



2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/fg/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).

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Zekeriya Ocel, 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! We constantly pursue Academic Excellence, being the Educational Innovators and Connecting on an outstanding level to propel global change.

At MSA 3, Every day is a new day with helping our students realize their dreams through academic excellence, innovation, and connectedness.

Go Vipers!

Principal Zekeriya Ocel

Principal's Comment

[Principal's Message](#)

Contact

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

Phone: 310-637-3806

Email: zocel@magnoliapublicschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Los Angeles County Office of Education
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Phone Number	(562) 922-6111
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Superintendent Debra Duardo

Email Address duardo_debra@lacoedu

Website <http://www.lacoedu>

School Contact Information (School Year 2020–2021)

School Name Magnolia Science Academy 3

Street 1254 East Helmick St.

City, State, Zip Carson, Ca, 90746-3164

Phone Number 310-637-3806

Principal Zekeriya Ocel, Principal

Email Address zocel@magnoliapublicschools.org

Website <http://msa3.magnoliapublicschools.org>

**County-District-School
(CDS) Code** 19101990115030

Last updated: 1/13/2021

School Description and Mission Statement (School Year 2020–2021)

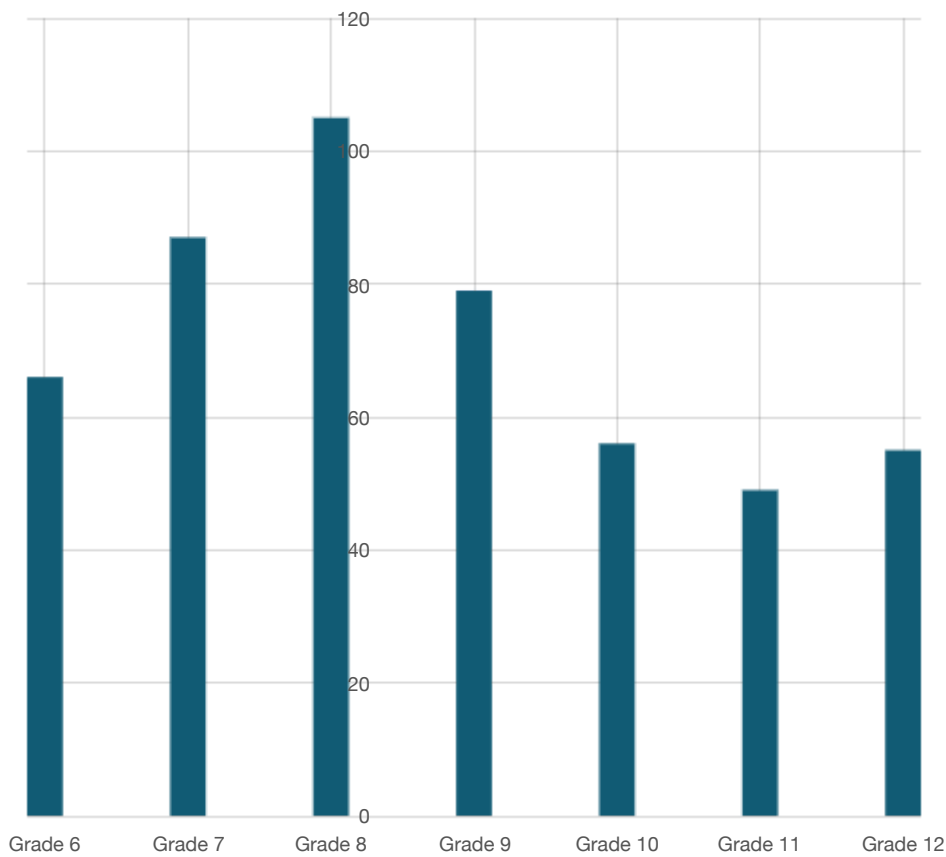
Magnolia Public Schools (MPS) is a 501(c)(3) nonprofit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS' educational approach is based on the conviction that science, technology, engineering, art, and math (STEAM) education is essential in improving the modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Magnolia Science Academy-3 (MSA-3) is a charter school for grades 6–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA3 offers a comprehensive learning experience designed to serve the needs of the students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring to the students. Classroom instruction at MSA3 is supplemented by tutoring, peer mentoring, after

school programs, and school to university connections. MSA3 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication which improves students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills as well as their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act.

