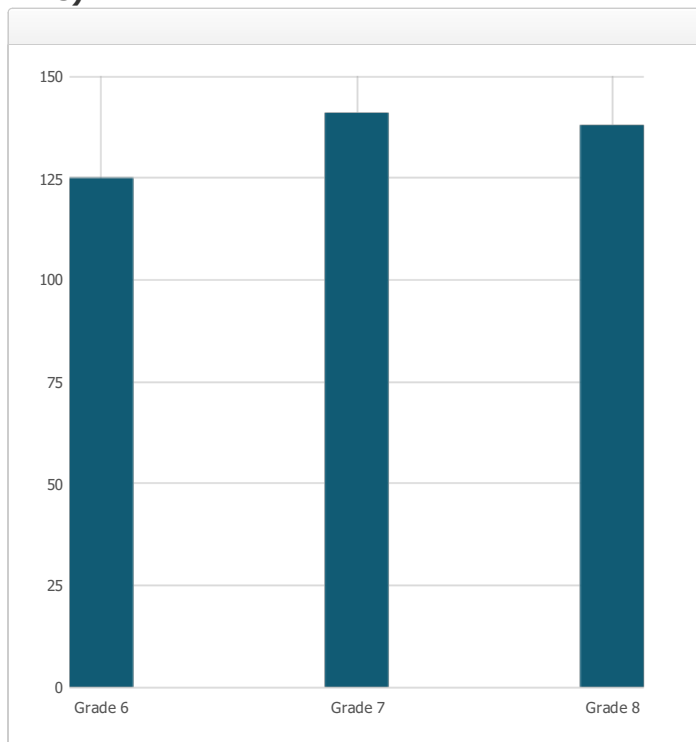
EXCELLENCE

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.

Last updated: 1/9/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	125
Grade 7	141
Grade 8	138
Total Enrollment	404



Last updated: 1/9/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.7 %
American Indian or Alaska Native	0.2 %
Asian	2.5 %
Filipino	3.0 %
Hispanic or Latino	27.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	49.0 %
Two or More Races	11.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.8 %
English Learners	4.5 %
Students with Disabilities	10.6 %
Foster Youth	0.0 %

A. Conditions of Learning

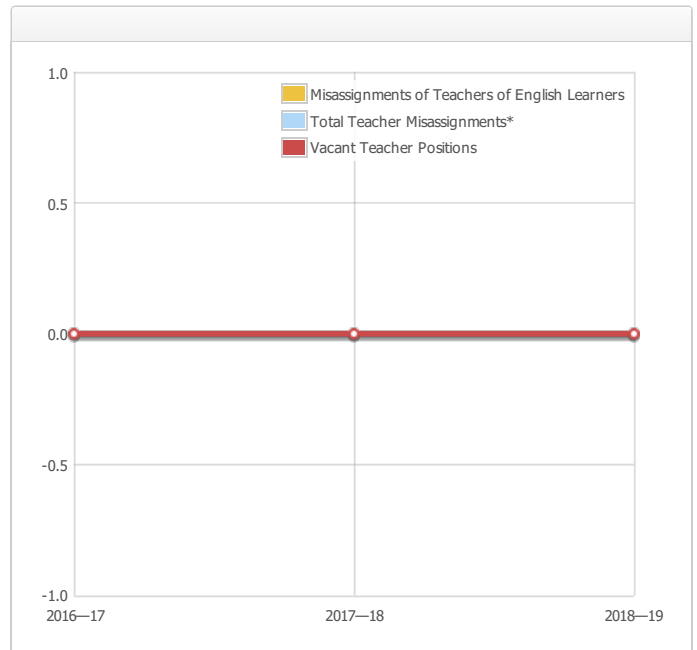
State Priority: Basic

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 Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
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: 1/9/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.0 %
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hi	Yes	0.0 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.0 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2019

School Facility Conditions and Planned Improvements

MSASD is located on a 26,000-square-foot private facility with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

Last updated: 1/9/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
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Last updated: 1/9/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	61.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	59.0%	52.0%	43.0%	45.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/9/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	388	97.24%	61.08%
Male	241	234	97.10%	55.98%
Female	158	154	97.47%	68.83%
Black or African American	25	24	96.00%	37.50%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	107	103	96.26%	46.60%
Native Hawaiian or Pacific Islander	--	--	--	
White	193	188	97.41%	67.55%
Two or More Races	53	52	98.11%	69.23%
Socioeconomically Disadvantaged	115	110	95.65%	40.91%
English Learners	51	50	98.04%	42.00%
Students with Disabilities	48	43	89.58%	23.26%
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: 1/9/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	388	97.24%	51.55%
Male	241	234	97.10%	55.13%
Female	158	154	97.47%	46.10%
Black or African American	25	24	96.00%	29.17%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	107	103	96.26%	42.72%
Native Hawaiian or Pacific Islander	--	--	--	
White	193	188	97.41%	57.45%
Two or More Races	53	52	98.11%	53.85%
Socioeconomically Disadvantaged	115	110	95.65%	30.00%
English Learners	51	50	98.04%	34.00%
Students with Disabilities	48	43	89.58%	23.26%
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: 1/9/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/9/2019

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 2017—18)

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
7	21.8%	57.1%	14.3%

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: 1/9/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including governance committees, special vents, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. To provide more support and connection every year our teachers visit at least 15% of our students' homes through our home visit program.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school's website. In addition, MSA-San Diego's School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Comprehensive School Safety Plan.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school's website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo, Holiday Expo, San Diego Maker Faire, San Diego Festival of Science and Engineering, talent show, and others.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates. In addition, teacher do two parent-student-teacher conferences every year.

