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 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Magnolia Science Academy – Santa Clara (MSASC) is a Math, Science and Technology focused college-prep middle school. MSASC began in 2010 by the Magnolia Foundation which established its first charter school, Magnolia Science Academy 1, in Reseda, CA in 2002.

MSASC’s curriculum introduces students to a rigorous education in core subjects such as Math, Science, Social Studies and Language Arts. Along with the core classes, MSASC offers Physical Education and Computer classes daily. Character Education and electives, such as Foreign Language and Art are enrichments to MSASC’s educational program.

MSASC implements Technology Integrated Education (TIE) into all computer classes. TIE allows students one hour in the computer lab daily to master the software and tools they are learning, while simultaneously, enhancing their core class learning experience under the supervision of qualified core class teachers.

Participation in Math, Science and Technology competitions is another unique feature of MSASC. Teachers and volunteers from the local community partner in an endeavor to prepare students to excel in local, state and national competitive venues. In 2010 our students placed in the State Math Olympiads, Future City, Computer Olympiads and Science Fairs.

MSASC supports the belief that building the body along with the mind facilitates better learning. In line with this philosophy, PE classes are held daily in addition to extensive after school sports programs such as basketball, flag-football and soccer.

After school programs are a daily routine at MSASC and run until 4:30 PM. Students get involved in a variety of club activities such as tutoring, robotics, sports, the arts, and foreign language. MSASC’s after school program helps to broaden students’ social and emotional development, promotes a positive school culture and adds depth and breadth to MSASC’s academic program. For a list of clubs offered at MSASC see Appendix A or visit our web site at: www.santaclara.magnoliascience.org.

MSASC encourages parents’ involvement in their students' education. Scheduled home visits and our web based school information system keep parents informed about school events and enables them to track student performance including grades, discipline records, attendance, homework, exam dates and projects.
### Student Enrollment

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>104</td>
</tr>
<tr>
<td>Black or African American</td>
<td>13</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>42</td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>16</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>29</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>19</td>
</tr>
<tr>
<td>English Learners</td>
<td>15</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>7</td>
</tr>
</tbody>
</table>

### Teachers

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with full credential</td>
<td>8</td>
</tr>
<tr>
<td>Teachers without full credential</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence</td>
<td>0</td>
</tr>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments</td>
<td>0</td>
</tr>
</tbody>
</table>

### Student Performance

<table>
<thead>
<tr>
<th>Subject</th>
<th>Students Proficient and Above on STAR¹ Program Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>67%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69%</td>
</tr>
<tr>
<td>Science</td>
<td>N/D</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>N/D</td>
</tr>
</tbody>
</table>

### Academic Progress²

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Growth API Score (from 2011 Growth API Report)</td>
<td>N/D</td>
</tr>
<tr>
<td>Statewide Rank (from 2010 Base API Report)</td>
<td>N/D</td>
</tr>
<tr>
<td>Met All 2011 AYP Requirements</td>
<td>Yes</td>
</tr>
<tr>
<td>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</td>
<td>4 of 4</td>
</tr>
<tr>
<td>2011–12 Program Improvement Status (PI Year)</td>
<td>N/D</td>
</tr>
</tbody>
</table>

### School Facilities

**Summary of Most Recent Site Inspection**
Santa Clara Unified School District (SCUSD) checked the bathroom leaks & the low water pressure and leaks of the hallway water fountain. A site inspection was conducted by the Sunnyvale Fire Department and Santa Clara Unified School District in 2010.

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¹ 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.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.
Repairs Needed
Fire extinguishers to be serviced by the Santa Clara Unified School District, book shelves in the Math Room were bolted to the walls and extension cords to be removed in the Computer Lab. Repair bathroom leaks & water fountain's low water pressure and leaks

Corrective Actions Taken or Planned
All items were corrected and approved by the Sunnyvale Fire Department. SCUSD serviced the fire extinguishers and fixed the water leakage in the bathrooms, but the fountain in the building is an ongoing issue.