Last updated: 1/13/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	66	87	105	79	56	49	55	497



Last updated: 1/13/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	41.90 %	%	0.80 %	0.20 %	54.30 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	75.30 %	6.00 %	7.60 %	0.60 %	

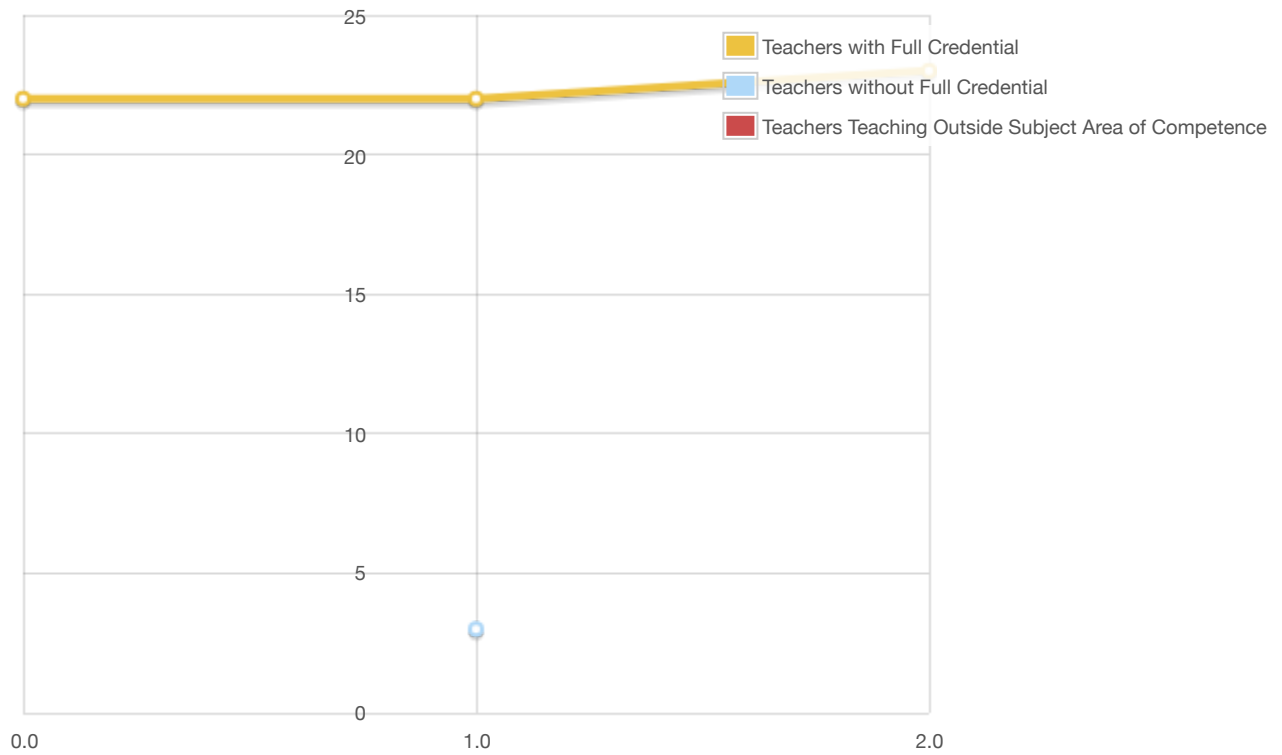
State Priority: Basic

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

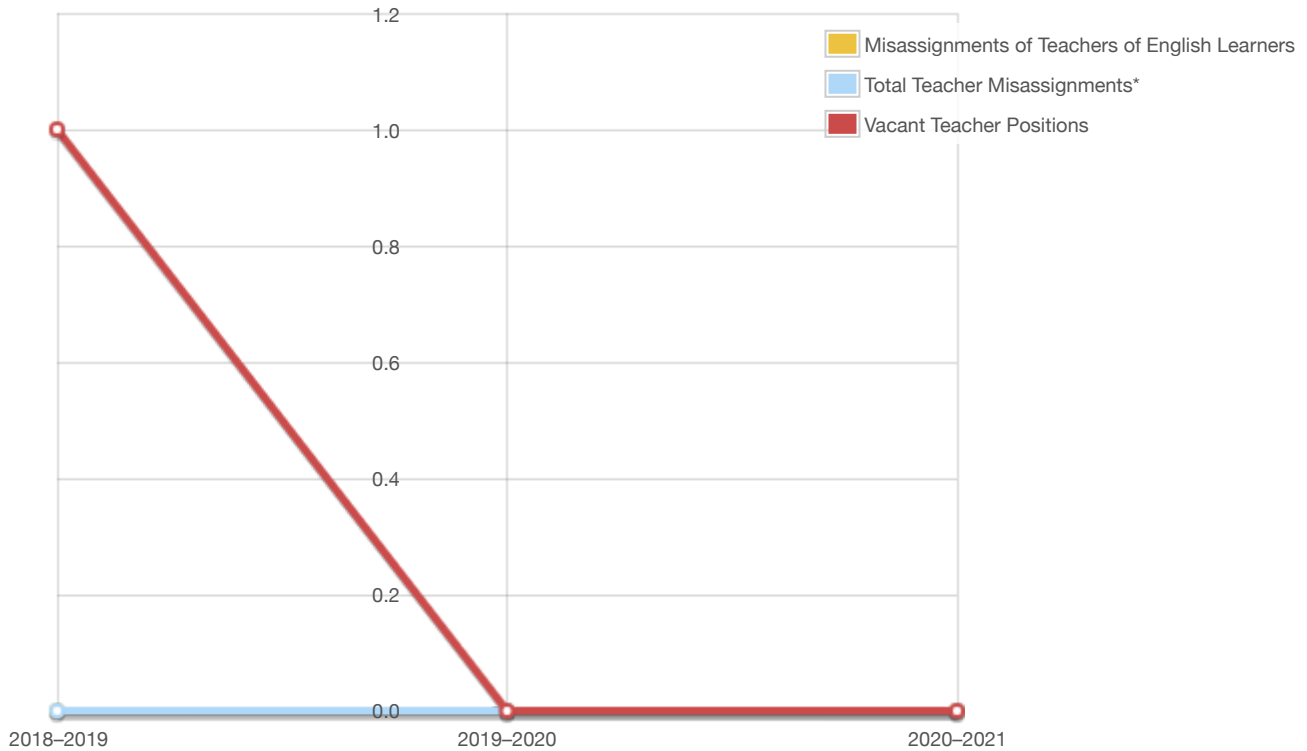
	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
Teachers				
With Full Credential	22	22	23	
Without Full Credential		3		
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync Subscription 6th -12th Grade	Yes	0.00 %
	Reading and Writing Companion 6th -12th Grade		
	AP LIT		
Mathematics	McGraw Hill Consumables (workbook)- online access 6th - 12th Grade	Yes	0.00 %
	CUS INTEGRATED MATH 1, 2, 3, 4 TEXTBOOKS & ONLINE STUDENT EDITION YEARLY SUBSCRIPTION		
	AP STATISTICS		
	ALEKs		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	IScience 2012 Class Set GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 3 STUDENT EDITION W/STUDENTWORKS YEARLY SUBSCRIPTION	Yes	0.00 %
History-Social Science	HISTORY ALIVE-MIDDLE SCHOOL GLENCOE, PAGEANT AP WORLD & WORLD HISTORY AP US HISTORY & US HISTORY GOVERNMENT & ECON INTERACTIVE NOTEBOOKS & ONLINE SUBSCRIPTIONS	Yes	0.00 %
Foreign Language	TEMAS textbook	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	Teacher prepared materials. AP Studio Art College Board resources.	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: 1/13/2021

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 utilize their four rooms in their main building, rooms 116, 120 and 218, 225 and additionally use their Weight Room as a classroom. We share locker and cafeteria facilities with Curtiss Middle School. MSA-3 uses the janitorial services of LAUSD.

