

Magnolia Elementary School District Juliette Low School of the Arts 2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Roger Nguyen
rnguyen@magnoliasd.org

SCHOOL INFORMATION

30665896029151
215 North Ventura
Anaheim, CA 92801
(714) 533-2673
<https://low.magnoliasd.org/>

SUPERINTENDENT

Frank Donovan, Ed.D.
fdonavan@magnoliasd.org

DISTRICT INFORMATION

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

BOARD OF EDUCATION

Nathan Zug
Connie Martin
Barbara Clendineng
Barbara Quintana
Annie Warne

DISTRICT ADMINISTRATION

Frank Donovan, Ed.D.
Superintendent
fdonavan@magnoliasd.org
Veronica Lizardi, Ed.D.
Assistant Superintendent,
Educational Services
David Appling, Ed.D.
Assistant Superintendent,
Human Resources
Bill Bailey
Chief Business Official
Wendy Castillo
Director, Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- 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

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

In order to prepare students for kindergarten success, a School Readiness program is offered to our families. In addition, a Transitional Kindergarten (TK) class serves as a bridge between preschool and kindergarten, providing students with time to develop fundamental skills in an age- and developmentally-appropriate setting. Every student at Juliette Low has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Core instruction in kindergarten through sixth grades is driven by the State Common Core Academic Content Standards. Students are assessed on an ongoing basis to determine student progress and needs and to modify instruction, with the ultimate goal being mastery of standards. During a 30-minute "Targeted Instruction for Everyone" (TIE) period, which takes place 4 days per week, students receive English Language Arts support specific to their needs. Support systems that promote academic success include an Instructional Practices Coach, Impact Teachers, Resource Specialist Program Teacher, bilingual para-educators, counseling services, after-school programs, cross-age buddies, and teachers providing before and after school intervention programs to address specific academic needs. All students receive systematic English Language Development (ELD) during a 30-minute daily block. In order to challenge all students, Gifted and Talented Education (GATE) clusters have been established in fourth, fifth, and sixth grade classrooms. All upper grade teachers are GATE-certified and implement depth and complexity icons into core instruction to deepen student understanding of concepts and enhance critical thinking. First through sixth grade students set academic goals and chart their progress toward those goals in formative assessment folders. Academic growth and success is celebrated throughout the school, both school-wide and in classrooms.

A school-wide emphasis is placed on reading. Students engage in core literature studies and literature circles, through which they are exposed to authentic texts and taught grade level concepts and skills in context. Students have access to a wide variety of literature in the school library. The Accelerated Reader program is utilized in kindergarten through sixth grades, motivating students to read books of their choice and earn points by taking comprehension quizzes. A 3-C Lab provides a relaxing place for students to read, create art, and participate in events such as poetry slams during lunch. Upper grade teachers and the principal facilitate book clubs, during which students read and discuss a current title.

Technology is an integral part of the core curriculum. Every classroom is equipped with a SMART Board. Transitional Kindergarten through sixth grade classrooms have a class set of Chromebooks, which are used as a learning tool. Teachers utilize Google Classroom to foster collaboration and provide timely feedback to students on assignments and projects. Teachers also use Pear Deck to actively engage students throughout lessons. In addition, teachers use technology to differentiate instruction and provide interventions and extension activities. Juliette Low School of the Arts has its very own Broadcast Studio and network, J-Low Network or JLN. The Broadcast Crew consists of fifth and sixth grade students who produce broadcasts that may be viewed in every classroom and within our community.

As Juliette Low is a School of the Arts, the study of art and integration of art into the core curriculum is a school-wide focus. All teachers and the principal receive ongoing training and support from The California Arts Project staff. They have successfully completed the three levels of Visual Arts training, which included drawing, color, theory, art criticism, painting, and 3-dimensional art. Art instruction is directly aligned with the California Arts Standards in Visual Arts and taught directly as well as integrated into core instruction. Fifth grade students showcase their art in a yearly Art Exhibit, which is attended by parents and community members.

