

# Magnolia Elementary School District

## Dr. Jonas E. Salk

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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#### SUPERINTENDENT

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#### DISTRICT INFORMATION

Magnolia Elementary School District

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#### BOARD OF EDUCATION

Nathan Zug

Connie Martin

Barbara Clendineng

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Annie Warne

#### DISTRICT ADMINISTRATION

Frank Donovan, Ed.D.

Superintendent

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Veronica Lizardi, Ed.D.

Assistant Superintendent,

Educational Services

David Appling, Ed.D.

Assistant Superintendent,

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Bill Bailey

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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.

- 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**

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

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

**SCHOOL PROFILE**

Located in the Orange County City of Anaheim, the Magnolia School District educates pre-kindergarten through sixth grade students from the diverse communities of West Anaheim and Stanton. There are currently nine elementary schools (pre-K-6) in the district, which operate on a traditional schedule.

Students from the Magnolia School District attend junior high and high schools in the Anaheim Union High School District. School programs and curricular objectives emphasizing English Language Development, strong community partnerships, and character education are hallmarks of the Magnolia School District.

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

For the 2022-23 school year, Dr. Jonas E. Salk School serves 710 preschool through sixth grade students. Of those students, 69 are placed in Special Education classes and 28 are in the Resource Specialist Program. Salk is located in a neighborhood consisting of single and multiple family homes and apartments. All of Salk students are served breakfast and lunch at no cost. The vast majority of the students reside in the Salk attendance area; however, some students are transported in or out to other schools due to overcrowding via school buses.

**ENROLLMENT BY STUDENT GROUP**

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	46.1
Male	53.9
Non-Binary	
American Indian or Alaska Native	0.3
Asian	15.8
Black or African American	2
Filipino	2.8
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.7
White	7.7
Two or More Races	0.7
EL Students	43.2
Foster Youth	0.7
Homeless	24.1
Military	
Socioeconomically Disadvantaged	80.7
Migrant Education	
Students with Disabilities	13.5

## ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	120
1st	99
2nd	85
3rd	109
4th	93
5th	88
6th	94
Total	688

## CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.5	93.7	216.5	94.3	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12,115.8	4.4
Unknown	2.0	6.4	13.0	5.7	18,854.3	6.9
Total Teaching Positions	31.5	100.0	229.5	100.0	274,759.1	100.0

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

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)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

#### 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 27: Ceiling Tile Hanging. Classroom 35, Classroom 38, Classroom 39: Covebase By Door Needs To Be Replaced. Classroom 34: Damaged Wall By Closet Needs To Be Patched. Classroom 4: Drywall Patch Needed Under Smart Board. Classroom 18: Laminate Is Coming Off Some Of The Cabinets. Classroom 23: Panduit Is Missing Pieces. Classroom 33: Replace Raceway Faceplate. Classroom 13: Tile Behind Speaker Is Broken. Classroom 12: Tile On East Wall Needs To Be Replaced. Classroom 36: Wall Tile Is Broken.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Classroom 17: Broken Cover Plate. Classroom 14: Broken Cover Plate For Receptacle. Classroom 13: Lens Cover On 8' Light Is Broken.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 40: Sink Cabinet Door Is Damaged.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### SCHOOL FACILITIES

##### Age and Condition of Facilities

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

##### Improvements to Facilities

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

##### Cleaning Process

The District's governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

##### Maintenance and Repair

The maintenance and repair of the school facility is the number one priority of the District's Maintenance, Operations, Transportation, and Facilities Department. The District's maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### 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	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
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	Yes	0
	Grades: 4th-6th / Course: Health / Publisher: Princeton Health Press / Adopted: 2003		

**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)	40	47	47
Mathematics (Grades 3-8 and 11)	36	39	33
Science (Grades 5, 8, and 10)	23	29	29

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

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	387	384	99.22	0.78	39.58
Male	215	213	99.07	0.93	36.62
Female	172	171	99.42	0.58	43.27
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	62	62	100.00	0.00	56.45
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	258	255	98.84	1.16	32.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	43.75
Two or More Races	--	--	--	--	--
EL Students	151	148	98.01	1.99	12.84
Foster Youth	--	--	--	--	--
Homeless	126	126	100.00	0.00	32.54
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	316	99.68	0.32	35.44
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	63	63	100.00	0.00	11.11

