Executive Summary School Accountability Report Card, 2011–12

For Magnolia Science Academy

Address:	18238 Sherman Way, Reseda, CA, 91335-4550	**Phone:**	(818) 609-0507
Principal:	Mustafa Sahin, Principal	**Grade Span:**	6-12

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 individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 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.

About This School

Narrative provided by the LEA.

Student Enrollment

Group	Enrollment
Number of students	521
Black or African American	1.0%
American Indian or Alaska Native	0.8%
Asian	4.4%
Filipino	5.0%
Hispanic or Latino	74.5%
Native Hawaiian or Pacific Islander	0.0%
White	14.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	90.0%
English Learners	56.4%
Students with Disabilities	11.7%

Teachers

Indicator	Teachers
Teachers with full credential	24

Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	58%
Mathematics	46%
Science	64%
History-Social Science	58%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	805
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 17
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

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.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$8,020.00
District	$8729.76
State	$5,455.00

School Completion

Indicator	Result
Graduation Rate (if applicable)	100.0%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School	District

School Name	Magnolia Science Academy	**District Name**	Los Angeles Unified
Street	18238 Sherman Way	**Phone Number**	(213) 241-1000
City, State, Zip	Reseda, CA, 91335-4550	**Web Site**	www.lausd.net
Phone Number	(818) 609-0507	**Superintendent**	John Deasy
Principal	Mustafa Sahin, Principal	**E-mail Address**	superintendent@lausd.net
E-mail Address	msahin@magnoliapublicschools.org	**CDS Code**	19647336119945

School Description and Mission Statement (School Year 2011–12)

MSA-1 is a classroom based charter school serving grades 6–12 with a curriculum emphasis on science, math, and technology. 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, and math (STEM) 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.

Core Values

Magnolia Public Schools has identified the following core values, which are reinforced through its "Get Ready for Life (GRFL)" curriculum, expected school wide learning results (ESLR), and all school activities.

Value: Scholarship
GRFL: Success
GRFL: Self Discipline
Value: Critical Thinking
***GRFL:* Citizenship**
***GRFL:* Personal Qualities**
Value: Effective Communication
GRFL: Conflict Resolution
GRFL: Human Relations
Value: Social Responsibility
GRFL: Respect
GRFL: Responsible Choices

In a school setting, teachers are one of the most important role models to the students. Therefore, among the teaching staff MSA-1 will emphasize the value of continuous professional development, persistent innovation, intellectual curiosity, tolerance, and positive response to change so that these values and attitudes will be conveyed to students through example.

Opportunities for Parental Involvement (School Year 2011–12)

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

Additionally, teachers do home visits which enhances 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, MSA1 holds an orientation for both new and returning students. Each teacher has the opportunity to interview 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 (PTF) meets every 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 neighbors 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 Saturday Computer and ESL classes.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	93
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	72
Grade 3	0	Grade 10	64
Grade 4	0	Grade 11	53
Grade 5	1	Grade 12	39
Grade 6	105	Ungraded Secondary	0
Grade 7	94	Total Enrollment	521

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	0.8%
Asian	4.4%
Filipino	5.0%
Hispanic or Latino	74.5%
Native Hawaiian or Pacific Islander	0.0%
White	14.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	90.0%
English Learners	56.4%
Students with Disabilities	11.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*	Avg. Class Size	2010–11 Number of Classes*	Avg. Class Size	2011–12 Number of Classes*

		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K		0	0	0		0	0	0		0	0	0
1		0	0	0		0	0	0		0	0	0
2		0	0	0		0	0	0		0	0	0
3		0	0	0		0	0	0		0	0	0
4		0	0	0		0	0	0		0	0	0
5		0	0	0		0	0	0		0	0	0
6		0	4	0		0	4	0		0	4	0
Other		0	0	0		0	0	0		0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	4	15	0	25.2	8	29	3	26.5	2	13	0
Mathematics	25	4	15	0	26.3	4	10	2	25.3	5	11	0
Science	25	4	15	0	26.4	2	6	4	26.6	2	11	1
Social Science	25	4	15	0	24.9	6	13	0	24.8	2	7	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.

III. School Climate

School Safety Plan (School Year 2011–12)

MSA1 conducts fire, earthquake and other mandated drills including lock down drills. 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. 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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	14	2	10 total			
Expulsions	0	0	0			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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.

School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	22	24	24	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	520
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	2	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: ___December 2011_____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts		Yes	0%
Mathematics		Yes	0%
Science		Yes	0%
History-Social Science		Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%

Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,020	$6,669	$1,351	$50,120
District			$8729.76	$67,084
Percent Difference – School Site and District				
State			$5,455	$68,835
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

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.

