



Magnolia Elementary Juliette Low School of the Arts 2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

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BOARD OF EDUCATION

Annie Warne, President
Patricia Soave, Clerk
Nathan Zug, Trustee
Barbara Clendineng, Trustee
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DISTRICT ADMINISTRATION

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Superintendent
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Veronica Lizardi, Ed.D.
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David Appling, Ed.D.
Assistant Superintendent,
Human Resources
Bill Bailey
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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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (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

At Juliette Low School of the Arts, our vision is to provide a high-quality, technology-rich and arts-infused 21st Century academic community that empowers and inspires every student to be a confident global citizen and critical thinker.

To foster kindergarten readiness, we offer a comprehensive School Readiness program for our families, along with Transitional Kindergarten (TK) classes designed to bridge preschool and kindergarten. TK provides children with essential foundational skills in a nurturing, age-appropriate environment. At Juliette Low, all students engage in a rigorous curriculum across language arts, mathematics, science, and social studies. Core instruction in grades K-6 is guided by the State Common Core Academic Content Standards, with continuous assessments to track progress and adapt instruction, aiming for mastery of each standard.

Our support network includes an Instructional Practices Coach, Impact Teachers, Resource Specialist Program Teacher, bilingual para-educators, counseling services, after-school programs, and specialized before- and after-school intervention programs to meet academic needs. English Language Development (ELD) is provided in a dedicated 30-minute block each day for all students.

To further challenge advanced learners, Gifted and Talented Education (GATE) clusters are implemented in grades 4-6, with GATE-certified teachers who incorporate depth and complexity strategies to enhance critical thinking and understanding.

Reading is a central focus, with students engaging in core literature studies and literature circles, fostering a love for reading through authentic texts and contextual learning. Our library offers a rich selection of literature, and the Accelerated Reader program motivates students to read independently, take comprehension quizzes, and earn points. Incentive programs also encourage students to build their personal book collections.

Technology is seamlessly integrated into our curriculum. Every classroom has a SMART Board, and each TK-6 classroom has its own set of Chromebooks. Teachers use various digital tools to enhance collaboration, provide feedback, and engage students actively, including differentiation tools for both interventions and enrichment.

As a School of the Arts, we are committed to integrating visual arts, dance, theater, and music throughout the core curriculum. Staff members, including the principal, participate in professional learning through The California Arts Project to strengthen students' artistic literacy across these disciplines. Each year, fifth-grade students present their artwork in a community-wide exhibition that celebrates their creativity and growth. In addition, a selection of student artifacts from every classroom is displayed at our annual Open House, showcasing the diverse ways students apply visual arts to enrich their learning. Currently, teachers are engaged in ongoing professional development in dance and theater, enhancing student engagement through movement, expression, and the creative process.

All students receive weekly, standards-based music instruction from a certificated music teacher. Throughout the year, students engage in a variety of visual and performing arts experiences and participate in schoolwide performances that celebrate their artistic growth. A signature feature of our program is the Keys of Inspiration piano lab, established in partnership with the Lang Lang International Music Foundation, where students in grades two through four receive weekly piano instruction that fosters musical proficiency, creativity, and confidence.

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. 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.

Juliette School of the Arts, which operates on a single track year-round schedule, serves students in transitional kindergarten through sixth grade. Juliette Low School of the Arts has the goal to provide an engaging learning environment with strong parental involvement in which all students are able to participate in activities that promote academic achievement, personal growth, and high self-esteem.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	50.70
Male	49.30
Non-Binary	
American Indian or Alaska Native	0.40
Asian	8.20
Black or African American	9.50
Filipino	1.90
Hispanic or Latino	64.80
Native Hawaiian or Pacific Islander	0.40
White	11.20
Two or More Races	3.60
EL Students	30.10
Foster Youth	0.40
Homeless	22.30
Military	
Socioeconomically Disadvantaged	76.80
Migrant Education	
Students with Disabilities	10.10

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	92
1st	65
2nd	51
3rd	69
4th	74
5th	62
6th	62
Total	475

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						
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)	20.00	100.00	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	0.00	0.00	12.50	5.32	15,831.90	5.67
Total Teaching Positions	20.00	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)	21.00	100.00	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	0.00	0.00	16.50	7.05	14,303.80	5.15
Total Teaching Positions	21.00	100.00	234.00	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	100.00	215.00	89.96	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.42	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.42	12,112.80	4.34
Unknown	0.00	0.00	22.00	9.21	13,705.80	4.91
Total Teaching Positions	22.00	100.00	239.00	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
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			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2021-22	2022-23	2023-24
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

Juliette Low School of the Arts was designed in 1961. The school provides a safe, clean environment for students, staff, and volunteers. The facility encumbers approximately 10.75 acres and consists of 21 permanent buildings, 12 portable buildings, three outdoor play areas, an arts studio (3C Lab), library, multipurpose room, kitchen, and an administrative building. The school is well-maintained and provides adequate space for students and staff. The facility strongly supports teaching and learning through its ample classroom and playground space.

Improvements to Facilities

The site has a solar panel structure that provides both power and shade to the facility. The HVAC and lighting are routinely maintained. The District plans to continue their preventative maintenance program for the playground blacktops, parking lots, and roofs.

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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	08/19/2025
Data Collected:	August 2025
Overall Summary of School Facility Conditions:	EXEMPLARY

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	RM 22: 4: VERTEX IS TORN ON EAST WALL.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	UPPER WOMENS RR: 7: CONDUIT NEEDS TO BE REATTACHED.
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 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.