Last updated: 1/13/2021

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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	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:

Overall Rating	Fair
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Last updated: 1/13/2021

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	17.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/13/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/13/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	86.96%

Last updated: 1/13/2021

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/13/2021

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 2020–2021)

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 twice a semester 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 twice a semester 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.

Zoom with admin (ZwA) program is a monthly 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.

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.

Our College Advisors provides ample opportunities for parent engagement by organizing workshops for students and their families.

Home visits (currently via Zoom) 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.

Last updated: 1/13/2021

State Priority: Pupil Engagement

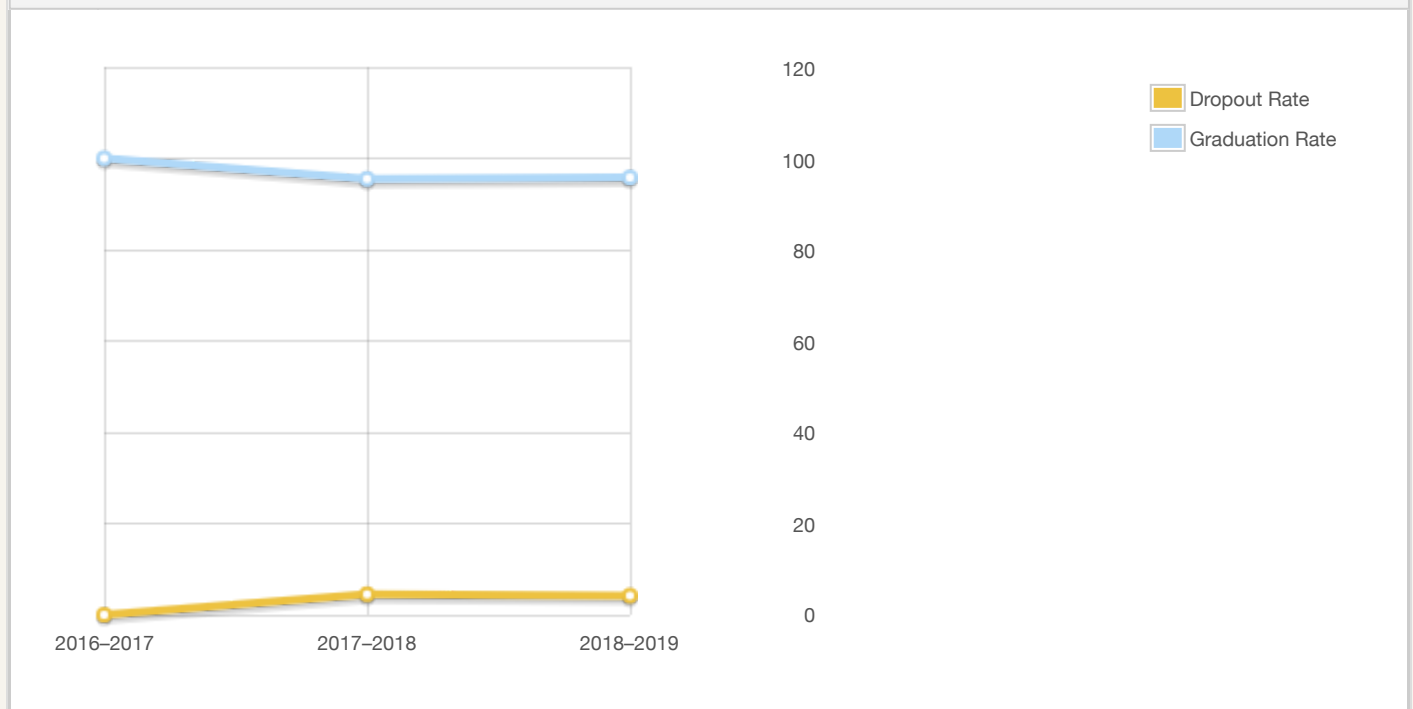
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0.00%	4.50%	4.20%	35.90%	36.60%	28.60%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	95.50%	95.80%	39.30%	50.70%	57.10%	82.70%	83.00%	84.50%