State Priority: Pupil Engagement

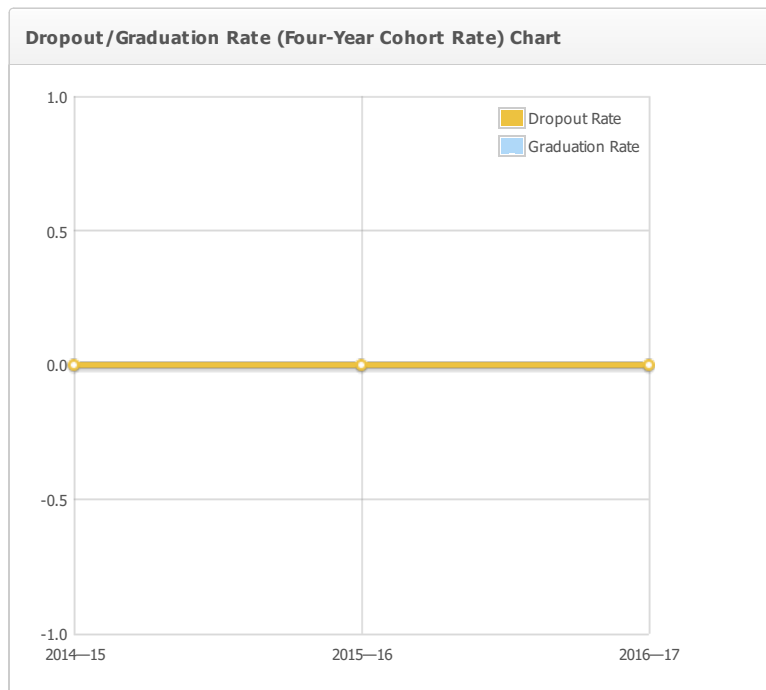
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	--	--	89.4%	91.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.7%	9.1%
Graduation Rate	--	82.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

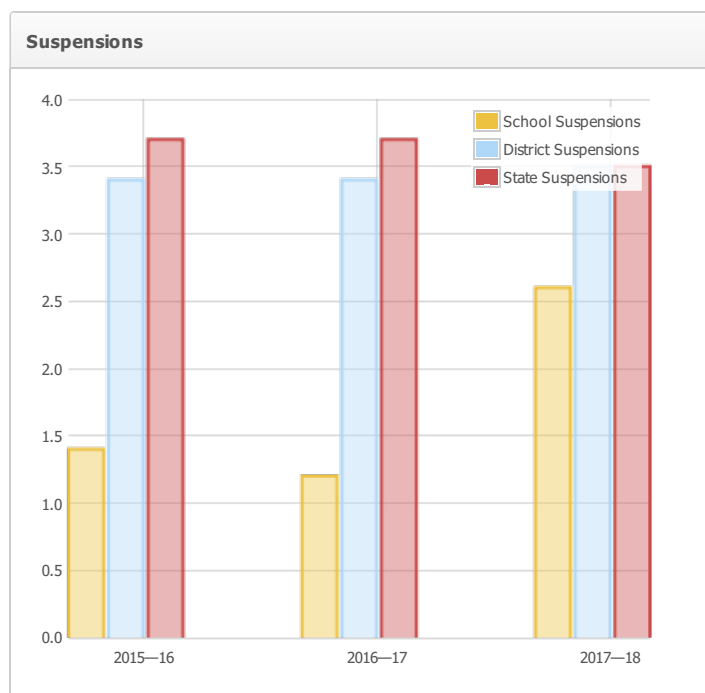
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.4%	1.2%	2.6%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/9/2019

School Safety Plan (School Year 2018—19)

Campus safety is our top priority. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills on regular bases.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.0		4	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0		4	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.0		4	1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/9/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0	0	9	0
Mathematics	32.0	0	7	2
Science	32.0	0	9	0
Social Science	32.0	0	9	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	0	10	0
Mathematics	29.0	0	8	2
Science	29.0	0	10	0
Social Science	29.0	0	10	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	0	10	0
Mathematics	28.0	0	8	2
Science	28.0	0	10	0
Social Science	28.0	0	10	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: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	404.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		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: 1/9/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9292.0	\$1291.0	\$8001.0	\$56040.0
District	N/A	N/A	--	\$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	20.0%	-36.0%

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017—18)

The school’s general fund includes monies for:

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

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: Museum of Tolerance, sixth-grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

