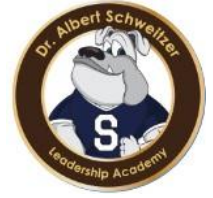




Magnolia Elementary School District
Dr. Albert Schweitzer
Leadership Academy
2022-2023 School Accountability Report Card



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SCHOOL INFORMATION
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DISTRICT INFORMATION
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BOARD OF EDUCATION
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Assistant Superintendent,
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Wendy Castillo
Director, Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 <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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

DISTRICT STATEMENTS

DISTRICT MISSION

To inspire ALL students to extraordinary achievement every day.

DISTRICT VISION

An unwavering focus on innovative and engaging learning experiences that prepare students for college, career pathways and life success.

SCHOOL STATEMENTS

MESSAGE FROM THE SCHOOL ADMINISTRATION

Dr. Albert Schweitzer Leadership Academy is a Leader in Me school. We believe in our students' leadership abilities, and we teach the 7 Habits of successful people throughout the year. We want our students to be proactive about their learning and their interactions with others. They will need these skills to be successful in the 21st century. The Schweitzer staff is dedicated and hard working, and we believe that every child deserves a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, social science, and technology. Our goal is for every student to be a fluent reader by the end of 3rd grade. We use i-Ready to help monitor reading and math progress, and each student has use of a ChromeBook. The staff at Schweitzer is highly trained and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers and assistants eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's intellectual, social, and emotional needs are equally important. Schweitzer Leadership Academy provides multiple ways for parents to be involved. We believe that parents, community members, and staff must work together for the education of all students. Schweitzer Leadership Academy became a Leader in Me school beginning in 2020-21. We are funded by a combination of grants from Leader.org (supported by organizations such as Panda Cares, the United Way and others) and the K-12 Workforce Grant. In the fall of 2022, we were renamed Dr. Albert Schweitzer Leadership Academy. Schweitzer has been recognized twice as a California Distinguished School in 2006 and 2010. Our school was also recognized in 2010 as a Title 1 Academic Achievement School and in 2014 as a CBEE Honor Roll School. In 2016, we were named a California Gold Ribbon School and a Title I Academic Achievement School. In 2019 we were again named a CBEE (Campaign for Business and Education Excellence) Honor Roll School. In 2020 we were recognized by i-Ready for our success in keeping students connected with learning during the COVID-19 pandemic from March-June, and by the Educational Results Partnership as an Honor Roll School for closing the achievement gap. Our goal is to continue our work towards all children being successful leaders, who set and achieve their own goals, and develop their personal and interpersonal skills. We thank you for being partners with us, working to develop the next generation of educated, responsible citizens.

SCHOOL PROFILE

Located in the Orange County City of Anaheim, the Magnolia School District educates pre-kindergarten through sixth grade students from the diverse communities of west Anaheim and Stanton. There are currently nine elementary schools (pre-K through 6) in the district. Students from the Magnolia School District attend junior high and high schools in the Anaheim Union High School District. School programs and curricular objectives emphasizing English Language Development, strong community partnerships, and character education are hallmarks of the Magnolia School District.

Dr. Albert Schweitzer Leadership Academy is a Leader in Me school, where we teach the 7 Habits to help our students learn the leadership skills and the life skills they will need to succeed in the 21st century. We work to provide an engaging learning environment with strong parental involvement where all students are able to participate in activities that develop their leadership abilities.

The Dr. Albert Schweitzer Leadership Academy Mission Statement:

We are the leaders of Schweitzer school!

We are problem solvers! We challenge ourselves to actively listen and express ourselves in a positive way.

We are scholars! We will use our knowledge and talents to benefit ourselves and others.

We choose to make each day the best it can be!

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	44.50
Male	55.50
Non-Binary	
American Indian or Alaska Native	
Asian	8.40
Black or African American	3.20
Filipino	4.20
Hispanic or Latino	75.00
Native Hawaiian or Pacific Islander	1.00
White	5.50
Two or More Races	1.30
EL Students	43.30
Foster Youth	1.00
Homeless	18.30
Military	
Socioeconomically Disadvantaged	83.80
Migrant Education	
Students with Disabilities	13.70

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	86
1st	67
2nd	67
3rd	68
4th	69
5th	78
6th	89
Total	524

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	88.24	216.50	94.34	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12,115.80	4.41
Unknown	3.00	11.76	13.00	5.66	18,854.30	6.86
Total Teaching Positions	25.50	100.00	229.50	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	88.46	216.50	92.13	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	2.55	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,953.10	4.28
Unknown	3.00	11.54	12.50	5.32	15,831.90	5.67
Total Teaching Positions	26.00	100.00	235.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

SCHOOL FACILITIES

Age and Condition of Facilities

Schweitzer Leadership Academy provides a safe, clean environment for students, staff, and volunteers. The school was opened in 1959 and is situated on 12 acres that includes 26 permanent classrooms, 12 portable classrooms, a library, a multipurpose room, a kitchen, a playground area and administrative office building. The facilities are well-maintained and provide adequate space for students and staff.

