



# Magnolia Elementary Dr. Jonas E. Salk

## 2023-2024 School Accountability Report Card



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### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

**Frank Donovan**  
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### DISTRICT INFORMATION

**Magnolia Elementary**  
**2705 West Orange Ave.**  
**Anaheim, CA 92804,**  
**(714) 761-5533**

### BOARD OF EDUCATION

**Barbara Clendineng**  
**Annie Warne**  
**Nathan Zug**  
**Connie Martin**  
**Patricia Soave**

### DISTRICT ADMINISTRATION

**Frank Donovan, Ed.D.**  
**Superintendent**  
**fdonavan@magnoliasd.org**  
**Veronica Lizardi, Ed.D.**  
**Assistant Superintendent,**  
**Educational Services**  
**David Appling, Ed.D.**  
**Assistant Superintendent,**  
**Human Resources**  
**Bill Bailey**  
**Chief Business Official**

### 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 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

The faculty and staff of Dr. Jonas E. Salk School are committed to providing a safe, positive, and productive environment that increases student achievement. The Salk School community of educators collaborates to provide a quality program that meets the needs of all students. Based on research-based best practices, we seek to inspire our students to become confident 21st century life-long learners, equipped with the skills of critical thinking, communication, collaboration, and creativity. The Salk staff is dedicated and hardworking, and we believe 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. Salk is fortunate to have many experienced and knowledgeable teachers who are eager to make a difference for our students.

We encourage everyone in our community to become an active participant in our students' education. All are welcome to attend our many school activities and meetings; as well as serve on our Parent Teacher Association (PTA), School Site Council (SSC), the English Learner Advisory Committee (ELAC), and supporting our families as a GRIP greeter before and after school. Working as a team will ensure the best for our students and community.

### 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-6) in the district, which operate on a traditional schedule.

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. Jonas Salk School's goal is to provide an engaging learning environment with strong parental involvement where all students are able to participate in activities that promote academic achievement, personal growth, and high self-esteem.

For the 2023-24 school year, Dr. Jonas E. Salk School serves 700 preschool through sixth grade students. Of those students, 102 are placed in Special Education classes and 28 are in the Resource Specialist Program. Salk is located in a neighborhood consisting of single and multiple family homes and apartments. All of Salk students are served breakfast and lunch at no cost. The vast majority of the students reside in the Salk attendance area; however, some students are transported in or out to other schools due to overcrowding via school buses.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	46.60
Male	53.40
Non-Binary	
American Indian or Alaska Native	0.10
Asian	15.60
Black or African American	2.20
Filipino	2.90
Hispanic or Latino	67.10
Native Hawaiian or Pacific Islander	1.20
White	7.50
Two or More Races	2.10
EL Students	38.70
Foster Youth	0.40
Homeless	26.80
Military	
Socioeconomically Disadvantaged	80.00
Migrant Education	
Students with Disabilities	18.80

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	122
1st	99
2nd	95
3rd	88
4th	80
5th	95
6th	101
Total	680

### 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)	29.50	93.65	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	2.00	6.35	13.00	5.66	18,854.30	6.86
Total Teaching Positions	31.50	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)	29.00	90.63	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	9.38	12.50	5.32	15,831.90	5.67
Total Teaching Positions	32.00	100.00	235.00	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	88.24	213.50	91.24	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.85	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.85	11,746.90	4.23
Unknown	4.00	11.76	16.50	7.05	14,303.80	5.15
Total Teaching Positions	34.00	100.00	234.00	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

**Credentialed Teachers Assigned Out-of-Field**

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Class Assignments**

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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	0.00

**SCHOOL FACILITIES**

**Age and Condition of Facilities**

Salk Elementary School provides a safe, clean environment for students, staff, and volunteers. It was designed in 1955 and is situated on 18.25 acres that includes 48 permanent classrooms, 9 portable classrooms, a large playground, a library, a multipurpose room, a kitchen, and administrative office building. The facilities are well-maintained and provide adequate space for students and staff.

**Improvements to Facilities**

The site has a solar panel structure that provides both power and shade to the facility. The school site recently received new roofs for their buildings. New paint for both inside and outside the classrooms took place this summer. In addition, the blacktop was replaced and a new kindergarten playground was installed.

