



Magnolia Elementary Robert M. Pyles STEM Academy 2023-2024 School Accountability Report Card



Published: January 2025

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

Magnolia Elementary
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BOARD OF EDUCATION

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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 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

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Robert M. Pyles STEM Academy and welcome this opportunity to tell you more about us.

At Robert M. Pyles STEM Academy, our primary focus is student achievement, and the success of our students and our school is dependent upon a strong partnership between home and school. We believe that all students are able to learn and be successful. Our Vision Statement is as follows: To provide an integrated learning environment in which we empower students to thrive, make connections to self and the community, and develop a foundation to compete in their future world. In addition to promoting academic excellence, we also focus on students' social-emotional development and responsible decision-making. All these components assist our students in becoming life-long learners and prepare them for leading productive lives in our community. To best support students in realizing their full potential as scholars and global citizens, we encourage parents to be active participants in their children's education. We welcome parents on campus to visit, volunteer, participate in parent education classes, and attend informational meetings (e.g., English Language Advisory Committee, Parent Teacher Association, School Site Council).

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.

Pyles STEM Academy's Vision Statement: To provide an integrated learning environment in which we empower students to thrive, make connections to self and community, and develop a foundation to compete in their future world.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	53.20
Male	46.80
Non-Binary	
American Indian or Alaska Native	0.90
Asian	12.80
Black or African American	2.60
Filipino	1.70
Hispanic or Latino	75.00
Native Hawaiian or Pacific Islander	0.60
White	4.50
Two or More Races	0.60
EL Students	57.00
Foster Youth	0.80
Homeless	30.30
Military	
Socioeconomically Disadvantaged	87.90
Migrant Education	
Students with Disabilities	7.40

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	127
1st	95
2nd	90
3rd	88
4th	79
5th	82
6th	86
Total	647

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)	26.50	100.00	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	0.00	0.00	13.00	5.66	18,854.30	6.86
Total Teaching Positions	26.50	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)	28.00	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	28.00	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)	27.00	93.10	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)	1.00	3.45	2.00	0.85	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.45	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	29.00	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	1.00
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			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	1.00

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	3.40
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

Pyles STEM Academy provides a safe, clean environment for students, staff, and volunteers. The school was designed in 1964. It is situated on 10.9 acres that includes 26 permanent classrooms, 22 portable classrooms, a large playground area, a multipurpose room, a kitchen, a library, and an administrative office building. The school facilities are well maintained and provide adequate space for students and staff.

Improvements to Facilities

The site has a new solar panel structure that provides both power and shade to the facility. The school has undergone modernization and added six new portable classroom buildings and a new portable restroom. The school site received new roofs for their buildings and has completed their HVAC and lighting upgrades.

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	ROOM 23: 2. BROKEN AC VENT ON UNIT.
INTERIOR: Interior Surfaces	FAIR	MID BOYS' RESTROOM: 4. HOLE IN TERRAZO ABOVE URINAL. ROOM 38: 4. INTERIOR WINDOW MOULDING NEEDS TO BE REPLACED & VERTEX NEEDS PATCHING. ROOM 3: 4. LOOSE WIRE FROM OLD ALARM SENSOR HANGING UNDER AC WEST WALL. ROOM 45: 4. LOTS OF STAINS ON CARPET. ROOM 40: 4. MOULDING AROUND WINDOW BROKEN. ROOM 49: 4. NEED TO PATCH VERTEX PANEL, STAINED CEILING TILES. ROOM 7: 4. REPLACE CEILING TILES ON NORTH WALL. ROOM 47: 4. STAINED CARPET. ROOM 32, ROOM 42, ROOM 43, ROOM 45, ROOM 46, ROOM 47, ROOM 54: 4. STAINED CEILING TILES. ROOM 12: 4. TWO WALL TILES NEED TO BE REPLACED.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	ROOM 21: 7. BROKEN COVER PLATE, PANDUIT END PC AND INSIDE COVER. ROOM 33: 7. BROKEN COVER PLATES. ROOM 40: 7. MISSING PANDUIT PC, BLANK COVER ON WALL. ROOM 39: 7. MISSING PANDUIT PCS (END CAPS & CONNECTORS). ROOM 41: 7. PANDUIT PC IS MISSING CONNECTION.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	ROOM 49: 9. LEAKING FAUCET.
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.

2024-25 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: 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).