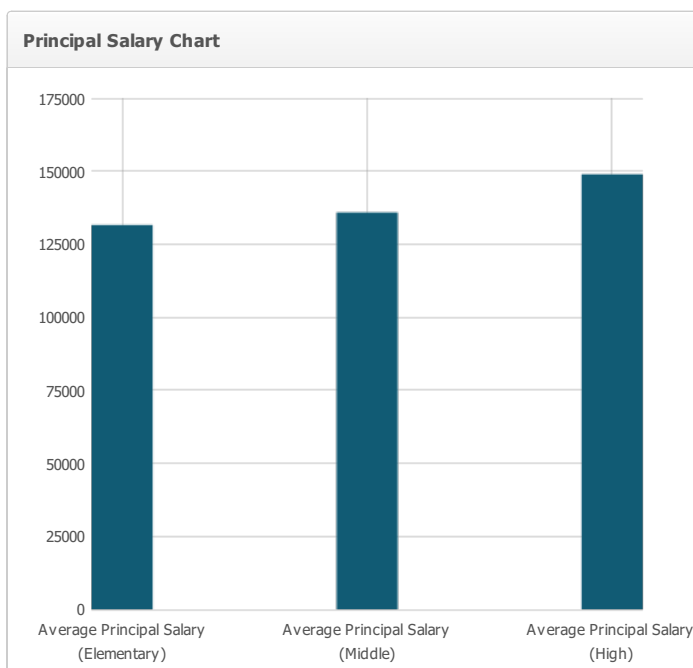
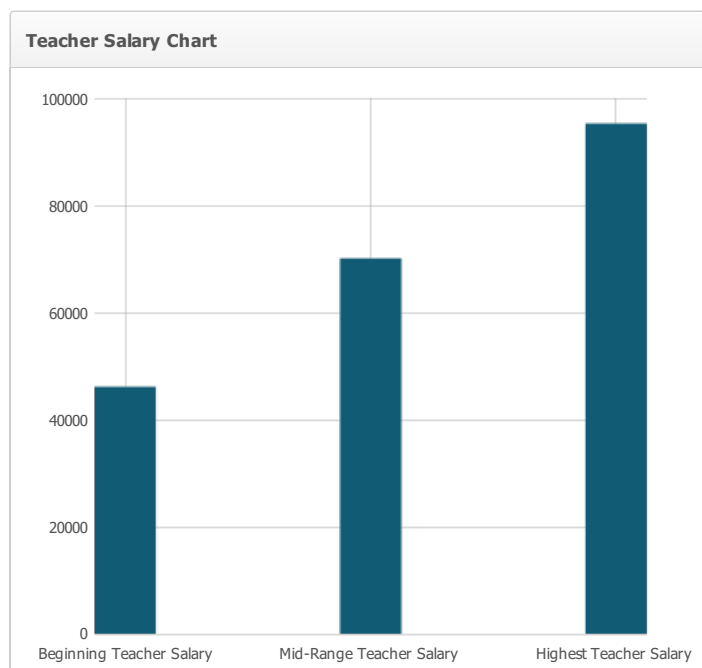
The Magnolia Public Schools Home Office oversees MSA-San Diego’s finances and provides financial guidance and services to the school

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2019

Professional Development

MPS and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. Principal, Regional Director, and Chief Academic Officer collaborate to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, 21st century skills, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to home office-provided professional development during summer and twice throughout the year, principal and admin team identify a school-wide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in weekly school-based professional learning communities (PLCs) to encourage best practices and shared problem-solving. Teachers are provided with useful data systems that allow them to improve the learning of each student.

Off-campus professional development opportunities are ongoing. This school year all staff was given Restorative Practices (RP) training and two admin were sent to Sacramento for a three day MTSS training through a grant. The full implementation plan for MTSS is created and the RP implementation as part of MTSS is ongoing at MSA-San Diego. Teachers attend common core and NGSS trainings in addition to multiple onsite "SDAIE" and "Differentiated Instruction" trainings during the school year to deepen their understanding of the state standards and effective implementation on standards for all students. Also, Erin Gruwell, the author of "Freedom Writers" delivered a half day PD to all MPS staff at Magnolia wide PD.

Last updated: 1/9/2019

Magnolia Science Academy Santa Ana

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Varol Gurler

Principal, Magnolia Science Academy Santa Ana

About Our School

Dear MSA Santa Ana community,

I would like to officially welcome you to an exciting new school year 2018-19! I would also like to take the opportunity to tell you why I am so pleased to be part of this school now that I am starting my eleventh year with Magnolia and third year as Principal of this amazing school (grades TK-12th).

Magnolia schools are considered to be among the finest in the State and provide unbelievable opportunities to students from our surrounding communities.

Thank you,

Varol Gurler, Principal

Contact

*Magnolia Science Academy Santa Ana
2840 West 1st Street
SANTA ANA, CA 92703*

Phone: 7144790115

E-mail: vgurler@magnoliapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Alfredo Rubalcava
E-mail Address	vgurler@magnoliapublicschools.org
Web Site	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2018—19)	
School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st Street
City, State, Zip	SANTA ANA, Ca, 92703
Phone Number	7144790115
Principal	Varol Gurler
E-mail Address	vgurler@magnoliapublicschools.org
Web Site	www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/7/2019

School Description and Mission Statement (School Year 2018—19)

Magnolia Science Academy-Santa Ana (MSA SA)

Magnolia Science Academy Santa Ana is an independent public charter school for grades TK–12 with a mission to provide a college preparatory educational program, emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA SA is supplemented by tutoring, after-school programs, and school-to-university collaborations.

MSA SA creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) 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 our 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.

MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability.

Our three pillars are: Innovation, Connection and Excellence.

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.

MSA-SA is SBE approved charter school and operates as a site-based school.

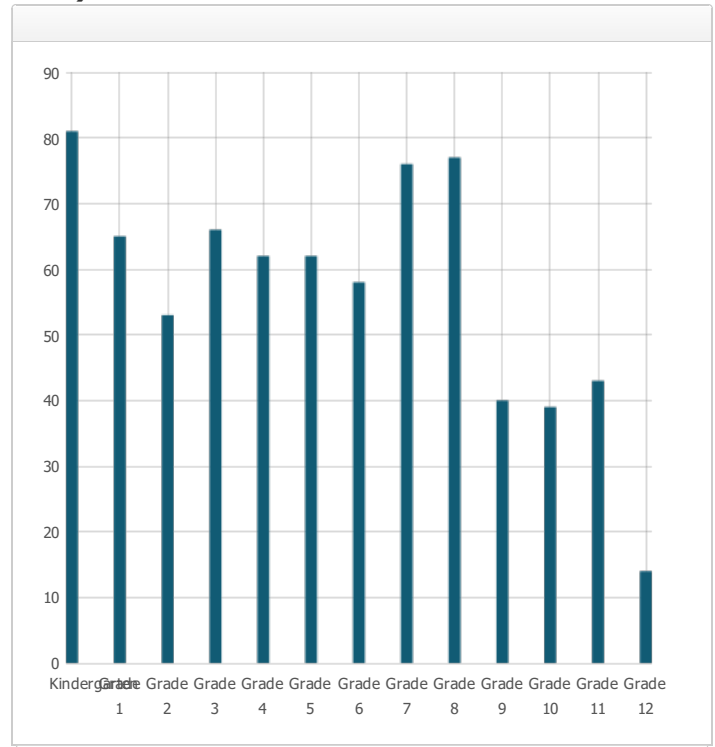
Mission Statement

Magnolia Public Schools 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.