Through the District's music and art program, all students receive weekly music instruction, aligned with key music standards, from a certificated music teacher for one semester. Each year, students in each grade level engage in an arts experience within one of the four visual and performing arts domains. In addition, Juliette Low students have various opportunities to participate in performing arts presentations throughout the year. Approximately 60 third through sixth grade students participate in an original musical, which is performed for the Low community as well as students and teachers from other schools in our District. All students have the opportunity to showcase their talents in a variety show at the end of the year. A very exiting addition to our school is the Keys of Inspiration piano lab, which was made possible through the Lang Lang International Music Foundation. In the piano lab, second through fourth grade students receive piano lessons for one hour each week. Within our Broadcast Studio is the 3-C Lab, the C's of which stand for Creativity, Collaboration, and Communication. Here students may create art and projects, enjoy reading, and collaborate.

SCHOOL PROFILE

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

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	49.9
Male	50.1
Non-Binary	
American Indian or Alaska Native	
Asian	8.4
Black or African American	7.7
Filipino	3.2
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	0.2
White	10
Two or More Races	3.4
EL Students	38
Foster Youth	0.5
Homeless	20
Military	
Socioeconomically Disadvantaged	80.6
Migrant Education	
Students with Disabilities	6.6

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	60
1st	66
2nd	51
3rd	64
4th	67
5th	54
6th	77
Total	439

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)	19.5	100.0	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	0.0	0.0	13.0	5.7	18,854.3	6.9
Total Teaching Positions	19.5	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:	08/23/2022
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	Good	Office: Nurse's Office Missing Ceiling Tile. Classroom 33: Sink Cabinet Is Broken. Classroom 23: Virtex Damage On Southeast Corner. Classroom 22: Virtex Is Torn On East Wall. Classroom 26: Window Moulding Needs Replacing.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CBET: Ramp Needs Minor Repair.

SCHOOL FACILITIES

Age and Condition of Facilities

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

Improvements to Facilities

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

Cleaning Process

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

Maintenance and Repair

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

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)	45	47	47
Mathematics (Grades 3-8 and 11)	37	39	33
Science (Grades 5, 8, and 10)	24	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	271	267	98.52	1.48	44.94
Male	143	141	98.60	1.40	42.55
Female	128	126	98.44	1.56	47.62
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	22	100.00	0.00	77.27
Black or African American	20	20	100.00	0.00	40.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	176	174	98.86	1.14	40.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	28	96.55	3.45	50.00
Two or More Races	12	12	100.00	0.00	33.33
EL Students	79	75	94.94	5.06	25.33
Foster Youth	--	--	--	--	--
Homeless	60	60	100.00	0.00	35.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	0.94	40.48
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	12.00

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	271	270	99.63	0.37	37.04
Male	143	143	100.00	0.00	39.86
Female	128	127	99.22	0.78	33.86
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	22	100.00	0.00	81.82
Black or African American	20	20	100.00	0.00	40.00
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	176	175	99.43	0.57	26.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	44.83
Two or More Races	12	12	100.00	0.00	41.67
EL Students	79	78	98.73	1.27	24.36
Foster Youth	--	--	--	--	--
Homeless	60	60	100.00	0.00	23.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	212	100.00	0.00	31.60
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	12.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	54	54	100.00	0.00	24.07
Male	26	26	100.00	0.00	38.46
Female	28	28	100.00	0.00	10.71
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	15	15	100.00	0.00	13.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	41	100.00	0.00	19.51
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	96	96	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	484	462	165	35.7
Female	236	230	79	34.3
Male	248	232	86	37.1
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	40	38	10	26.3
Black or African American	37	35	11	31.4
Filipino	14	14	3	21.4
Hispanic or Latino	320	311	121	38.9
Native Hawaiian or Pacific Islander	2	1	1	100
White	51	45	13	28.9
Two or More Races	19	17	6	35.3
EL Students	193	184	60	32.6
Foster Youth	4	3	0	0
Homeless	103	99	35	35.4
Military				
Socioeconomically Disadvantaged	393	378	143	37.8
Migrant Education	0	0	0	0
Students with Disabilities	40	36	15	41.7

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents are welcomed as partners in the educational process. They are advised of upcoming school events through their regularly updated online calendar and digital parent communication stream through ParentSquare. Every teacher uses Class Dojo to communicate with parents daily regarding class projects and assignments, school and grade level events, and student progress. Parents have been invited to a wide variety of events at school, including weekly spirit rallies, award assemblies, monthly Principal's Breakfasts, Back to School Night, Open House, student performances, and volunteer teas. We look forward to these opportunities as we continue to promote these events in a safe manner. Also, our Parent Involvement Liaison plans one parent educational class per trimester. Parental attendance at parent-teacher conferences is high, generally between 92% and 98%. Parent conferences focus on student progress toward grade level standards and individual learning goals. Opportunities to serve in advisory capacities include School Site Council, Parent-Teacher Association, and English Language Advisory Committee. Our PTA supports our Accelerated Reader program, incentives, field trips, Principal's Breakfasts, etc. Parents have the opportunity to volunteer for many school events, including the Second Harvest Food Bank, Copy Club, book fairs, field trips, and fundraisers.

