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/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).

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
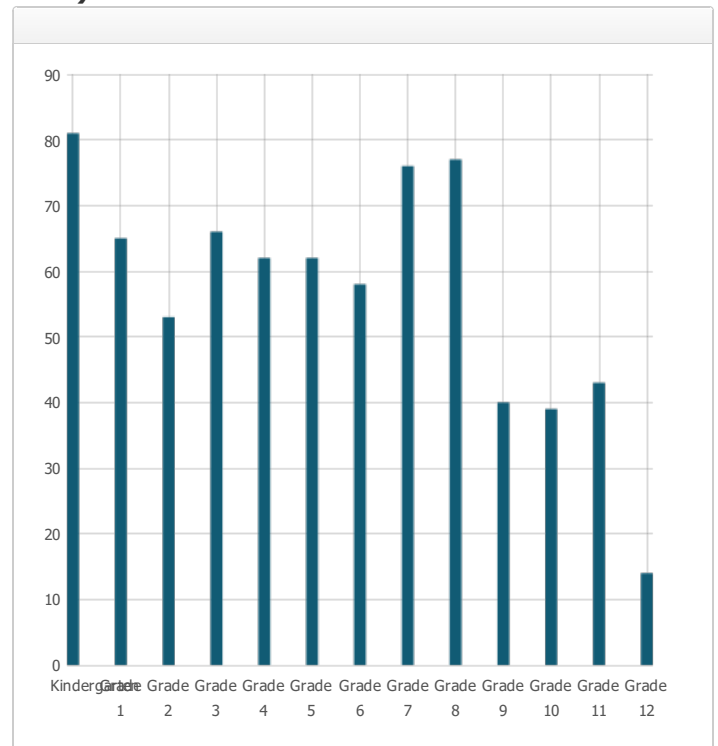
Last updated: 1/7/2019

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)	Percent of Total Enrollment
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
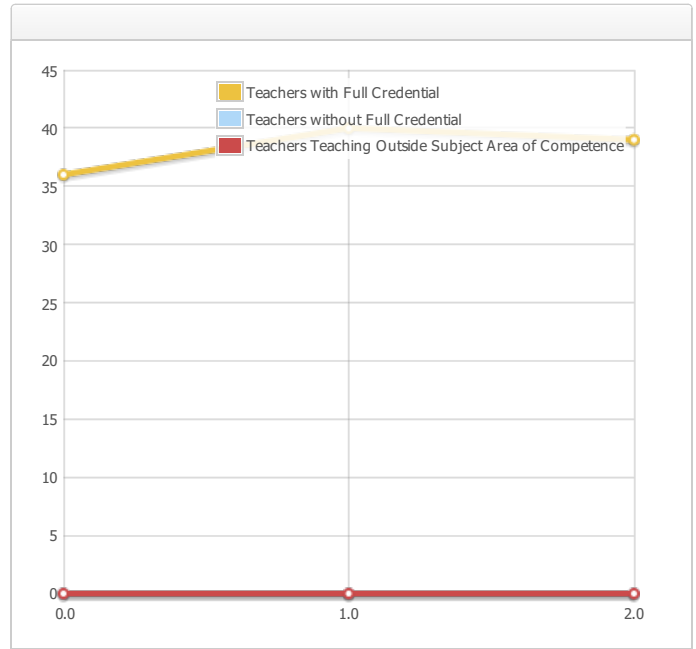
Last updated: 1/7/2019

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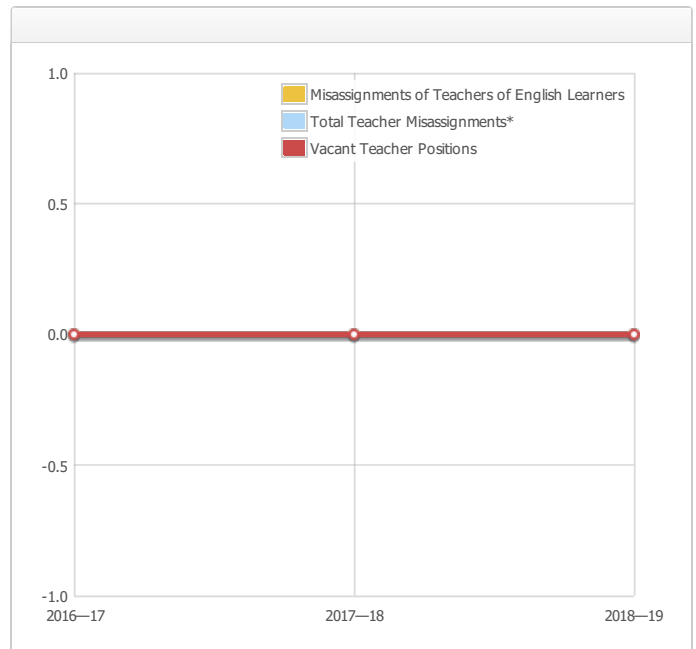
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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 maintanance 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 regulary 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 requre 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