Last updated: 1/7/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	81
Grade 1	65
Grade 2	53
Grade 3	66
Grade 4	62
Grade 5	62
Grade 6	58
Grade 7	76
Grade 8	77
Grade 9	40
Grade 10	39
Grade 11	43
Grade 12	14
Total Enrollment	736



Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.7 %
Asian	2.2 %
Filipino	0.3 %
Hispanic or Latino	86.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	7.6 %
Two or More Races	1.1 %
Other	-0.1 %
Student Group (Other)	
Socioeconomically Disadvantaged	86.1 %
English Learners	33.6 %
Students with Disabilities	15.5 %
Foster Youth	0.4 %

A. Conditions of Learning

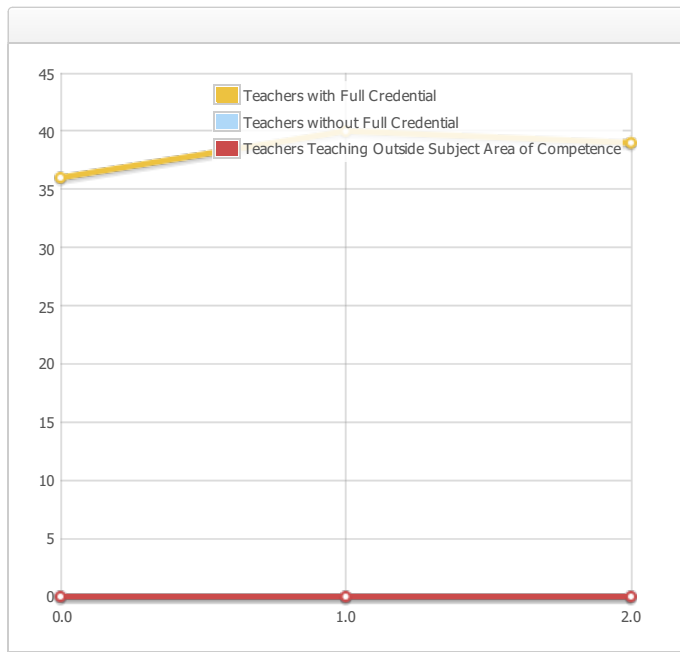
State Priority: Basic

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

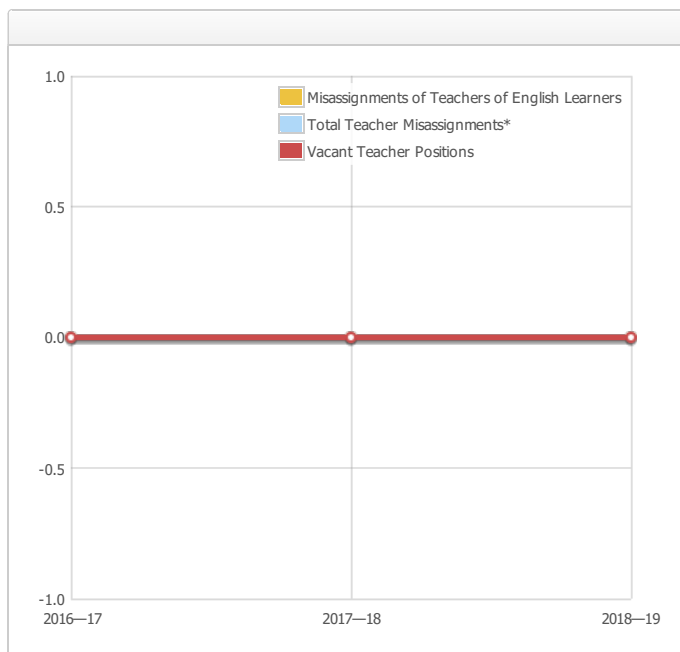
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	36	40	39	39
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grades TK-5) English Language Arts/ELD: McGraw-Hill Core Curriculum Student Bundles ; ELD Program McGraw-Hill Wonders (Grades 6-12) McGraw-Hill Studysync ; ELD Program-National Geographic Learning, Inside MyOn (Reading program for grades 2-10)	Yes	0.0 %
Mathematics	(Grades TK-5) McGraw-Hill, My Math Student, My Math Interactive Guide (TK-5) (Grades 6-8) McGraw-Hill, Glencoe CA Math,(Complete Student Bundle with Aleks Embedded add-on) (6-8); (Grades 9-12) McGraw-Hill, Integrated Math (9-12)	Yes	0.0 %
Science	(Grades TK-5) Science: Inspire Science: Be a Scientist Notebook, Inspire Science: Science Handbook (Grades 6-8) McGraw-Hill, Integrated iScience ; (Grades 9-12) McGraw-Hill, Glencoe Physical Science, Biology, Physics, Chemistry, AP Biology	Yes	0.0 %
History-Social Science	(Grades TK-5) Networks SS: Living, Learning & Working Together, Our Community & Beyond, Who We Are as Americans, The United States Communities & Neighbors, United States Early Years, United States History (Grades 6-8) Networks SS: A History of the world, History of the world, Student Learning Center, History of the United States Complete System Student Edition, History of the United States Student Center (Grades 9-12) World History & Geography Modern Times Student Suite, World History & Geography Modern Times Student Learning Center, History geography modern times complete system, History geography modern times student center, US Government Student Suite, US Government Student Learning Center, AP World History (AP Traditions & Encounters EBook)	Yes	0.0 %
Foreign Language	High School Spanish I (Así se Dice) High School Spanish II (Así se Dice) AP Language & Culture (Temas)	Yes	0.0 %
Health	NA. Embedded in the Science and PE curriculum	Yes	0.0 %
Visual and Performing Arts	Teacher and PLC developed lesson plans. Scholastic magazines Collaboration with other department (Cross Curricular Lesson Planning)	Yes	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: 1/7/2019