**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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	09/05/2024
Data Collected:	September 2024
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	ROOM 35: 4. BROKEN WALL TILES OVER CABINETS. ROOM 17: 4. CORNER OF WALL BY CLOSET NEEDS PATCH & PAINT. ROOM 18: 4. LAMINATE IS COMING OFF SOME OF THE CABINETS. ROOM 27: 4. LOOSE CEILING TILES. ROOM 30: 4. MISSING CEILING TILE. ROOM 23: 4. PANDUIT IS MISSING PIECES. ROOM 33: 4. REPLACE RACEWAY FACEPLATE. ROOM 13: 4. TILE BEHIND SPEAKER IS BROKEN. ROOM 12: 4. TILE ON EAST WALL NEEDS TO BE REPLACED . ROOM 36: 4. WALL TILE IS BROKEN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	ROOM 17: 7. BROKEN COVER PLATE. ROOM 14: 7. BROKEN COVER PLATE FOR RECEPTACLE. ROOM 13: 7. LENS COVER ON 8' LIGHT IS BROKEN. ROOM 36: 7. NEED COVERS FOR ELECTRICAL BOXES IN CEILING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	ROOM 14, ROOM 15: 9. DRINKING FOUNTAIN NOT WORKING . ROOM 40: 9. SINK CABINET DOOR IS DAMAGED. ROOM 3A: 9. SINK TOP IS DELAMINATING.
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 11, 2024 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 2024) 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.

<b>2024-25 Instructional Materials</b>			
<b>Subject</b>	<b>Textbooks and Other Instructional Materials / Year of Adoption</b>	<b>From Most Recent Adoption ?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
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: MacMillan/ McGraw Hill / Adopted: 2007	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).

<b>Assessment Results by Subject</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2022-23</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2022-23</b>	<b>2023-24</b>
English Language Arts/Literacy (Grades 3-8 and 11)	40	41	44	47	47	46	47	46	47
Mathematics (Grades 3-8 and 11)	36	38	39	39	40	40	33	34	35
Science (Grades 5, 8, and 10)	23	20	23	29	29	30	29	30	31



**Assessment Results by Student Group - English Language Arts**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	356	350	98.31	1.69	43.71
Male	197	194	98.48	1.52	38.14
Female	159	156	98.11	1.89	50.64
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	63	58	92.06	7.94	58.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	241	241	100.00	0.00	39.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	24	96.00	4.00	41.67
Two or More Races	--	--	--	--	--
EL Students	121	116	95.87	4.13	18.10
Foster Youth	0	0	0	0	0
Homeless	116	115	99.14	0.86	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	248	98.02	1.98	41.53
Migrant Education	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	20.63

**Assessment Results by Student Group - Mathematics**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	356	354	99.44	0.56	39.27
Male	197	196	99.49	0.51	43.88
Female	159	158	99.37	0.63	33.54
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	63	61	96.83	3.17	57.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	241	241	100.00	0.00	32.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	56.00
Two or More Races	--	--	--	--	--
EL Students	121	120	99.17	0.83	25.00
Foster Youth	0	0	0	0	0
Homeless	116	115	99.14	0.86	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	251	99.21	0.79	37.05
Migrant Education	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	14.29

### Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	95	94	98.95	1.05	21.28
Male	56	55	98.21	1.79	27.27
Female	39	39	100.00	0.00	12.82
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	40.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	34	33	97.06	2.94	24.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	20.90
Migrant Education	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	0.00

#### 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/>.

#### 2023-24 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	44	98	94	86	57

#### 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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2023-24</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	730	709	143	20.2
Female	344	331	57	17.2
Male	386	378	86	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	111	107	12	11.2
Black or African American	16	16	4	25.0
Filipino	21	20	5	25.0
Hispanic or Latino	493	480	105	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	54	8	14.8
Two or More Races	15	14	5	35.7
EL Students	289	277	46	16.6
Foster Youth	--	--	--	--
Homeless	195	191	38	19.9
Military	--	--	--	--
Socioeconomically Disadvantaged	612	594	131	22.1
Migrant Education	--	--	--	--
Students with Disabilities	155	149	44	29.5

#### 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

Salk Elementary greatly benefits from its support of parents who are actively involved. The school has a strong base of parent volunteers who participate in PTA, GRIP Greeters, Educational Classes, Back to School Night, Open House, Holiday Music Performances, and Food Pantry. Parents are also welcome to join the Parent Teacher Association, PTA, School Site Council, and English Language Advisory Committee. The school also benefits from community partnerships such as: Project Hero and GRIP with the Orange County District Attorney’s office.