Curriculum and Instructional Materials

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Pupils Who Lack Textbooks and Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/D</td>
</tr>
<tr>
<td>Health</td>
<td>N/D</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>0</td>
</tr>
<tr>
<td>Science Laboratory Equipment (grades 9-12)</td>
<td>N/D</td>
</tr>
</tbody>
</table>

School Finances

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditures Per Pupil (Unrestricted Sources Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$</td>
</tr>
<tr>
<td>District</td>
<td>N/D</td>
</tr>
<tr>
<td>State</td>
<td>N/D</td>
</tr>
</tbody>
</table>

School Completion

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate (if applicable)</td>
<td>N/D</td>
</tr>
</tbody>
</table>

Postsecondary Preparation

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma</td>
<td>N/D</td>
</tr>
<tr>
<td>Graduates Who Completed All Courses Required for University of California or California State University Admission</td>
<td>N/D</td>
</tr>
</tbody>
</table>
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 2011–12)

<table>
<thead>
<tr>
<th>School Name</th>
<th>District Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1095 Dunford Way, Bldg. E, Ste. 300</td>
<td>408-423-2000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City, State, Zip</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunnyvale, CA 94087</td>
<td><a href="http://www.santaclarausd.org">www.santaclarausd.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>408-244-2620</td>
<td>Charles Weiss, Ph.D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Saka</td>
<td><a href="mailto:charles_weis@sccoe.org">charles_weis@sccoe.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-mail Address</th>
<th>CDS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:tsaka@magnoliascience.org">tsaka@magnoliascience.org</a></td>
<td>4310439 0120261</td>
</tr>
</tbody>
</table>

School Description and Mission Statement (School Year 2010–11)

Magnolia Science Academy – Santa Clara is a county wide public charter school located in Sunnyvale, California. Our current enrollment is 115 students, Our school has a standards based core subject curriculum with an emphasis on Science, Math and Technology.

The Mission

The mission of Magnolia Science Academy- Santa Clara is to serve 6th–12th grade students in California by:

- Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.
- Providing a sound educational plan with emphasis on math, science, and technology.
- Providing a rigorous, innovative, challenging, enhanced curriculum with a focus on preparing students to attend the universities of their choice.

The Vision

Inspiring students to choose career paths in science and technology.

Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 800 million, more than doubling. These estimates also indicate that 85 percent of this increase will be the result of immigration from three areas of the world: Asia, Africa, and Mexico/Latin America. There is no question that the reality of American society during the next 50 years will place significant demands on everyone to work cooperatively in a multicultural environment while maintaining the core of cultural knowledge and values that allow for the development of social capital.

The curriculum at MSASC therefore is designed to provide students with a solid foundation in humanities and social science as well as science and math. In addition, the curriculum is based on integration of disciplines and collaborative learning; key factors in fostering a cooperative work ethic.
Opportunities for Parental Involvement (School Year 2010–11)

Magnolia Science Academy-Santa Clara (MSASC) is a school of choice and views parental involvement as a viable component of the students’ learning process. We allow MSASC parents to take personal ownership of their child’s education from home to the classroom.

Prior to the start of the school year, MSASC holds a Parent/Student Orientation for both new and returning students and their families. Each teacher has the opportunity to introduce themselves to their homeroom students and convey any school and classroom expectations. Parents may voice underlying concerns they have prior to the school year or have any pressing questions answered.

At the start of their students’ enrollment, parents are issued login pass codes to MSASC’s website in order to facilitate tracking of their child’s academic progress and to provide easy access to staff. Teachers and administration are very responsive to parents’ emails and phone messages.

Prior to the start of the school year, MSASC holds a Parent/Student Orientation for both new and returning students and their families. Each teacher has the opportunity to introduce themselves to their homeroom students and convey any school and classroom expectations. Parents may voice underlying concerns they have prior to the school year or have any pressing questions answered.

Every six weeks parents receive a hard copy of their child’s progress report. Teachers’ personal comments provide a thorough explanation of the student’s progress beyond the letter grade and assist parents in working more effectively with their child. In addition, parents may choose to schedule a parent/teacher conference or take advantage of the pre-scheduled home visits to keep informed about their student. The home visits, in particular, are critical to maintaining and broadening the lines of communication and awareness between teachers and the students’ home life.

Parents can also get involved with the Parent Club which meets the first Thursday of every month from 6:30 – 7:30 PM. MSASC’s parents are engaged in numerous fundraising activities. Instrumental in increasing volunteerism, proactive in student recruitment, a strong voice in our local community and an indispensable resource in our school.

Open Houses are held during the school year are open to the county wide community. Field trips are also organized throughout the year in the community.

