Magnolia Elementary School District

Dr. Albert Schweitzer

2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

DISTRICT STATEMENTS

DISTRICT MISSION

To inspire ALL students to extraordinary achievement every day.

DISTRICT VISION

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

SCHOOL STATEMENTS

MESSAGE FROM THE SCHOOL ADMINISTRATION

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

SCHOOL PROFILE

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

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

The Dr. Albert Schweitzer Leadership Academy Mission Statement:

We are the leaders of Schweitzer school!

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

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

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

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	46.1
Male	53.9
Non-Binary	
American Indian or Alaska Native	
Asian	7.4
Black or African American	2.6
Filipino	3.5
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	1.7
White	5.9
Two or More Races	1
EL Students	44.9
Foster Youth	0.7
Homeless	25.6
Military	
Socioeconomically Disadvantaged	88.1
Migrant Education	
Students with Disabilities	13.3

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	91
1st	75
2nd	72
3rd	74
4th	78
5th	95
6th	94
Total	579

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

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

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

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

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

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

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	08/24/2022
Data Collected:	August 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	Classroom 40: Ceiling T-Bar Showing Rust. Classroom 16: Covebase By Door Needs To Be Glued And Ceiling Tiles Need To Be Stapled Up Better. Classroom 15: Covebase Needs To Be Glued And Ceiling Tiles Need To Be Stapled On West Wall Corner. Classroom 39: Peeling Vertex. Multipurpose Room Kitchen: Vent Falling From Ceiling.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 39: Possible Mouse Droppings.
ELECTRICAL: Electrical	Good	Classroom 13: Two Light Bulbs Out On One Fixture.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 5: Loose Door Lock On South Door And Closer Is Not Working Correctly.

SCHOOL FACILITIES
Age and Condition of Facilities
Note: several items in the Facilities Inspection report have already been addressed. Room 39 is not currently in use, and rooms 39 and 40 will be demolished this year and replaced with new portables to be used for preschool and the after school programs.

Schweitzer Elementary School provides a safe, clean environment for students, staff, and volunteers. The school was opened in 1959 and is situated on 12 acres that includes 26 permanent classrooms, 14 portable classrooms, a library, a multipurpose room, a kitchen, a playground area and administrative office building. The facilities are well-maintained and provide adequate space for students and staff.
Improvements to Facilities
The site has a two solar panel structures that provides both power and shade to the facility.
Our technology infrastructure provides consistent, fast internet access for students. The school has completed their HVAC and lighting upgrades. A taller, more secure chain link fence was recently installed around the perimeter of the school in addition to the wrought iron in front. The District completed several projects recently, including new roofing, interior and exterior painting, new asphalt for the main playground and a new inclusive playground in the kindergarten area.
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.

INSTRUCTIONAL MATERIALS

Magnolia School District held a Public Hearing on September 15, 2022, 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 2022) 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.

2022-23 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 Grades: K-6th / Course: English Language Development / Publisher: Benchmark Advance / Adopted: 2016	Yes Yes	0.00 0.00
Mathematics	Grades: K-6th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adopted: 2014 Grades: K-6th / Course: Mathematics / Publisher: California Math Expressions / Adopted: 2015	Yes Yes	0.00 0.00
History / Social Science	Grades: K-6th / Course: History/Social Science / Publisher: Harcourt School Publishers / Adopted: 2006	Yes	0
Science	Grades: K-6th / Course: Science / Publisher: MacMillan/ McGraw Hill / Adopted: 2007	Yes	0
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 Grades: 4th-6th / Course: Health / Publisher: Princeton Health Press / Adopted: 2003	Yes	0

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
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	54	47	47
Mathematics (Grades 3-8 and 11)	43	39	33
Science (Grades 5, 8, and 10)	38	29	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	337	332	98.52	1.48	54.22
Male	186	183	98.39	1.61	45.36
Female	151	149	98.68	1.32	65.10
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	27	27	100.00	0.00	81.48
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	85.71
Hispanic or Latino	255	250	98.04	1.96	48.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	59.09
Two or More Races	--	--	--	--	--
EL Students	113	111	98.23	1.77	24.32
Foster Youth	--	--	--	--	--
Homeless	80	79	98.75	1.25	40.51
Military	--	--	--	--	--
Socioeconomically Disadvantaged	293	289	98.63	1.37	52.94
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	48	48	100.00	0.00	14.58

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	337	333	98.81	1.19	43.24
Male	186	184	98.92	1.08	40.22
Female	151	149	98.68	1.32	46.98
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	27	27	100.00	0.00	85.19
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	255	251	98.43	1.57	36.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	40.91
Two or More Races	--	--	--	--	--
EL Students	113	112	99.12	0.88	24.11
Foster Youth	--	--	--	--	--
Homeless	80	78	97.50	2.50	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	293	289	98.63	1.37	42.21
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	17.02

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	91	88	96.70	3.30	37.50
Male	55	53	96.36	3.64	32.08
Female	36	35	97.22	2.78	45.71
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	70	95.89	4.11	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	24	23	95.83	4.17	13.04
Foster Youth	0	0	0.00	0.00	0.00
Homeless	21	19	90.48	9.52	36.84
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	74	96.10	3.90	35.14
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	12	11	91.67	8.33	0.00

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

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 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	96	97	98	95	91

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)				
2021-22	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	615	602	167	27.7
Female	282	278	65	23.4
Male	333	324	102	31.5
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	45	45	4	8.9
Black or African American	16	15	3	20
Filipino	21	20	3	15
Hispanic or Latino	473	462	137	29.7
Native Hawaiian or Pacific Islander	10	10	3	30
White	37	37	13	35.1
Two or More Races	6	6	1	16.7
EL Students	282	276	77	27.9
Foster Youth	9	9	2	22.2
Homeless	181	177	62	35
Military				
Socioeconomically Disadvantaged	545	535	160	29.9
Migrant Education	0	0	0	0
Students with Disabilities	92	91	35	38.5

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

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

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

Safety of students and staff is a primary concern of the school. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

DISCIPLINE AND CLIMATE FOR LEARNING

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

Schoolwide goals and classroom goals are also set and tracked.