Assessment Results by Subject									
	School			District			State		
	2022-23	2022-23	2023-24	2022-23	2022-23	2023-24	2022-23	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	44	45	42	47	47	46	47	46	47
Mathematics (Grades 3-8 and 11)	30	36	31	39	40	40	33	34	35
Science (Grades 5, 8, and 10)	26	23	30	29	29	30	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	332	319	96.08	3.92	42.01
Male	152	147	96.71	3.29	44.22
Female	180	172	95.56	4.44	40.12
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	39	38	97.44	2.56	78.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	259	248	95.75	4.25	33.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	157	147	93.63	6.37	17.69
Foster Youth	--	--	--	--	--
Homeless	120	117	97.50	2.50	36.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	255	245	96.08	3.92	40.00
Migrant Education	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	332	331	99.70	0.30	30.51
Male	152	151	99.34	0.66	36.42
Female	180	180	100.00	0.00	25.56
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	71.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	259	258	99.61	0.39	22.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	157	157	100.00	0.00	17.20
Foster Youth	--	--	--	--	--
Homeless	120	120	100.00	0.00	25.83
Military	--	--	--	--	--
Socioeconomically Disadvantaged	255	254	99.61	0.39	28.35
Migrant Education	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	81	81	100.00	0.00	29.63
Male	37	37	100.00	0.00	43.24
Female	44	44	100.00	0.00	18.18
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	21.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	34	34	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	30.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	32.76
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/>.

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	69	98	95	84	53

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)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	686	669	138	20.6
Female	364	353	67	19.0
Male	322	316	71	22.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	83	5	6.0
Black or African American	18	17	2	11.8
Filipino	13	13	0	0.0
Hispanic or Latino	512	501	115	23.0
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	30	8	26.7
Two or More Races	--	--	--	--
EL Students	398	386	81	21.0
Foster Youth	--	--	--	--
Homeless	209	204	47	23.0
Military	--	--	--	--
Socioeconomically Disadvantaged	609	592	134	22.6
Migrant Education	--	--	--	--
Students with Disabilities	65	64	14	21.9

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 and the community are very supportive of the education program at Pyles STEM Academy. The PTA has made generous contributions of time and money to numerous programs and activities. Donations from local businesses support many of our events.

Parents are encouraged to be involved in their children’s education by volunteering in the classroom and attending schoolwide events held throughout the year. Many parent education classes are available in areas such as parenting skills, learning English as a second language (ESL), technology, nutrition, and financial literacy.

Pyles STEM Academy hosts family movie nights and other family fun nights, as well as family academic nights throughout the year. Other family events include Back-to-School Night, Open House, STEM Showcase, and parent conferences.

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		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.85	0.99	1.17	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

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	1.17	0.00
Female	0.55	0.00
Male	1.86	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	1.56	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	1.26	0.00
Foster Youth	0.00	0.00
Homeless	1.44	0.00
Military	--	--
Socioeconomically Disadvantaged	1.31	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.54	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.

2023-24 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	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
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.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	23	21	20		4	3	5	2	1		0	
1st	23	24	24		0		4	4	4		0	
2nd	22	22	23	1	0		2	4	4		0	
3rd	23	24	22		0		3	3	4		0	
4th	22	21	16		0	2	4	4	3		0	
5th	25	21	23		0		4	4	3		0	
6th	28	25	25		0		4	4	3		0	
Other	21	0	24		0		1	0	1		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			
	2022-23	2023-24	2024-25
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.

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	\$ 12,187.00
School: From Supplemental/Restricted Sources	\$ 376.00
School: From Basic/Unrestricted Sources	\$ 11,811.00
District: From Basic/Unrestricted Sources	\$ 13,797.00
Percentage of Variation between School & District	-14.39 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	9.66 %

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	\$ 107,211.00
District	\$ 108,277.00
Percentage of Variation between School & District	-0.98 %
All Similar School Districts	\$ 94,129.00
Percentage of Variation between School & State	13.9 %

DISCIPLINE AND CLIMATE FOR LEARNING

The primary focus at Pyles STEM Academy is learning. A warm, nurturing atmosphere and an effective program provide the basis for our students' foundation. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Discipline guidelines, developed by teachers, are administered in a fair, firm, and consistent manner. Regular, positive reinforcement rewards students for citizenship and achievement and promotes self-esteem. School rules are shared with students and parents in both the student and parent handbooks, and at Back-to-School Night.

Student of the Month, Super Citizenship, and "I" in Kind Awards are given each month. Parents are invited to attend award assemblies to recognize the efforts of their children.

Pyles STEM Academy 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. Through the implementation of this program, we have experienced a more safe and peaceful campus.