Student Enrollment by Grade Level (School Year 2010–11)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>N/D</td>
<td>Grade 8</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 1</td>
<td>N/D</td>
<td>Ungraded Elementary</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 2</td>
<td>N/D</td>
<td>Grade 9</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 3</td>
<td>N/D</td>
<td>Grade 10</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 4</td>
<td>N/D</td>
<td>Grade 11</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 5</td>
<td>N/D</td>
<td>Grade 12</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 6</td>
<td>36</td>
<td>Ungraded Secondary</td>
<td>N/D</td>
</tr>
<tr>
<td>Grade 7</td>
<td>68</td>
<td>Total Enrollment</td>
<td>104</td>
</tr>
</tbody>
</table>
### Student Enrollment by Subgroup (School Year 2010–11)

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>12.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>40.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>27.9%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.5%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>13.5%</td>
</tr>
<tr>
<td>English Learners</td>
<td>14.4%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg. Class Size</th>
<th>2008–09 Number of Classes*</th>
<th>Avg. Class Size</th>
<th>2009–10 Number of Classes*</th>
<th>Avg. Class Size</th>
<th>2010–11 Number of Classes*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
</tr>
<tr>
<td>K</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>1</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>2</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>3</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>4</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>5</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>6</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Other</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Avg. Class Size</th>
<th>2008–09 Number of Classes*</th>
<th>Avg. Class Size</th>
<th>2009–10 Number of Classes*</th>
<th>Avg. Class Size</th>
<th>2010–11 Number of Classes*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
</tr>
<tr>
<td>English</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Science</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Social Science</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

* 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 2010–11)

Magnolia Science Academy – Santa Clara conducts regular fire, earthquake and other mandated drills including lock down drills. Our campus provides a safe and welcoming environment for our students, parents and staff. We are building a strong school culture by establishing and following up on our standards and expectations. Staff training is held during the summer and the staff meets every week to unify our efforts in providing our students with a sound educational structures. Teachers meet with their SSR (homeroom) students to go over the student handbook, explain MSASC’s standards and expectations, school rules and procedures. Our reward/disciplinary system and clear school/classroom rules provide a consistent and nurturing environment for students. The MSASC staff also provides adequate supervision during transitions, breaks and lunches.

Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>N/D</td>
<td>N/D</td>
<td>14.29%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsions</td>
<td>N/D</td>
<td>N/D</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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 2011–12)

MSASC has contracted a janitor to clean the campus 6 days a week. Santa Clara Unified District’s Maintenance Department handles our facility repairs. Parents and staff have been involved in campus clean up and painting of the school facilities. Due to the limited bathroom space temporary changing rooms for PE were built and a portable bathroom unit for the boys was leased.

School Facility Good Repair Status (School Year 2011–12)

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
<td>Good</td>
</tr>
<tr>
<td>Systems: Gas Leaks, Mechanical/ HVAC, Sewer</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
V. Teachers

Teacher Credentials

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>N/D</td>
<td>N/D</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>N/D</td>
<td>N/D</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>N/D</td>
<td>N/D</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>N/D</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>N/D</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>N/D</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2010–11)

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/](http://www.cde.ca.gov/nclb/sr/tq/)

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</th>
<th>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>All Schools in District</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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 2010–11)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>1</td>
<td>104</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Library Media Teacher (librarian)</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>.50%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/D</td>
<td></td>
</tr>
</tbody>
</table>

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 2011–12)

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: 08/2011*

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and instructional materials/year of adoption</th>
<th>From most recent adoption?</th>
<th>Percent students lacking own assigned copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>2011</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2011</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>Science</td>
<td>2011</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>2011</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2011</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>Health</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Science Laboratory Equipment (grades 9-12)</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>
### VIII. School Finances

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental / Restricted)</th>
<th>Expenditures Per Pupil (Basic / Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>7,583.40</td>
<td>684.89</td>
<td>6,898.50</td>
<td>4,183.43</td>
</tr>
<tr>
<td>District</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>State</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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.