School Facility Conditions and Planned Improvements

Magnolia Science Academy-Santa Ana campus is located at 2840 W. 1st Street, Santa Ana. MSA-Santa Ana is a TK-12 grade school. The facility has a two-story building with 34 classrooms with state of the art science and computer labs, playgrounds, and sports areas.

The new gymnasium, playgrounds, and an outside cafeteria servery were added as of August 2018.

The new building has been maintained by one day and one night custodians. Contracted vendors provide services for outside areas.

No major repairs or maintenance issues are reported.

Last updated: 1/7/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MSA-SA owns a brand new building with new HVAC. The units are regularly serviced by a maintenance company. The facilities manager oversees any needs.
Interior: Interior Surfaces	Good	Maintained regularly and our facilities manager oversees any needs. We have three custodians that maintain our facilities in great conditions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest control services are in place. We have two custodians that maintain our facilities in great conditions.
Electrical: Electrical	Good	New building does not require major attention. Our facilities manager oversees any needs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One day and one night custodians maintain the restrooms, fountains and sinks.
Safety: Fire Safety, Hazardous Materials	Good	New building is fully equipped with brand new fire, life safety system. Yearly maintenance are done by vendors and our facilities manager. OSHA guidelines and standards are observed by staff for any hazardous materials
Structural: Structural Damage, Roofs	Good	New building and new roof. Maintained regularly and our facilities manager oversees any needs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We have two custodians that maintain our facilities in great conditions.

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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Last updated: 1/7/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	42.0%	47.0%	42.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	26.0%	32.0%	26.0%	37.0%	38.0%

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

Note: ELA and 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.

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	427	99.53%	41.78%
Male	221	220	99.55%	39.73%
Female	208	207	99.52%	43.96%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	382	381	99.74%	38.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	26	25	96.15%	70.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	379	378	99.74%	38.46%
English Learners	261	260	99.62%	28.46%
Students with Disabilities	73	73	100.00%	17.81%
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: 1/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	428	99.77%	26.40%
Male	221	220	99.55%	27.73%
Female	208	208	100.00%	25.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	382	381	99.74%	23.88%
Native Hawaiian or Pacific Islander	--	--	--	
White	26	26	100.00%	53.85%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	379	378	99.74%	23.28%
English Learners	261	261	100.00%	18.77%
Students with Disabilities	73	73	100.00%	8.22%
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: 1/7/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/7/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

MSA SA is a college preparatory TK-12 school. Currently, no CTE programs are offered.

Last updated: 1/7/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/7/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	22.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	61.5%

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 2017–18)

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
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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: 1/7/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are encouraged and have opportunities to attend many committees, meetings and events such as School Site Council (SCC), Parent Task Force (PTF), English Learners Advisory Committee (ELAC), coffee with the admin team , parent college, College nights, school festivals and activities such as awards ceremonies, schoolwide potlucks, field trips, school-wide fundraising activities, and parent teacher conferences. LCAP is discussed mainly in committees and coffee with admin team meetings.

We have a bilingual Parent and Community Engagement (PACE) Coordinator working with parents and community closely.

Parents are further encouraged to attend workshops such as, financial aid Information night, FAFSA Night, cash for college, Social Emotional Learning(SEL)trainings,parent student information system training, parent college nights (by grade level), info sessions on school planning meetings. MSA parents volunteer in their student's classrooms and school wide events.

All parents are encouraged to take an active role in their student's education through the SIS Parent Portal, MyON portal,our weekly newsletter" The HOOK", College Counselor Monthly Newsletter,Leave a message form(Spanish & English version) and ongoing communication with the school.

MSA-Santa Ana believes that a cooperative parent-student-teacher triad will narrow the achievement gap. MSA-Santa Ana partners with parents to make them aware of the importance of their involvement in their children's education through some combination of activities as listed here and in the parent involvement info at the school Website.

