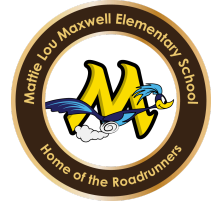




Magnolia Elementary School District

Mattie Lou Maxwell Elementary School

2022-2023 School Accountability Report Card



Published: January 2024

SCHOOL ADMINISTRATION

Alicia Jackson Weston
ajacksonweston@magnoliasd.org

SCHOOL INFORMATION

30665896029169
2613 West Orange Ave.
Anaheim, CA 92804-3201
(714) 527-2217
www.magnoliasd.org

SUPERINTENDENT

Franklin Donovan II
fdonavan@magnoliasd.org

DISTRICT INFORMATION

Magnolia Elementary School District
2705 West Orange Ave.
Anaheim, CA 92804-3203
(714) 761-5533

BOARD OF EDUCATION

Connie Martin, President
Barbara Clendineng, Clerk
Nathan Zug, Trustee
Annie Warne, Trustee
Patricia Soave, Trustee

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
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

At Maxwell School, we stress to our students that the best gift one can give himself or herself is an education. What we learn becomes a part of us – it cannot be lost, stolen, nor broken. The more we know, the better prepared we are for the world in which we live. It is valuable for us all to be life-long learners, to continually pursue opportunities to gain knowledge in academic areas, hobbies, and other points of interest and to share what we learn with others. Maxwell School provides many opportunities for our students to be successful. All classrooms are connected to the Internet and also contain state-of-the-art computer equipment. Grades kindergarten through six have sets of Chromebooks in the rooms for every student. All classrooms have Smart board technology as part of the daily instruction that takes place. Extracurricular opportunities are provided to our students include an annual musical performance, after school chess and coding classes, after school programs provided by the YMCA and City of Anaheim, and hockey demonstrations and lessons through our partnership with the Anaheim Ducks. Everyone at Maxwell School proudly puts forth our best efforts to provide quality educational opportunities for the students we serve in an environment that is productive and caring.

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-sixth) 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.

Maxwell 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	44.40
Male	55.60
Non-Binary	
American Indian or Alaska Native	0.20
Asian	10.40
Black or African American	3.50
Filipino	2.90
Hispanic or Latino	70.40
Native Hawaiian or Pacific Islander	0.50
White	9.60
Two or More Races	1.30
EL Students	40.10
Foster Youth	0.50
Homeless	25.90
Military	
Socioeconomically Disadvantaged	86.70
Migrant Education	
Students with Disabilities	15.70

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	117
1st	67
2nd	70
3rd	73
4th	78
5th	92
6th	97
Total	594

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)	24.50	89.09	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	10.91	13.00	5.66	18,854.30	6.86
Total Teaching Positions	27.50	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	85.19	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)	4.00	14.81	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	27.00	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	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	4.00

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	14.80
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

Maxwell School provides a safe, clean environment for students, staff, and volunteers. The school was designed in 1957; but the original school dates back to the late 1800's. The school site is situated on 5.4 acres that includes 30 permanent classrooms, 15 portable classrooms, a playground area, a library, a multipurpose room, a kitchen, and an administrative office building. The campus is well-maintained and provides 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 completed the modernization of new portable classroom buildings. Maxwell Elementary School has completed their HVAC and lighting upgrades. 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.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	8/3/2023
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	Good	RM 23: 4. CABINET DOOR IS TORN OFF HINGES. RM P4: 4. HOLE IN WALL ABOVE THERMOSTAT, TEAR IN VERTEX. CBET: 4. NEEDS NEW CEILING TILE AND SOME NEW BASE MOULDING. MID GIRLS RR: 4. PAINT NEEDS TO BE TOUCHED UP ABOVE PAPER TOWEL DISPENSER AND SINK. MID BOYS RR: 4. PAINT TOUCH UP NEEDED ABOVE TERRAZZO ALL AROUND BATHROOM. UPPER BOYS RR: 4. WALL OVER TOILET NEEDS TO BE PATCHED AND PAINTED.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
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	RM P4: 15. REPLACE TRIM UNDER PANDUIT.