**Assessment Results by Student Group - Mathematics**

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	387	387	100.00	0.00	36.18
Male	215	215	100.00	0.00	38.60
Female	172	172	100.00	0.00	33.14
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	62	62	100.00	0.00	59.68
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	258	258	100.00	0.00	29.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	37.50
Two or More Races	--	--	--	--	--
EL Students	151	151	100.00	0.00	18.54
Foster Youth	--	--	--	--	--
Homeless	126	126	100.00	0.00	31.75
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	317	317	100.00	0.00	32.18
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	63	63	100.00	0.00	12.70

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	82	82	100.00	0.00	23.17
Male	54	54	100.00	0.00	22.22
Female	28	28	100.00	0.00	25.00
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100.00	0.00	15.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	30	30	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	19.23
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	62	62	100.00	0.00	14.52
Migrant Education	0	0	0.00	0.00	0.00
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/pfi/>.

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	98	98	98	96	96

#### 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	734	716	244	34.1
Female	335	328	109	33.2
Male	399	388	135	34.8
Non-Binary				
American Indian or Alaska Native	2	2	0	0
Asian	115	113	8	7.1
Black or African American	15	14	9	64.3
Filipino	21	20	9	45
Hispanic or Latino	509	495	200	40.4
Native Hawaiian or Pacific Islander	5	5	0	0
White	55	55	14	25.5
Two or More Races	5	5	2	40
EL Students	330	321	103	32.1
Foster Youth	7	7	5	71.4
Homeless	178	176	68	38.6
Military				
Socioeconomically Disadvantaged	597	585	217	37.1
Migrant Education	0	0	0	0
Students with Disabilities	128	122	61	50

## PARENT ENGAGEMENT

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

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

## PARENT INVOLVEMENT

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

## SCHOOL CLIMATE

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

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

## 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.

### 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	0.25	0	0.27	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	0.27	0
Female	0	0
Male	0.5	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0.87	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.3	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.34	0
Migrant Education	0	0
Students with Disabilities	0.78	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](http://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	2.4
Resource Specialist (non-teaching)	
Other	2.4

### COUNSELING AND SUPPORT SERVICES

The school and district employ qualified personnel to provide support services. The Student Success Team (SST) meets 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. In addition, Salk School has a full-time school counselor who meets with students. Student referrals come from teachers, principal, school staff, and parents.

With the Boys and Girls Club and the Expanded Learning Program, Magnolia School District offers after-school programs. These programs, which operates between the hours of 2:35 and 6:00 p.m., offers a safe and structured environment for our students after school. Half of the time is spent on homework help in the areas of reading, writing, and math. The other half is comprised of enrichment activities in the areas of arts, recreation, and character education. In addition, we offer enrichment opportunities such as drama club, Seahawks sports club, art club, chess club and the GATE academy.

Magnolia School District also partners with Orange County's Families and Children Together (FaCT) to fund the Magnolia Community Family Resource Center. FaCT is a partnership among more than 60 community-based social service agencies and the County of Orange Social Services Agency. The Magnolia 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 through the district-adopted Benchmark Advanced language arts materials. Additional assistance is provided through Para-Educators.

Jones E. Salk 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. Impact Teachers work with small groups of students identified by test scores, teacher referrals, and parent concerns.

Interventions may include modification of instruction in the regular classroom or enrollment in summer school. We maintain open communication with parents regarding their child's progress throughout the school year and welcome parental involvement when developing intervention plans. Salk 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 preschool

programs at some of its sites, as well as a regional program at Lord Baden-Powell and Dr. Jonas Salk Schools providing service to 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	23	23	21			1	5	5	4			
1st	23	22	23				5	4	4			
2nd	24	22	20		1	4	4	4				
3rd	24	22	20			2	4	4	3			
4th	32	28	30				3	3	3			
5th	29	31	24				3	3	3			
6th	28	32	26				3	3	3			
Other	14	12	15	4	4	4	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	\$ 13,942
School: From Supplemental/Restricted Sources	\$ 2,516
School: From Basic/Unrestricted Sources	\$ 11,427
District: From Basic/Unrestricted Sources	\$ 11,848
Percentage of Variation between School & District	-3.55 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	73.29 %

### 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	\$ 94,849
District	\$ 100,700
Percentage of Variation between School & District	-5.81 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	8.68 %

### DISCIPLINE AND CLIMATE FOR LEARNING

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

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

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