State Priority: Pupil Engagement

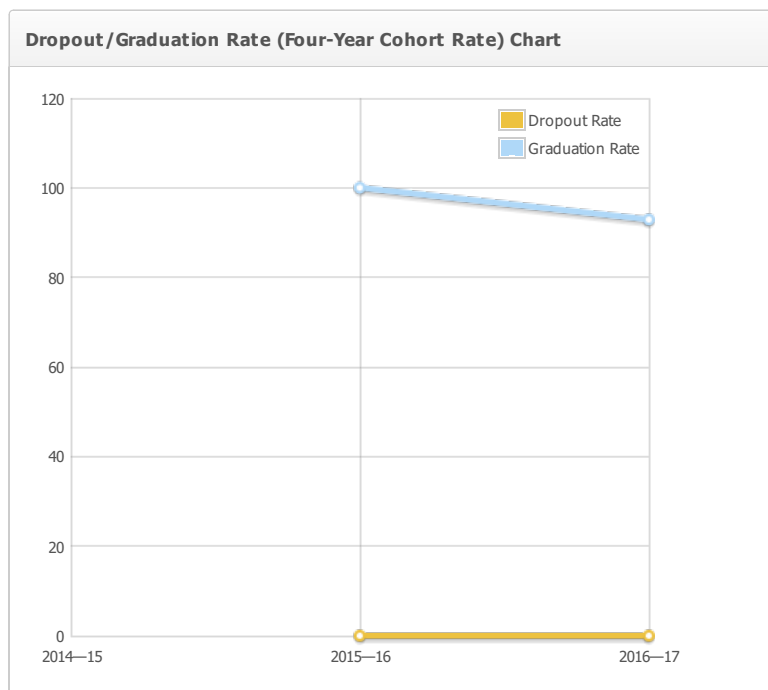
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	0.0%	--	--	10.7%	9.7%
Graduation Rate	--	100.0%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	0.0%	9.1%
Graduation Rate	92.9%	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.9%	92.9%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	90.9%	90.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	33.3%	33.3%	56.7%
Students with Disabilities	80.0%	80.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

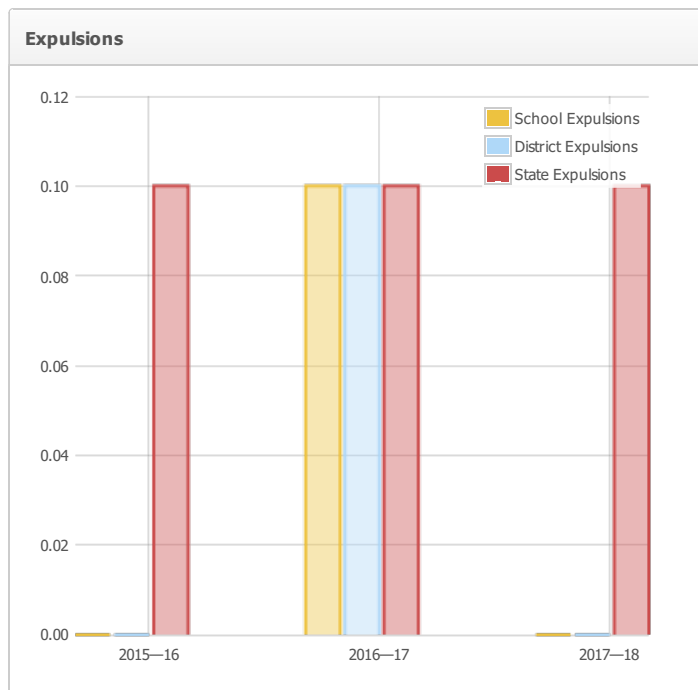
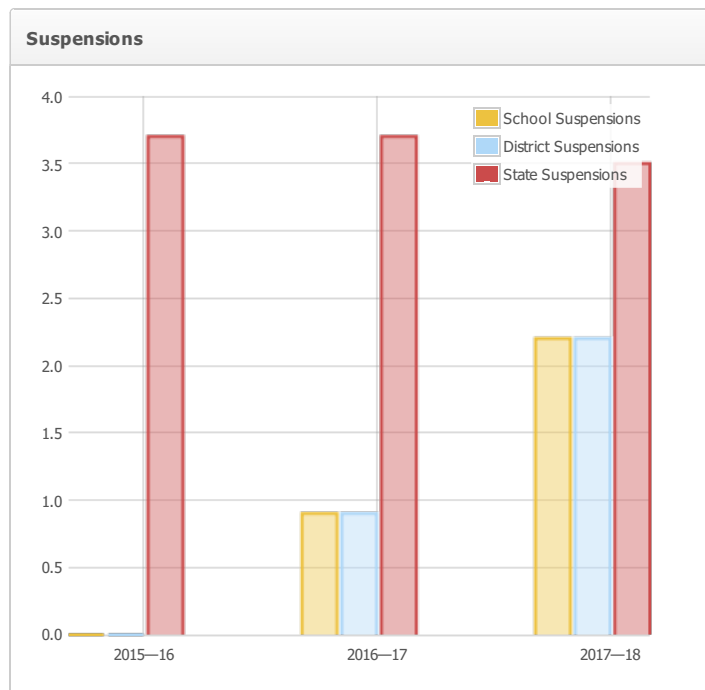
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.9%	2.2%	--	0.9%	2.2%	3.7%	3.7%	3.5%
Expulsions	--	0.1%	0.0%	--	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

Campus Supervision Plan

Elementary School Hours

Monday: TK/K: 8:30 am-1:15pm 2nd-5th: 8:20am-1:40pm

Tuesday-Friday: TK/K: 8:30am-1:15pm 2nd-5th: 8:20am-2:35pm

Clubs/Tutoring Hours: 2:45pm-3:30pm

Middle School/High School Hours

Monday: 8:00am-2:01pm

Tuesday-Friday: 8:00am-3:01pm

Office Hours: 7:30am-4:30pm

Clubs/Tutoring Hours: 3:00pm-4:00pm

After School Program Hours
3:00pm-6:00pm

Administration Contacts:

Principal : Varol Gurler vgurler@magnoliapublicschools.org

Dean of Academics (Elementary): Maria Rowell mrowell@magnoliapublicschools.org

Dean of Academics (Secondary): Cobi Luciani cluciani@magnoliapublicschools.org

Dean of Academics (Secondary): Melik Sayin msayin@magnoliapublicschools.org

Dean of Students(Elementary): Victor Lanier vlanier@magnoliapublicschools.org

Dean of Students(Secondary): Alma Jongewaard ahjongewaard@magnoliapublicschools.org

Supervision:

Magnolia Science Academy- Santa Ana students will be under the supervision of school personnel during the school day and during extracurricular activities. Personnel supervising students are certificated employees, or other classified personnel.