2025-26 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%
Mathematics	Grades: K-6th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adopted: 2014	Yes	0.00%
History / Social Science	Grades: K-6th / Course: History/Social Science/ Publisher: Harcourt Publishers / Adopted: 2006	Yes	0.00%
Science	Grades: TK-6th / Course: Science / Publisher: Imagine Learning / TWIG Science / 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 / School Level Supplemental Programs	N/A	N/A

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.ets.org/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			District			State		
	2023-24	2023-24	2024-25	2023-24	2023-24	2024-25	2023-24	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	49	51	51	47	46	48	46	47	48
Mathematics (Grades 3-8 and 11)	39	47	44	40	40	40	34	35	37
Science (Grades 5, 8, and 10)	25	24	48	29	30	32	30	31	32

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	266	263	98.87	1.13	51.33
Male	133	131	98.50	1.50	38.93
Female	133	132	99.25	0.75	63.64
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Black or African American	29	29	100.00	0.00	68.97
Filipino	--	--	--	--	--
Hispanic or Latino	176	174	98.86	1.14	45.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	23	95.83	4.17	47.83
Two or More Races	11	11	100.00	0.00	54.55
EL Students	65	63	96.92	3.08	19.05
Foster Youth	0	0	0	0	0
Homeless	67	66	98.51	1.49	46.97
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	207	98.57	1.43	46.38
Migrant Education	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	32.14

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	266	265	99.62	0.38	44.15
Male	133	133	100.00	0.00	40.60
Female	133	132	99.25	0.75	47.73
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	175	99.43	0.57	39.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	24	100.00	0.00	54.17
Two or More Races	11	11	100.00	0.00	36.36
EL Students	65	65	100.00	0.00	18.46
Foster Youth	0	0	0	0	0
Homeless	67	67	100.00	0.00	37.31
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	209	99.52	0.48	38.76
Migrant Education	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	21.43

Assessment Results by Student Group - Science

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	64	64	100.00	0.00	48.44
Male	29	29	100.00	0.00	44.83
Female	35	35	100.00	0.00	51.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	46.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	52.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	42.11
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/>.

2024-25 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	63	63	63	63	63

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)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	495	489	77	15.7
Female	251	246	39	15.9
Male	244	243	38	15.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	39	1	2.6
Black or African American	46	46	5	10.9
Filipino	--	--	--	--
Hispanic or Latino	321	318	61	19.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	55	5	9.1
Two or More Races	19	18	2	11.1
EL Students	152	149	28	18.8
Foster Youth	--	--	--	--
Homeless	114	110	12	10.9
Military	--	--	--	--
Socioeconomically Disadvantaged	388	384	66	17.2
Migrant Education	--	--	--	--
Students with Disabilities	64	63	10	15.9

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 are welcomed as partners in the educational process. They are advised of upcoming school events through their regularly updated online calendar and digital parent communication stream through ParentSquare. Every teacher uses Class Dojo to communicate with parents daily regarding class projects and assignments, school and grade level events, and student progress. Parents have been invited to a wide variety of events at school, including weekly spirit rallies, award assemblies, Back to School Night & Community Resources Fair, Open House, and student performances. We look forward to these opportunities as we continue to promote these events in a safe manner. Also, our Parent Involvement Liaison hosts a variety of workshops to support the parent and community needs. P Parent conferences focus on student progress toward grade level standards and individual learning goals. Opportunities to serve in advisory capacities include School Site Council and English Language Advisory Committee. Parents have the opportunity to volunteer for many school events, including the Second Harvest Food Bank, Copy Club, book fairs, field trips, and fundraisers.

Community Schools is the most recent addition to the comprehensive support for our parents and families consisting of a Community Schools Liaison and Social Worker. They provide a holistic approach that supports students' academic, social-emotional, physical, and mental well-being.

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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	1.15	1.20	0.40	0.00	0.00	0.00
District	1.13	0.86	0.71	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.40	0.00
Female	0.00	0.00
Male	0.82	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	2.17	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	5.26	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.88	0.00
Military	--	--
Socioeconomically Disadvantaged	0.52	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.56	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.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	

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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.7

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.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	24	17	26	0	1	0	4	3	2	0	0	0
1st	19	24	22	3	0	1	0	2	2	0	0	0
2nd	24	16	26	0	1	0	3	3	2	0	0	0
3rd	20	24	23	2	0	0	1	3	3	0	0	0
4th	23	21	25	0	1	0	3	2	3	0	0	0
5th	22	25	31	0	0	0	3	2	2	0	0	0
6th	28	28	31	0	0	0	2	2	2	0	0	0
Other	0	26	0	0	0	0	0	1	0	0	0	0

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			
	2023-24	2024-25	2025-26
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: Engaging & Belonging, Write from the Beginning, Science Training, Math Framework, Behavior Trainings

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 14,455.00
School: From Supplemental/Restricted Sources	\$ 741.00
School: From Basic/Unrestricted Sources	\$ 13,714.00
District: From Basic/Unrestricted Sources	\$ 14,418.00
Percentage of Variation between School & District	-4.88 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	23.04 %

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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 60,462.00	\$ 61,516.32
Mid-Range Teachers	\$ 100,492.00	\$ 95,478.69
Highest Teachers	\$ 137,257.00	\$ 125,207.90
Elementary School Principals	\$ 171,395.00	\$ 152,668.30
Middle School Principals	\$ 0.00	\$ 156,487.16
High School Principals	\$ 0.00	\$ 165,427.38
Superintendent	\$ 308,568.00	\$ 242,780.63
Teacher Salaries	27.57 %	29.76 %
Administrative Salaries	4.12 %	5.74 %

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.

2023-24 Average Teacher Salary	
School	\$ 123,310.00
District	\$ 114,248.00
Percentage of Variation between School & District	7.93 %
All Similar School Districts	\$ 100,089.00
Percentage of Variation between School & State	23.20 %