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



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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	4.20%	0.00%
School 2018–2019	1.30%	0.20%
School 2018–2019	9.60%	0.00%
District 2017–2018	11.50%	0.10%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

**State
2019–2020** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
School 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/13/2021

School Safety Plan (School Year 2020–2021)

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active

Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. We also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

Last updated: 1/13/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							29.00	
Number of Classes * 1-20							12	
Number of Classes * 21-32								

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							21.00	
Number of Classes * 1-20							5	
Number of Classes * 21-32							16	

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							23.00	
Number of Classes * 1-20							3	
Number of Classes * 21-32							16	
							1	

Number of Classes *
33+

* 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: 1/13/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	23.00	24.00	24.00	25.00
Number of Classes * 1-22	7	6	6	4
Number of Classes * 23-32	12	10	13	10
		1		

Number of Classes *
33+

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	25.00	24.00	27.00	27.00
Number of Classes * 1-22	5	7	3	3
Number of Classes * 23-32	12	10	10	10
	3	3	4	2

Number of Classes *
33+

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	26.00	27.00	27.00	29.00
Number of Classes * 1-22	4	2	3	10
Number of Classes * 23-32	11	12	11	3
	3	2	2	

Number of Classes * 33+

* 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: 1/13/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	99.4

*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: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.00
Social Worker	
Nurse	0.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00

Number of FTE* Assigned to School

Other

*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: 1/13/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13495.98	\$2675.60	\$10820.38	\$70173.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2021

Types of Services Funded (Fiscal Year 2019–2020)

MSA-3's charter petition and Local Control and Accountability Plan (LCAP) describe school-wide goals, as well as specific actions to be taken in each of the eight state priority areas, plus any locally identified priority areas, to achieve goals for all students and student groups. The LCAP also includes expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth are used to increase or improve services for these students. Additionally, MSA-3 uses federal funds to supplement state and local funds to provide a coherent education program. The actions and services described in our LCAP include the following:

Goal 1: Basic Services for a High-Quality Learning Environment: Teacher assignments and credentials, instructional materials and technology, clean and safe facilities that support learning, healthy and nutritious meals, and well-orchestrated Home Office support services.

Goal 2: Excellence: Broad course of study and standards-based curriculum, professional development for high quality instruction, MTSS - Academic enrichment, intervention and student support, designated and integrated ELD programs, and support for students with disabilities.

Goal 3: Innovation: College/Career readiness programs and activities, STEAM and GATE programs, digital literacy and citizenship programs, physical education, activity, and fitness, and additional programs and activities that support well-

rounded education.

Goal 4: Connection: Seeking family input for decision making, building partnerships with families for student outcomes, MTSS - PBIS and SEL support, annual stakeholder surveys, and community outreach and partnerships.