- a) School Administration is responsible for assigning school personnel to supervised students.
- b) Teachers and other school personnel are responsible for supervising students during school hours and during extracurricular activities as required by their assigned professional duties.
- c) All school staff are responsible for observing student activities to detect in so far as possible any individual or group action which might be considered intimidating, give rise to injury, or cause damage.
- d) All staff are responsible for being aware of individuals whose presence on school premises is not justified.
- e) Parents/guardians are responsible for ensuring supervision of their children during non-school hours both before and after school, except for school sponsored events.
- f) School Administration is responsible for the development of administrative rules and regulations to ensure that this policy is implemented.

Parking: Parking is limited on campus. There are 4 designated "Visitor" parking spots. All other parking spots are numbered and labeled "Staff" and are assigned to staff members. There is additional parking available across the street on the west side of the Church. If parking across the street, under no circumstances should you jaywalk. Observe all traffic and safety guidelines and use the crosswalk on Fairview. Give yourself plenty of time in doing this.

Visitors on Campus: All visitors on campus are required to sign in at the school office. Individuals who are on campus without visitor identification must be asked to sign in at the school office. People who clearly do not have legitimate business on campus must be reported to the school office immediately.

Volunteers on Campus: Magnolia Science Academy – Santa Ana encourages parent involvement and volunteering. All volunteers on campus must provide a negative TB test clearance and LiveScan clearance prior to volunteering. Volunteers should arrange with school administration the schedule date, times, location, and purpose of their volunteer work. See Magnolia Public School's Conditions for Classroom and School Volunteer, Visitation, Shadowing, and Removal Policy for further details.

Reporting: Parents, Students, and Visitors should report any safety concerns directly to the office or School Administration. Written reports can be made in the forms of filling out the Incident Report form or Leave a Message form.

Magnolia Science Academy-Santa Ana has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keeps it on file for review and trains its staff annually on the safety procedures outlined in the plan. It is the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a "team-on-duty" was created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

HEALTH AND SAFETY: The school complies with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

EMERGENCY SITUATIONS: MSA-Santa Ana utilizes its School Safety Plan in responding to emergency situations. The plan is reviewed each year and updated as necessary. MSA-Santa Ana ensures that the staff has been trained in health, safety, and emergency procedures. Staff receives internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the year. MSA-Santa Ana creates and maintains a record of each drill. Additionally, important safety and health topics are addressed in the School's newsletter.

FIRE DRILLS: MSA-Santa Ana complies with the Education Code Section 32001 in regards to conducting fire drills not less than once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and not less than twice every school year at the secondary level. The Office maintains a record of each drill conducted with the amount of time it takes for complete evacuation. Whenever the alarm is given, all students, teachers and other employees quickly leave the building in an orderly manner. Teachers ascertain that no student remains in the building. Designated evacuation routes are posted in each room and hallways. Teachers are prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked. Students remain with their teacher in the evacuation area. Teachers take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students remain with their teachers at the designated evacuation area until the administrative staff gives the "all clear" signal. Orderly evacuation begins immediately and is completed within minutes of the initial alarm. The students and staff then return to their appropriate classrooms and the teachers will take roll once more. Missing students are reported to the attendance office.

EARTHQUAKE AND OTHER DISASTER DRILLS: MSA-Santa Ana complies with the Education Code Section 35297 in regards to holding a "drop procedure" practice at least once each school quarter in elementary schools and at least once a semester in secondary schools. MSA-Santa Ana conducts disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the "duck, hold, cover" procedure. A disaster drill commencing with the "duck, hold, cover" procedure is initiated by an announcement over the intercom. Students and staff will hear, "This is an emergency drill. Duck, hold, and cover." Teachers then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff. In the case of a real earthquake, everyone engage in the "duck, hold, cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions. In the case of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an "all clear" or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teachers make sure that all doors, windows, and vents remain closed. The school site maintenance staff turn off the gas. All unassigned staff report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. MSA-Santa Ana has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. MSA-Santa Ana also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

BOMB THREATS: Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

EVACUATION PLAN: A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school will be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	16.0	2		
Other**	17.0	8		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	2	
1	25.0		2	
2	28.0		2	
3	28.0		2	
4	28.0		2	
5	28.0		2	
6	25.0		2	
Other**	22.0	5	8	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	3	
1	24.0		3	
2	30.0		2	
3	26.0		3	
4	32.0		2	
5	32.0		2	
6	24.0		2	
Other**	40.0	5	8	

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

** "Other" category is for multi-grade level classes.

Last updated: 1/9/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	10		
Mathematics	14.0	10		
Science	17.0	9		
Social Science	15.0	10		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	4	11	
Mathematics	14.0	3	11	
Science	22.0	4	11	
Social Science	19.0	4	11	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	6	9	
Mathematics	20.0	6	9	
Science	24.0	5	9	
Social Science	22.0	6	9	

* 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: 1/9/2019

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	129.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	12.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Total Expenditures Per Pupil
\$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)
\$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)
\$ 9,619

Average Teacher Salary
\$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017–18)

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.

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.