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.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$41,455
Mid-Range Teacher Salary	$63,553	$66,043
Highest Teacher Salary	$78,906	$85,397
Average Principal Salary (Elementary)	$106,214	$106,714
Average Principal Salary (Middle)	$116,011	$111,101
Average Principal Salary (High)	$113,459	$121,754
Superintendent Salary	$275,000	$223,357
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	50%	52%	58%	41%	44%	48%	52%	54%	56%
Mathematics	44%	40%	46%	39%	43%	44%	48%	50%	51%
Science	58%	69%	64%	43%	47%	51%	54%	57%	60%
History-Social Science	59%	61%	58%	33%	37%	39%	44%	48%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-	Mathematics	Science	History- Social

	Language Arts			Science
All Students in the LEA	48%	44%	51%	39%
All Students at the School	58%	46%	64%	58%
Male	55%	45%	67%	63%
Female	63%	48%	61%	52%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	67%	67%	0%	0%
Filipino	88%	60%	0%	77%
Hispanic or Latino	54%	42%	63%	54%
Native Hawaiian or Pacific Islander				
White	71%	59%	67%	67%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	56%	45%	63%	58%
English Learners	11%	18%	18%	16%
Students with Disabilities	11%	16%	27%	25%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12

English-Language Arts	57%	61%	57%	41%	47%	45%	54%	59%	56%
Mathematics	61%	65%	57%	42%	46%	50%	54%	56%	58%

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	23%	22%	50%	34%	16%
All Students at the School	43%	22%	34%	43%	38%	19%
Male	55%	15%	30%	31%	47%	22%
Female	28%	32%	40%	58%	27%	15%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	46%	21%	33%	48%	38%	15%
Native Hawaiian or Pacific Islander						
White						
Two or More Races	33%	25%	42%	18%	36%	45%
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	20.90%	27.90%	20.90%
9	19.10%	25.50%	42.60%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	8	8
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	13	7	-2

Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	7	-4
Native Hawaiian or Pacific Islander			
White	37	2	
Two or More Races			
Socioeconomically Disadvantaged	7	4	-5
English Learners	14	-20	-34
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	460	805	416,460	745	4,664,264	788
Black or African American	5		36,627	696	313,201	710
American Indian or Alaska Native	3		1,395	754	31,606	742
Asian	22	873	16,488	909	404,670	905
Filipino	25	905	10,318	863	124,824	869
Hispanic or Latino	341	785	312,515	723	2,425,230	740
Native Hawaiian or Pacific Islander	0		1,443	792	26,563	775
White	64	853	36,849	874	1,221,860	853
Two or More Races	0		600	805	88,428	849
Socioeconomically Disadvantaged	406	784	344,647	728	2,779,680	737
English Learners	180	729	197,134	677	1,530,297	716

Students with Disabilities	55	526	53,956	554	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		603
Percent of Schools Currently in Program Improvement		64.4%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		4.3	2.5		24.7	20.7		16.6	14.4
Graduation Rate		91.30	95.00		62.43	61.09		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including

having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2011–12)

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	-

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	18.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	0	
Science	0	
Social Science	6	
All courses	9	14.4%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The following is a description of the school-wide staff development and professional development that takes place at MSA-1.

1. **Administrative Meetings: The Principal, Dean of Academics and Dean of Students meet at least weekly in the morning to discuss school wide issues: Attendance, enrollment, 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/behavior, counseling, school safety, trainings, and to address issues about our students from the staff.**

3. **Department Chair Meetings: Our department chairpersons meet biweekly, prior to the biweekly 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 course curriculum**
   - **Analysis of Student Achievement Data (MAP, STAR/CST, 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**

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

Grade Level Meetings: Each grade has a biweekly grade level meeting.

7. **Grade Level Staff Development Meetings: MSA-1 teachers meet biweekly 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, RTI, SSSR, Academic Tutoring, CAHSEE Prep)**
   - **Analysis of student achievement data (MAP, STAR/CST, CAHSEE, 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**
   - **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/guidance 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.

8. **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.**

9. **Summer Professional Development: During the month of August, Magnolia Public Schools (the organization) provides 2 days of intensive professional development for all MPS teachers and administrators. One session is held in Southern California for the 10 Southern Magnolia Schools and a Northern California session is held for the 3 Northern Magnolia Schools.**

10. **Accord Institute for Education Research Conference: All MSA-1 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 from September 29th to October 1st in Ontario, California. 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**

11. **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.**

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)**
- **Accord Institute for Education Research (AIER)**

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 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)**
- **Middleton, Young & Minney – workshops for leadership on accountability and compliance**
- **Orange County Office of Education: Teacher Credentialing Program**
- **High Tech High Graduate School of Education**