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)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

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)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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 preperatory 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

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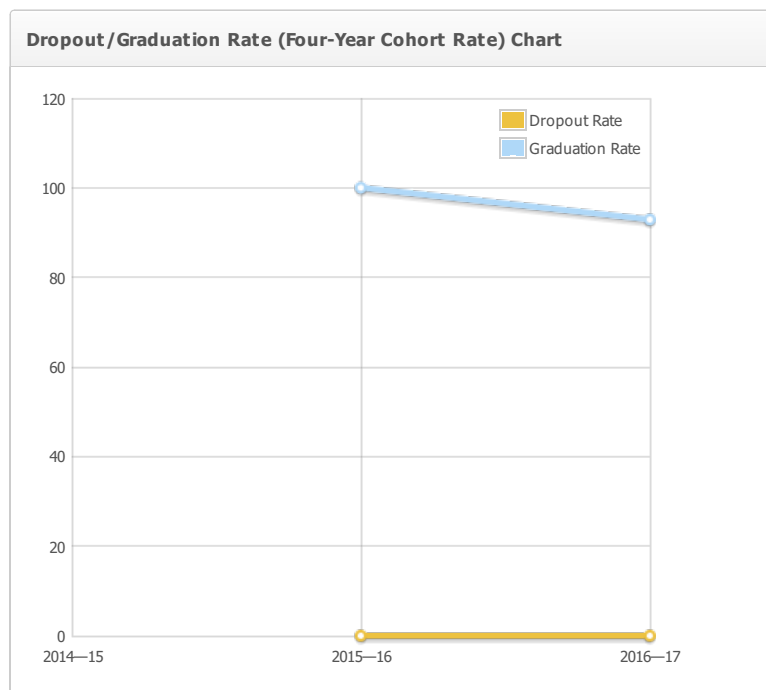
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/7/2019