### Types of Services Funded (Fiscal Year 2010–11)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>N/D</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/D</td>
</tr>
<tr>
<td>Science</td>
<td>N/D</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Students Scoring at Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English-Language Arts</td>
</tr>
<tr>
<td>All Students in the LEA</td>
<td>67%</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>67%</td>
</tr>
<tr>
<td>Male</td>
<td>63%</td>
</tr>
<tr>
<td>Female</td>
<td>70%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>100%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>75%</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/D</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>20%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/D</td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>40%</td>
</tr>
<tr>
<td>English Learners</td>
<td>0%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0%</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>71%</td>
</tr>
</tbody>
</table>

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/](http://cahsee.cde.ca.gov/).

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Scoring at Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>N/D N/D N/D</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/D N/D N/D</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Group</th>
<th>English-Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>All Students in the LEA</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Male</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Female</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Asian</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>White</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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 2010–11)

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/](http://www.cde.ca.gov/ta/tg/pf/).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent of Students Meeting Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four of Six Standards</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>API Rank</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Similar Schools</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Actual API Change 2008–09</th>
<th>Actual API Change 2009–10</th>
<th>Actual API Change 2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Asian</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>White</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

<table>
<thead>
<tr>
<th>Group</th>
<th>2011 Growth API</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>Number of Students</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>N/D</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/D</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/D</td>
</tr>
<tr>
<td>Asian</td>
<td>N/D</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/D</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/D</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/D</td>
</tr>
<tr>
<td>White</td>
<td>N/D</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/D</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/D</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/D</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP Overall</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate - English-Language Arts</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate - Mathematics</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient - English-Language Arts</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient - Mathematics</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Met API Criteria</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Met Graduation Rate</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Federal Intervention Program (School Year 2011–12)

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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>N/D</td>
<td></td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate (1-year)</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

Note: The 2009–10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007–08 and 2008–09 NCES graduation rates.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduating Class of 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>All Students</td>
<td>N/D</td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/D</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/D</td>
</tr>
<tr>
<td>Asian</td>
<td>N/D</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/D</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/D</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/D</td>
</tr>
<tr>
<td>White</td>
<td>N/D</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/D</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>N/D</td>
</tr>
<tr>
<td>English Learners</td>
<td>N/D</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

### Career Technical Education Programs (School Year 2010–11)

Students participate daily in a computer technology class which is designed to help them gain the technical skills necessary for a successful transition into higher education and the work force. Some of the skills taught in this class include the following:
- Use of multimedia devices.
- Use of technological resources that enable learning situations which aid in extracting meaning out of complexity.
- Integration of Math, Science, Social Science and Language Arts classes with technology education.
- Understanding of how computers operate and learn basic skills to successfully use programs such as Microsoft Word, Excel and PowerPoint.
- How to design websites and effectively use the Internet.
- Typing skills for using the Internet.
- Taking the advantage of technology available for them today.
### Career Technical Education Participation (School Year 2010–11)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils participating in CTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Percent of pupils completing a CTE program and earning a high school diploma</td>
<td>n/a</td>
</tr>
<tr>
<td>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</td>
<td>n/a</td>
</tr>
<tr>
<td>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Advanced Placement Courses (School Year 2010–11)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>All courses</td>
<td>n/a</td>
<td>Data provided by the CDE</td>
</tr>
</tbody>
</table>

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.

During the 2010-11 school year there were fifteen staff development days. Thirteen professional development days took place from August 1 – August 20, 2010, before students returned to school and two days were scheduled on November 12, 2010 and January 14, 2011 respectively. Topics covered include classroom management, teachers’, parents’ and students’ rights, new teaching strategies, and curriculum planning.

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- SC staff/faculty attend biweekly staff meeting that takes place on minimum days (Wednesdays). 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 monthly, the week prior to the next departmental meeting since they develop and finalize the agenda.
4. **Department Staff Development:** All MSA- SC 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.

5. **Grade Level Chair Meetings:** Each grade has a grade level chairperson. The grade level chairpersons meet monthly, the week prior to the grade level staff development meeting since they develop and finalize the agenda.

6. **Grade Level Staff Development Meetings:** MSA- SC 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.

7. **End of Year Wrap up Staff Development Meetings:** The Magnolia Public Schools in collaboration with input from Principals determines the areas of need for professional development. The focus of the end-of-year wrap up meetings at the school site is for faculty to analyze student achievement data, evaluate the effectiveness of various programs implemented at the school (testing, curriculum, intervention, 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.
8. **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.

9. **Accord Institute for Education Research Conference:** All MSA-SC 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

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)
- 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.

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