Schweitzer School has a number of clubs for students to participate in which support the school. PAL (Peer Assistance Leadership) develops student leaders, plans activities, and coordinates with Student Council. Our PAL program won an award from the County for Outstanding PAL Program, 2019-20. Chess class is offered weekly, as well as a Robotics Club that competes against area schools. Students also have the ability to join afterschool clubs such as American Sign Language, Yoga and Cooking.

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

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 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. 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		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.3	0	0.81	0	0	0
District	0.51	0	0.79	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.81	0
Female	0.35	0
Male	1.2	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.63	0
Native Hawaiian or Pacific Islander	0	0
White	5.41	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	2.21	0
Military		
Socioeconomically Disadvantaged	0.92	0
Migrant Education	0	0
Students with Disabilities	2.17	0

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.

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.

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: Student and Staff Wellness with the introduction to Trauma Informed Care, Calm Classroom Training, Teacher Toolbox Sessions with an introduction to the MSD Professional Learning Hub, Illuminate (Testing and Data Management System), Tools for Student Progress, iReady - End of Year Testing Procedures.

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			
	2020-21	2021-22	2022-23
Number of Professional Development Days	6	6	6

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
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	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.7

COUNSELING AND SUPPORT SERVICES

The school and district employ qualified personnel to provide support services. An active Student Success Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. Schweitzer has a full-time school psychologist and a full time social work counselor to meet the social-emotional needs of our students.

With the Boys and Girls Club and the District-provided Expanded Learning Program, parents have choices of comprehensive after-school programs. These programs, which operate between the hours of 3:00 and 6:00 p.m., offers a safe and structured environment for our students after school. Students receive both snack and supper, homework help, outdoor games and enrichment activities.

Magnolia School District also partners with Orange County's Families and Children Together (FaCT) to fund the Salk Community Family Resource Center located on the Dr. Jonas Salk campus. FaCT is a partnership among more than 60 community-based social service agencies and the County of Orange Social Services Agency. The Salk Community Family Resource Center provides counseling, parent education, after-school programs, health education and services, support groups, community outreach, and referrals to community agencies for our families.

School Readiness is an important focus of the Magnolia School District, enabling students to be fully prepared for successful enrollment in the public education system. The district, as well as county, state, and federal agencies, offer a variety of programs at schools throughout the district, targeting families with children from pre-natal to four years of age. All programs are coordinated by the School Readiness Center located at the district office.

Magnolia School District offers the Gifted and Talented Education (GATE) program to students who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program (grades 4-6) receive specialized instruction in a clustered classroom.

For students whose primary language is not English and who have limited English proficiency, Magnolia School District offers programs to help them quickly acquire the English language and prepare to meet state academic standards. Students are identified as English Learners (EL) through the English Language Proficiency Assessment for California (EPLAC).

Students are placed with teachers who are appropriately credentialed to teach English Learners and receive instruction in English based on their level of English acquisition. Students receive 30 minutes of English Language Development daily. Additional assistance is provided through paraeducators and Impact (Intervention) teachers.

Schweitzer School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. When a student is academically at-risk, our teachers meet to brainstorm intervention strategies.

Interventions include modification of instruction in the regular classroom, and 30 minutes of target instruction four times per week. We maintain open communication with parents regarding their child's progress throughout the school year and welcome parental involvement when developing intervention plans.

Schweitzer School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options.

A team consisting of the parent, school administrator, general education teacher, psychologist, speech and language therapist, and special education teacher develops an Individual Education Plan (IEP).

The IEP defines the individualized instruction a child will receive which may include placement in a Special Day Class or services from a Resource Specialist, Adaptive Physical Education Specialist, Occupational Therapist, and/or Speech and Language Specialist. The Magnolia School District offers state preschool programs at some of its sites, as well as a regional program at Lord Baden-Powell and Dr. Jonas Salk Schools which services students with severe handicaps and/or multiple disabilities from six surrounding school districts.

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		
	20	21	22	20	21	22	20	21	22	20	21	22
K	24	23	21			1	4	4	3			
1st	22	24	23	1			2	3	3			
2nd	24	23	23				3	3	3			
3rd	24	24	22				4	3	3			
4th	30	32	24				3	3	3			
5th	29	28	26				2	3	3			
6th	30	29	26				3	2	3			
Other	16	16	15	3	3	3	1	1	1			

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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 12,728
School: From Supplemental/Restricted Sources	$ 1,374
School: From Basic/Unrestricted Sources	$ 11,355
District: From Basic/Unrestricted Sources	$ 11,848
Percentage of Variation between School & District	-4.16 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	72.2 %

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	$ 51,999	$ 52,641
Mid-Range Teachers	$ 86,425	$ 83,981
Highest Teachers	$ 118,043	$ 107,522
Elementary School Principals	$ 148,621	$ 136,247
Middle School Principals	$ 0	$ 142,248
High School Principals	$ 0	$ 139,199
Superintendent	$ 257,909	$ 242,166
Teacher Salaries	35 %	34 %
Administrative Salaries	5 %	5 %

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.

2020-21 Average Teacher Salary	
School	$ 97,107
District	$ 100,700
Percentage of Variation between School & District	-3.57 %
All Similar School Districts	$ 87,271
Percentage of Variation between School & State	11.27 %