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

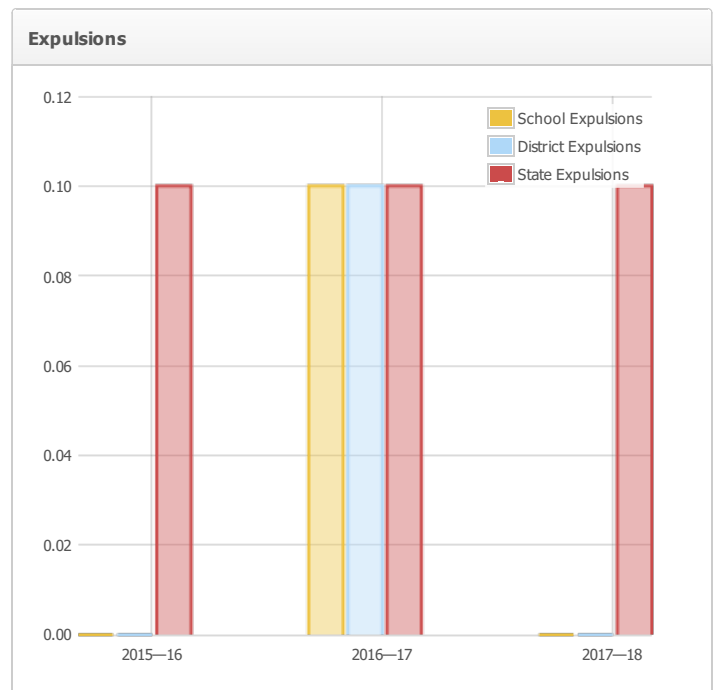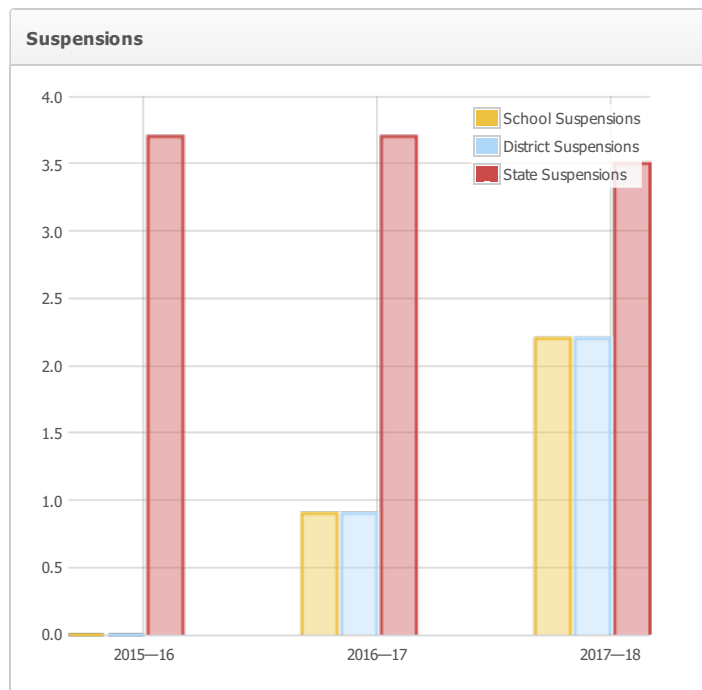| Student Group	School	District	State
All Students	92.9%	92.9%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	90.9%	90.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 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, advice 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.
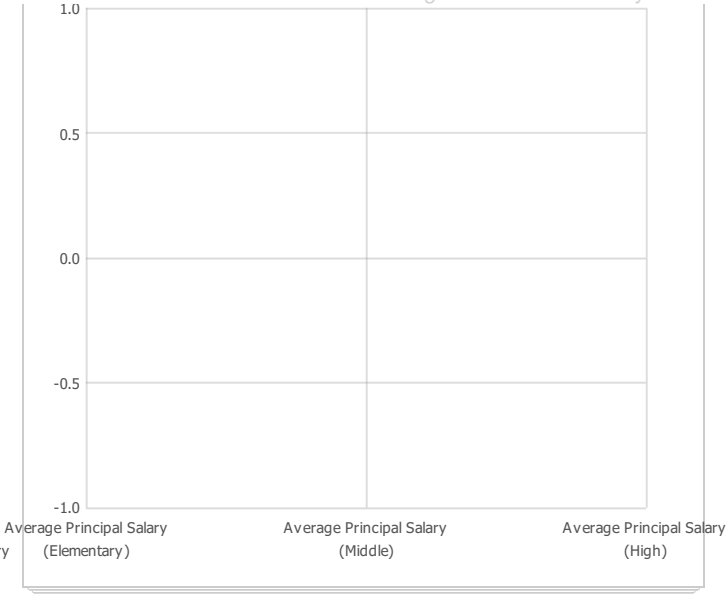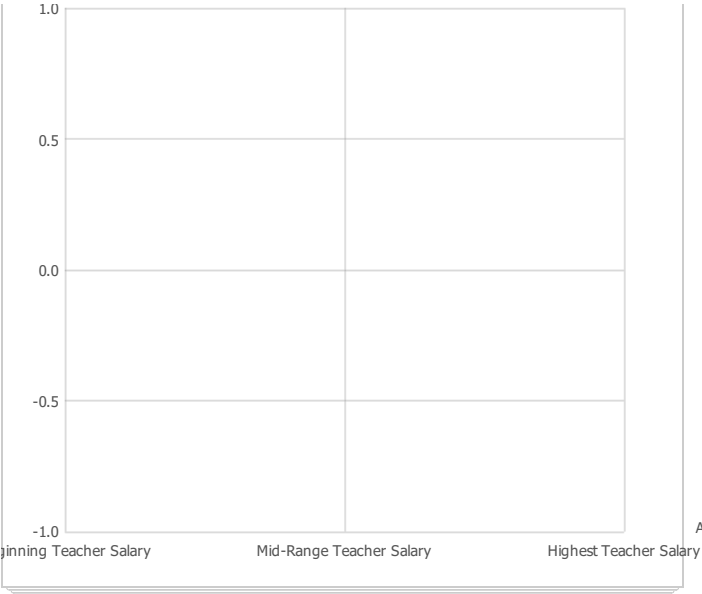
Last updated: 1/8/2019

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

ginning Teacher Salary   Mid-Range Teacher Salary   Highest Teacher Salary

Average Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)

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 considers 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

Last updated: 1/8/2019