Improvements to Facilities

The site has two solar panel structures that provides both power and shade to the facility.

Our technology infrastructure provides consistent, fast internet access for students. A taller, more secure chain link fence was recently installed around the perimeter of the school in addition to the wrought iron in front. The District completed several projects recently, including new roofing, interior and exterior painting, new asphalt for the main playground and a new inclusive playground in the kindergarten area. The District is currently in the process of installing 5 portable classrooms, 3 of which will be new to our campus and give the after school programs their own space. The other two are replacing rooms that were too old to properly maintain. Backpack racks will also be installed throughout the school, streamlining the hallways and allowing students to move through the campus without the obstacle of the current backpack carts.

Cleaning Process

The District's governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

The maintenance and repair of the school facility is the number one priority of the District's Maintenance, Operations, Transportation, and Facilities Department. The District's maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	8/1/2023
Data Collected:	August 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	RM 29: 4. BROKEN MOULDING ON EAST WALL AND FILTHY CEILING TILES. RM 16: 4. COVEBASE BY DOOR NEEDS TO BE GLUED AND CEILING TILES NEED TO BE STAPLED UP BETTER. RM 15: 4. COVEBASE NEEDS TO BE GLUED AND CEILING TILES NEED TO BE STAPLED ON WEST WALL CORNER. RM 26: 4. NEEDS A LOT OF CEILING TILES CHANGED DUE TO STAINING AND VERTEX PATCH ON NORTHEAST WALL. RM 30: 4. PAINT OVER GREEN PAINT ON WEST WALL. RM 32: 4. REPLACE CEILING TILES THAT ARE FILTHY AND TORN. RM 31: 4. STAINED CEILING TILES AND HOLES IN WALL BY THERMOSTAT. MPR KITCHEN: 4. VENT FALLING FROM CEILING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	RM 13: 7. TWO LIGHT BULBS OUT ON ONE FIXTURE.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

INSTRUCTIONAL MATERIALS

Magnolia School District held a Public Hearing on September 14, 2023, and determined that it has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Standards and have been approved by the Board of Education. The most recent textbooks (as of September 2023) for all schools in the Magnolia School District are indicated.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-6th / Course: English/Language Arts / Publisher: Benchmark Advance / Adopted: 2016	Yes	0.00%
	Grades: K-6th / Course: English Language Development / Publisher: Benchmark Advance / Adopted: 2016	Yes	0.00%
Mathematics	Grades: K-6th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adopted: 2014	Yes	0.00%
	Grades: K-6th / Course: Mathematics / Publisher: California Math Expressions / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: K-6th / Course: History/Social Science / Publisher: Harcourt School Publishers / Adopted: 2006	Yes	0.00%
Science	Grades: K-6th / Course: Science / Publisher: Imagine Learning/TWIG / Adopted: 2023	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: K-6th / Course: Health / Publisher: Developmental Studies Center / Adopted: 2003	Yes	0.00%
	Grades: 4th-6th / Course: Health / Publisher: Princeton Health Press / Adopted: 2003	Yes	0.00%

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	54	57	47	47	47	46
Mathematics (Grades 3-8 and 11)	43	50	39	40	33	34
Science (Grades 5, 8, and 10)	38	25	29	29	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	316	307	97.15	2.85	57.00
Male	177	173	97.74	2.26	51.45
Female	139	134	96.40	3.60	64.18
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	29	26	89.66	10.34	88.46
Black or African American	12	12	100.00	0.00	58.33
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	234	228	97.44	2.56	51.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	64.71
Two or More Races	--	--	--	--	--
EL Students	103	94	91.26	8.74	26.60
Foster Youth	0	0	0	0	0
Homeless	71	67	94.37	5.63	41.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	218	97.32	2.68	52.75
Migrant Education	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	32.65

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	316	315	99.68	0.32	50.16
Male	177	177	100.00	0.00	48.59
Female	139	138	99.28	0.72	52.17
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	72.41
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	234	233	99.57	0.43	45.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	52.94
Two or More Races	--	--	--	--	--
EL Students	103	102	99.03	0.97	20.59
Foster Youth	0	0	0	0	0
Homeless	71	70	98.59	1.41	34.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	223	99.55	0.45	46.64
Migrant Education	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	20.41

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	80	80	100.00	0.00	25.00
Male	41	41	100.00	0.00	17.07
Female	39	39	100.00	0.00	33.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	17.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	22.03
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
 - Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	98	98	98	95	96

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	567	557	132	23.7
Female	252	247	56	22.7
Male	315	310	76	24.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	49	49	3	6.1
Black or African American	17	17	3	17.6
Filipino	23	23	4	17.4
Hispanic or Latino	425	417	106	25.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
White	31	31	10	32.3
Two or More Races	9	7	3	42.9
EL Students	269	266	55	20.7
Foster Youth	6	6	2	33.3
Homeless	131	128	41	32.0
Military	--	--	--	--
Socioeconomically Disadvantaged	487	477	123	25.8
Migrant Education	0	0	0	0.0
Students with Disabilities	88	88	31	35.2

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents and the community are very supportive of the education program at Schweitzer Leadership Academy. Our Parent Liaison supports home-school communication and recent implementation of ParentSquare provides a platform for parents to receive information about school events.