Title IV

Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/8/2019

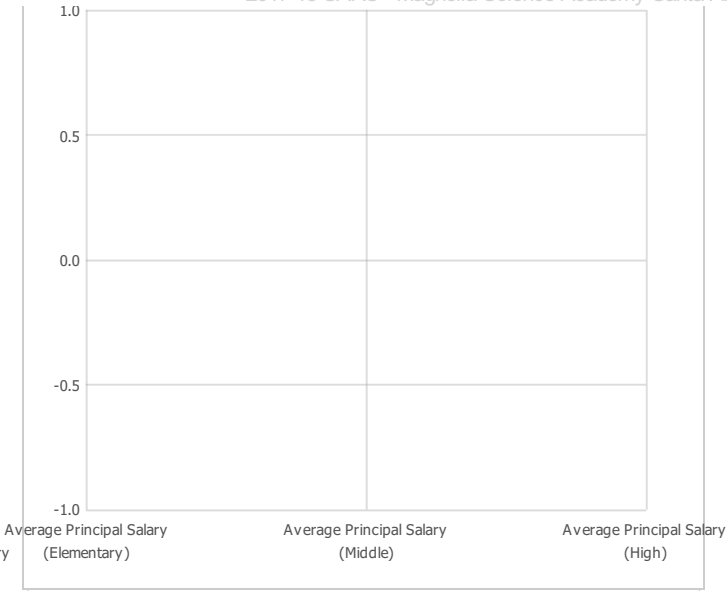
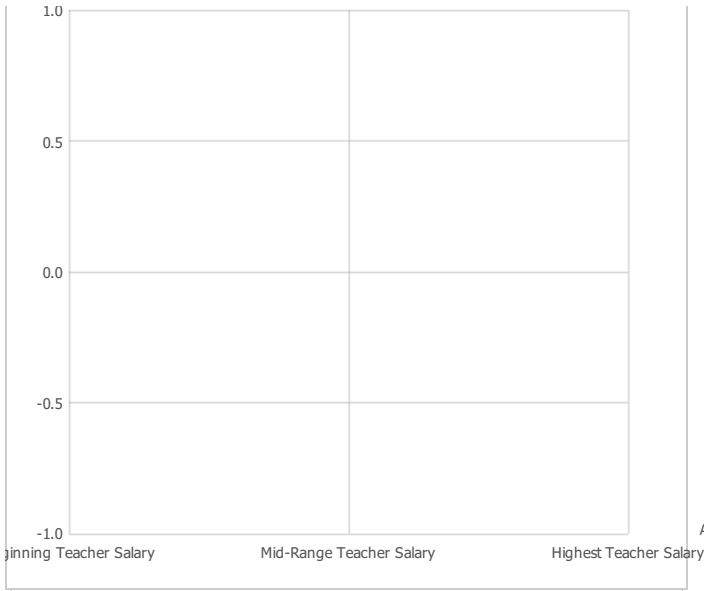
Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	6	8.4%

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

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

Last updated: 1/7/2019

Professional Development

Professional Learning Communities (PLC) MSA-Santa Ana will make use of PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

All teachers will meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, CAASPP, CELDT, etc.,)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events

- Discuss other departmental issues and policies Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade level teachers will meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Summer in-service programs:

MSA-Santa Ana will also hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program will be held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations:

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations:

All teachers will be observed in the classroom by department chairs, administrative team (dean of academics, principal and chief academic officer), and by Accord. A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers will be evaluated annually. A pre-conference and post conference will be scheduled for each of the evaluation.

Walkthroughs:

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA):

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Scheduled Professional Development:

- National Charter Schools Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS). (June of each year)
- California Charter Schools Association (CCSA) Conference: Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference. (March of each year)
- Charter Schools Development Center (CSDC): Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute. (June of each year)
- Magnolia Public Schools (MPS) professional development days: MPS Professional Development Days are held for a full day once each semester. Issues such as student achievement data, differentiated instruction, intervention, SDAIE, and departmental collaboration among MPS teachers are discussed.

Other professional development programs that MSA-Santa Ana will consider include:

- College Board's Workshops and Seminars (typically in the summer)
 - Association of Latino Administrators and Superintendents Conference (Summer Institute)
 - National Council of Teachers of Mathematics Conference (April of each year)
 - National Science Teachers Association Conference (March/April of each year)
 - National Council of Teachers of English Conference (November of each year)
-
- California Council for History Education Conference (October of each year)
 - California Science Teachers Association (CSTA) (October of each year)
 - California Association of Mathematics Teacher Educators Conference (February of each year) Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at MSA-Santa Ana

Common Core State Standards (CCSS):

- Full Implementation (2014-15) Topics 1- Building awareness of the CCSS shift and focus
 - Common Core Standards Shifts
 - State implementation plans 2- Anticipating challenges and preparing towards them
 - Teacher frictions
 - Textbook, Resources/budget
 - Assessment
 - Technology 3- Preparation: Gathering resources and tools a. Establishing a team to oversee the transition
 - Admin Team, Counselor, Math Dept., English Dept. b. Awareness campaigns
 - Students, Parents, Board and Community 4- Managing the change (transition to CCSS)
 - Timeline (Action, responsibilities, benchmarks, deadlines)
 - Establish the culture
 - Literacy instruction
 - Text complicity and informational text
 - Close reading and text based response
 - Writing across content area
 - Mathematics instruction
 - Student engagement and collaboration
 - Instructional time
 - Create and learn vs. "Sit and Get"
 - Professional Development
-
- Assessment 5- Fixing related problems 6- Improving practices and results Scheduled PD on CCSS (with Approximate Dates)
 - CCSA Conference (March of each year; CCSS sessions for teachers/administrators)

Ongoing Professional Development Program for Special Education:

MSA-Santa Ana will conduct ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana will have a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers will attend workshops and trainings provided by the SELPA and attend a resource conference to hear from additional experts in the field of special education. The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans In addition to the August sessions, MPS conducts quarterly training sessions about special education.

Social Emotional Learning(SEL) which includes PBIS and RTI as academic and behavioral support