**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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
School	0.27	0.96	0.00	0.00	0.00	0.00
District	0.79	1.13	0.86	0.00	0.00	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2023-24</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	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 2024. 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.

<b>2023-24 Ratio of Number of Pupils per Academic Counselor</b>	
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.

<b>Counseling and Support Staff</b>	
<b>2023-24</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3.7

**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.

<b>Class Size Distribution By Grade</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>
K	21	18	24	1	5		4	1	3		0	
1st	23	21	21		2	1	4	2	3		0	
2nd	20	22	21	4	1	2		3	2		0	
3rd	20	21	21	2	0	1	3	4	3		0	
4th	30	24	18		0	4	3	4			0	
5th	24	27	24		0		3	3	3		0	
6th	26	22	28		0		3	3	3		0	
Other	15	13	13	4	5	6	1	1	1		0	

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

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

<b>Professional Development Days</b>			
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
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: The Magic of You, i-Ready Training, Science Training, Managing and Changing Difficult Classroom Behavior that Interrupts Instruction, EDI Training, Response to Intervention Training

**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](http://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>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 17,638.00
School: From Supplemental/Restricted Sources	\$ 3,684.00
School: From Basic/Unrestricted Sources	\$ 13,955.00
District: From Basic/Unrestricted Sources	\$ 13,797.00
Percentage of Variation between School & District	1.15 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	29.57 %

### 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.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 57,040.00	\$ 57,838.62
Mid-Range Teachers	\$ 94,804.00	\$ 90,040.10
Highest Teachers	\$ 129,488.00	\$ 118,647.40
Elementary School Principals	\$ 161,693.00	\$ 144,638.98
Middle School Principals	\$ 0.00	\$ 148,269.55
High School Principals	\$ 0.00	\$ 161,275.33
Superintendent	\$ 301,790.00	\$ 229,985.85
Teacher Salaries	28.29 %	30.79 %
Administrative Salaries	4.09 %	5.71 %

### 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.

2022-23 Average Teacher Salary	
School	\$ 108,055.00
District	\$ 108,277.00
Percentage of Variation between School & District	-0.21 %
All Similar School Districts	\$ 94,129.00
Percentage of Variation between School & State	14.79 %

#### DISCIPLINE AND CLIMATE FOR LEARNING

The primary focus at Dr. Jonas Salk School is learning and student achievement. A warm nurturing atmosphere and an effective learning program provide the basis for their learning program. Our goal is to develop positive student behavior with clear and consistent expectations through the use of HAWKS rules (Have Respect, Act Responsibly, Work Together, Keep Safe, and Soar to Success). We teach students strategies to improve their behavior to create more positive interactions with others, which in turn will enhance their academic performance. Second Step and Calm Classroom are classroom lessons that help build school and classroom community. Student of the Month lunch celebrates student success and positive behavior. Also, academic award assemblies celebrate achievement and growth. Friday's Spirit Rallies focus on promoting school spirit. Students wear the weekly shirt color to show their spirit each week. In addition, new spirit shirts are created each year and students are given a spirit shirt to wear to show their school spirit. Students develop leadership skills through the Student Council and help build school spirit.

School rules are shared with students and parents during classroom orientation, in parent newsletters, assemblies, daily announcements, and at Back-to-School Night. At our weekly spirit rally and trimester awards assembly we salute outstanding students who have demonstrated positive behavior as recognized by Salk staff members.

Dr. Jonas Salk School participates in the PAL® (Peer Assistance Leadership) program, which enables upper grade students (grades 3-6) to develop conflict resolution skills. These trained student leaders act as role models for the entire student body. On the playground, PAL® students identify and mediate conflicts, and subsequently write a report of their learning experiences to share with a teacher. Through the implementation of this program, we have experienced a more safe and peaceful campus.