Parents are encouraged to be involved in their child’s education through volunteering in the classroom and attending school-wide events held throughout the year. Schweitzer School holds Back-to-School Night, Open House, Leadership Day, Parent Education classes, and literacy events to which parents and the community are invited. Parents participate on committees including ELAC, and SSC, and are always welcome as classroom volunteers. Schweitzer School and Second Harvest team up to provide a monthly school pantry for the community, giving away free food, fruits and vegetables.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.81	1.23	0.00	0.00	0.00
District	0.00	0.79	1.13	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	1.23	0.00
Female	0.79	0.00
Male	1.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.35	0.00
Hispanic or Latino	1.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.23	0.00
Two or More Races	0.00	0.00
EL Students	1.12	0.00
Foster Youth	0.00	0.00
Homeless	2.29	0.00
Military	--	--
Socioeconomically Disadvantaged	1.23	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.27	0.00

SCHOOL SAFETY

All schools in the Magnolia School District have closed campuses. During school hours the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and to wear visitor badges during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard supervisors, administrators, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The school evaluates the plan annually and updates it as needed. The plan was last updated in December 2023. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff throughout the school year during various safety training opportunities and emergency drills.

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	.4
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1.8

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	23	21	20		1	3	4	3	1			
1st	24	23	22				3	3	3			
2nd	23	23	20			1	3	3	2			
3rd	24	22	22			1	3	3	2			
4th	32	24	21			1	3	3	2			
5th	28	26	25				3	3	3			
6th	29	26	21				2	3	4			
Other	16	15	11	3	3	3	1	1				

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	6	6	6

PROFESSIONAL DEVELOPMENT

Magnolia School District offers six staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills. Topics included: Joy and Effective Teaching, Teaching with Joy and Resilience, 21st Century Learning, Classwise Training, Science and the NGSS, LEGO Education.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Orange County, which contain numerous computer workstations. For more information, hours, and locations please visit: www.ocpl.org.

DISTRICT REVENUE SOURCES

In addition to the State General Fund, Magnolia School District received state and federal funding for the following categorical, special education, and other support programs:

- Title I, Part A, Basic and Neglected
- Title II, Part A
- Title III, Part A (LEP)
- Economic Impact Aid
- Peer Assistance and Review

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 12,999.00
School: From Supplemental/Restricted Sources	\$ 1,534.00
School: From Basic/Unrestricted Sources	\$ 11,465.00
District: From Basic/Unrestricted Sources	\$ 11,907.00
Percentage of Variation between School & District	-3.71 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	50.72 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 53,559.00	\$ 54,045.78
Mid-Range Teachers	\$ 89,018.00	\$ 84,515.22
Highest Teachers	\$ 121,585.00	\$ 110,866.99
Elementary School Principals	\$ 151,825.00	\$ 136,840.86
Middle School Principals	\$ 0.00	\$ 141,476.95
High School Principals	\$ 0.00	\$ 137,985.00
Superintendent	\$ 267,580.00	\$ 217,473.29
Teacher Salaries	29.5 %	32.43 %
Administrative Salaries	4.07 %	5.62 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 100,875.00
District	\$ 100,614.00
Percentage of Variation between School & District	0.26 %
All Similar School Districts	\$ 88,288.00
Percentage of Variation between School & State	14.26 %

DISCIPLINE AND CLIMATE FOR LEARNING

The primary focus at Dr. Albert Schweitzer Leadership Academy is learning. A caring, supportive atmosphere and an effective learning program provide the basis for their discipline program. School staff supports an environment that teaches students, through the Leader in Me program and the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Students are taught the 7 Habits of Highly Successful People and how to be responsible for their own behavior and learning. Students set goals and track them in Leadership Binders.

Schoolwide goals and classroom goals are also set and tracked.

Schweitzer Leadership Academy has a number of clubs for students to participate in which support the school. PAL (Peer Assistance Leadership) develops student leaders, plans activities, and coordinates with Student Lighthouse Team, our club designed for students to give input. Our PAL program won an award from the County for Outstanding PAL Program, 2019-20. Students also have the ability to join afterschool clubs such as American Sign Language, Yoga, Cooking, Robotics, Vietnamese, Helping Hands (Service) and Compost.

We believe that by teaching students to lead themselves and to work well with others, they will develop a sense of ownership for their learning. This shared leadership increases engagement and enables students, staff, and families to be self-confident and self-reliant, work effectively with others, and make meaningful contributions.