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	0.18	0	1.03	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	1.03	0
Female	0.42	0
Male	1.61	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.7	0
Filipino	0	0
Hispanic or Latino	1.25	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.52	0
Foster Youth	0	0
Homeless	1.94	0
Military		
Socioeconomically Disadvantaged	1.02	0
Migrant Education	0	0
Students with Disabilities	2.5	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

COUNSELING AND SUPPORT SERVICES

The school and district employ qualified personnel to provide support services. An active Student Study 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.

Magnolia School District offers two after-school programs, Boys & Girls Club and the Expanded Learning Program. 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 art, recreation, and character education.

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 attend cluster classes that contain students from grades four through six.

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 bilingual paraeducators.

Juliette School of the Arts offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. When a student is academically at-risk, teachers meet to create an Academic Improvement Plan, which include specific interventions to support each student.

A bilingual paraeducator is assigned to each transitional kindergarten and kindergarten classroom to provide individual and small group support for language arts and math skills. Through daily thirty minute intervention blocks, first through sixth grade students receive instruction in homogeneous groups. This instruction is designed to provide support in mastering grade level concepts and skills. An Instructional Practices Coach provides instructional leadership for teachers through staff development, modeling, and coaching. We maintain open communication with parents regarding their child's progress throughout the school year and welcome parental involvement when developing intervention plans.

Juliette Low School of the Arts 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, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include 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 servicing students with severe handicaps and/or multiple disabilities from six surrounding school districts. Ongoing assessment and evaluation of student performance allows teachers to gauge student understanding and mastery of the standards and assists them in making informed and timely decisions on what areas need to be emphasized and

improved. Teacher collaboration is an important step in this process, allowing teachers to group resources, think creatively to find solutions when problems occur, and to better address the needs of all students.

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	20	23	20	4		1		3	2			
1st	22	23	22				3	2	3			
2nd	24	24	17			3	3	2				
3rd	22	24	21	1			1	3	3			
4th	28	29	22				3	2	3			
5th	30	32	27				2	2	2			
6th	29	32	26				2	2	3			
Other	25	25					2	3				

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	\$ 13,835
School: From Supplemental/Restricted Sources	\$ 642
School: From Basic/Unrestricted Sources	\$ 13,194
District: From Basic/Unrestricted Sources	\$ 11,848
Percentage of Variation between School & District	11.36 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	100.09 %

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	\$ 99,040
District	\$ 100,700
Percentage of Variation between School & District	-1.65 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	13.49 %

DISCIPLINE AND CLIMATE FOR LEARNING

Juliette Low students, staff, and parents are a community of leaders committed to excellence. We choose to be positive and believe that every member matters. Through our Positive Behavioral Intervention and Supports (PBIS) program, students are directly taught school-wide behavioral expectations, rewarded for positive behavior, and supported when experiencing behavioral challenges. All staff members distribute "Paw Cards" to students exhibiting respect, responsibility, and/or safety. Students may use "Paw Cards" to obtain items from a weekly student store or place them in a raffle cage, from which random student names are selected weekly for individual and classroom prizes. Teachers have been trained in Restorative Circles, which are being used as an instructional strategy as well as a process for resolving behavior conflicts. The Second Step Curriculum is delivered in all kindergarten through sixth grade classrooms and supported by the principal during morning announcements and spirit rallies. A school-wide emphasis has been placed on the importance of regular attendance. Both individual and classroom incentives are in place to promote and acknowledge students for regular attendance.

Fourth through sixth grade student leaders serve in Student Council, through which they plan spirit events and spearhead community service projects. Upper grade students have the opportunity to serve on Peer Assistance Leadership (PAL), through which they facilitate the peaceful resolution of conflicts during recess and lunch, engage in community service projects such as beach cleanups, and facilitate the weekly student store. Fifth and sixth grade mentors serve as positive role models for targeted primary students requiring Tier II academic and positive behavior interventions.