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)	37	33	47	47	47	46
Mathematics (Grades 3-8 and 11)	29	30	39	40	33	34
Science (Grades 5, 8, and 10)	19	27	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	339	321	94.69	5.31	33.13
Male	189	177	93.65	6.35	35.03
Female	150	144	96.00	4.00	30.77
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	34	29	85.29	14.71	68.97
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	239	231	96.65	3.35	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	30	96.77	3.23	43.33
Two or More Races	--	--	--	--	--
EL Students	125	107	85.60	14.40	8.41
Foster Youth	0	0	0	0	0
Homeless	114	107	93.86	6.14	23.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	248	93.58	6.42	27.53
Migrant Education	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	16.95

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	338	337	99.70	0.30	29.67
Male	188	187	99.47	0.53	34.22
Female	150	150	100.00	0.00	24.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	55.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	237	99.58	0.42	23.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	48.39
Two or More Races	--	--	--	--	--
EL Students	125	124	99.20	0.80	8.87
Foster Youth	0	0	0	0	0
Homeless	114	114	100.00	0.00	28.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	263	99.62	0.38	25.10
Migrant Education	0	0	0	0	0
Students with Disabilities	59	58	98.31	1.69	15.52

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	90	90	100.00	0.00	26.67
Male	48	48	100.00	0.00	27.08
Female	42	42	100.00	0.00	26.19
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	23.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	34	34	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	17.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	22.67
Migrant Education	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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	98	98

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	643	626	186	29.7
Female	287	278	71	25.5
Male	356	348	115	33.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	68	68	10	14.7
Black or African American	22	22	5	22.7
Filipino	17	17	2	11.8
Hispanic or Latino	444	436	136	31.2
Native Hawaiian or Pacific Islander	4	4	3	75.0
White	64	58	21	36.2
Two or More Races	8	8	3	37.5
EL Students	292	284	75	26.4
Foster Youth	3	3	0	0.0
Homeless	188	182	54	29.7
Military	--	--	--	--
Socioeconomically Disadvantaged	569	552	164	29.7
Migrant Education	0	0	0	0.0
Students with Disabilities	107	107	43	40.2

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 educational program at Maxwell School. The PTA has made generous contributions of time and money to numerous programs and activities. Parents are encouraged to be involved in their child’s education through volunteering in the classroom, as well as attending schoolwide events held throughout the year. Maxwell School offers a school readiness program for students ready to enter kindergarten. Through a series of sessions, students learn the skills necessary to succeed in the early years of school, such as how to stand in line and move together in one direction, and parents learn how they can contribute to their children’s success. We hold many parent education classes in English and Spanish for areas such as literacy, health, nutrition, and family issues. Maxwell offers regularly scheduled meetings including Coffee with the Principal, English Language Advisory committee, and School Site Council.

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	1.09	0.62	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	0.62	0.00
Female	0.00	0.00
Male	1.12	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	0.90	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	1.03	0.00
Foster Youth	0.00	0.00
Homeless	1.60	0.00
Military	--	--
Socioeconomically Disadvantaged	0.70	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.87	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
Resource Specialist (non-teaching)	
Other	2.4

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	18	21	22	1	1		4	3	5			
1st	23	21	22		1	1	3	2	2			
2nd	23	23	21				3	3	3			
3rd	23	22	23				4	3	3			
4th	28	20	24		2		3	2	3			
5th	29	22	25				3	4	3			
6th	29	28	26				3	3	3			
Other	14	12	16	3	3	3			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	\$ 13,164.00
School: From Supplemental/Restricted Sources	\$ 1,261.00
School: From Basic/Unrestricted Sources	\$ 11,903.00
District: From Basic/Unrestricted Sources	\$ 11,907.00
Percentage of Variation between School & District	-0.03 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	56.48 %

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	\$ 112,741.00
District	\$ 100,614.00
Percentage of Variation between School & District	12.05 %
All Similar School Districts	\$ 88,288.00
Percentage of Variation between School & State	27.7 %

DISCIPLINE AND CLIMATE FOR LEARNING

The primary focus at Maxwell School is learning. The Maxwell staff uses the Positive Behavior Intervention and Supports program (PBIS). Students are taught the behavior expectations in a variety of settings, including the classroom playground, and lunch room. Good behavior is reinforced through the use of Fast Pass tickets, which are redeemed for a variety of privileges. Parents are informed of behavior expectations through home-school communication such as phone calls, ParentSquare, Class Dojo, and at events such as Back to School Night and Open House. At our trimester awards assembly we recognize outstanding students for their achievements, including language arts, mathematics and citizenship. Maxwell School participates in the PAL® (Peer Assistance Leadership) program, which encourages upper grade students to demonstrate leadership through helping others. They support a variety of school programs, including tutoring students from the primary grades.