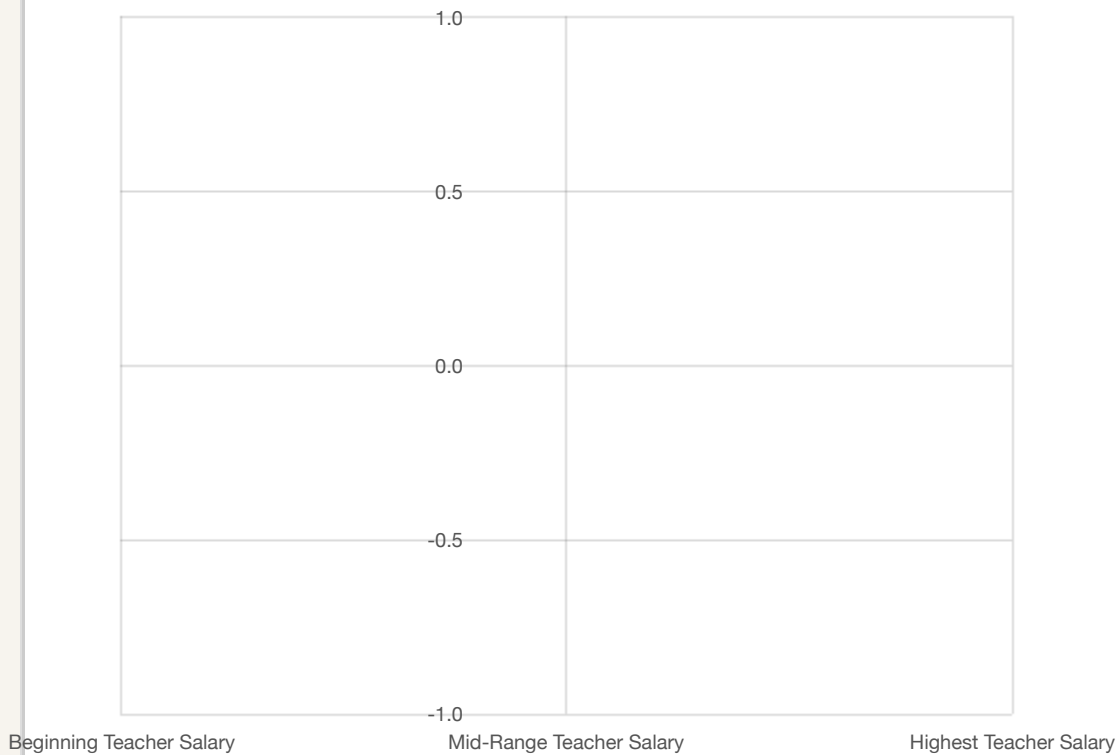
Last updated: 1/13/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

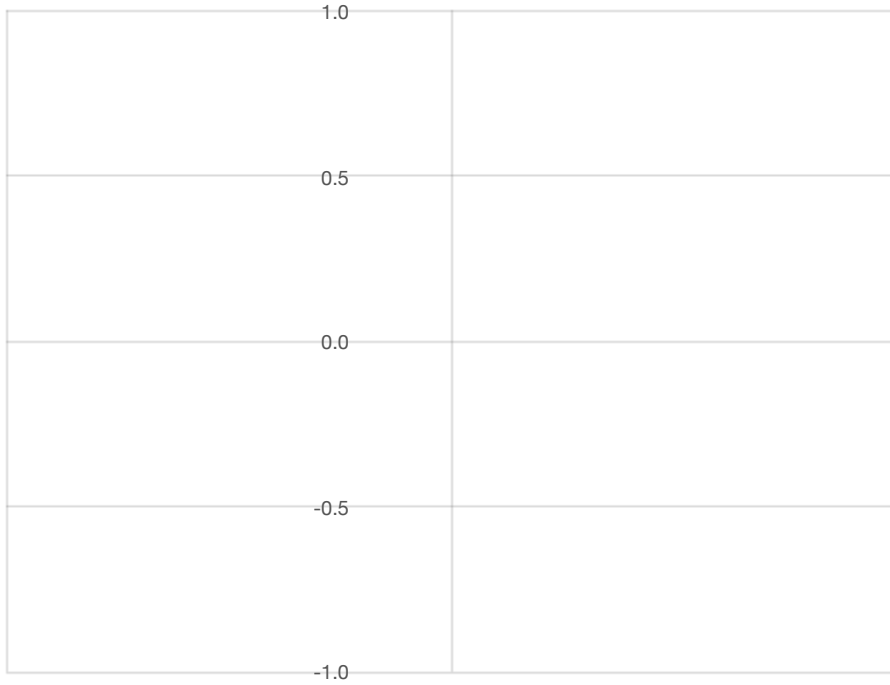
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$50,029
Mid-Range Teacher Salary	--	\$77,680
Highest Teacher Salary	--	\$102,143
Average Principal Salary (Elementary)	--	\$128,526
Average Principal Salary (Middle)	--	\$133,574
Average Principal Salary (High)	--	\$147,006
Superintendent Salary	--	\$284,736
Percent of Budget for Teacher Salaries	--	33.00%
Percent of Budget for Administrative Salaries	--	5.00%

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



Average Principal Salary
(Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/13/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 60.70%

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	8

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

Last updated: 1/13/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

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