

Magnolia Elementary School District

Dr. Peter Marshall

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Alma J. Guzmán
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SCHOOL INFORMATION

30665896029177
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Anaheim, CA 92801
(714) 527-8821
<https://marshall.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

I'd like to welcome you to the Dr. Peter Marshall School Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Dr. Peter Marshall School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas, or comments you may have. Thank you for assisting Dr. Peter Marshall School in making our students' experience here not only a memorable one but an enjoyable one.

SCHOOL PROFILE

Dr. Peter Marshall School is located in the Orange County City of Anaheim and is one of nine elementary schools in the Magnolia School District. The school serves pre-kindergarten through sixth-grade, with a Dual Immersion, Spanish strand for students in grades Kindergarten through sixth. In 2016 and 2020, Dr. Peter Marshall was recognized as a Gold Ribbon School, recognized for its commitment to student academic achievement. Marshall's goal is to provide an engaging learning environment with strong parental involvement where students have access to activities that promote academic success, personal growth, and high self-esteem. The school is located in a neighborhood consisting of single and multiple-family homes and apartments. All Marshall students are served breakfast and lunch at no cost.

Marshall's largest ethnic group is Hispanic, which makes up 74.8% of our student population. The remaining ethnicities are represented as follows: White – 10.9%, Asian – 7.5%, African American – 1.9%, American Indian/Alaskan Native – 0.5%, Pacific Islander – 0.3%, and Other – 4%. Of these students 25.5% are English Language Learners, 31% are identified as homeless, 73.5 are economically disadvantaged, 7.3% are identified as students with disabilities, and 0.5% are Foster youth.

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

Educational Program

Instructional efforts are focused on each student achieving academic success. Students receive high-quality grade level instruction aligned with California's Common Core Standards on a daily basis. Currently, core instruction is provided via state-approved, district adopted textbooks: Benchmark Advance and Math Expressions.

Teachers utilize a variety of strategies to assure all students meet the standards, such as:

- EDI/SDAIE strategies
- Integrated and Designated ELD
- Thinking Maps
- Write from the Beginning
- Number Talks
- UDL

Dr. Peter Marshall School is located in the Orange County City of Anaheim and is one of nine elementary schools in the Magnolia School District. The school serves pre-kindergarten through sixth-grade, with a Dual Immersion, Spanish strand for students in grades Kindergarten through sixth. In 2016 and 2020, Dr. Peter Marshall was recognized as a Gold Ribbon School, recognized for its commitment to student academic achievement. Marshall's goal is to provide an engaging learning environment with strong parental involvement where students have access to activities that promote academic success, personal growth, and high self-esteem. The school is located in a neighborhood consisting of single and multiple-family homes and apartments. All Marshall students are served breakfast and lunch at no cost.

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- EDI/SDAIE strategies
- Integrated and Designated ELD
- Thinking Maps
- Write from the Beginning
- Number Talks
- UDL

Teachers also have access to a variety of programs & resources to assure all students meet the standards, such as:

- Gifted & Talented Education (GATE) Clusters
- MyOn (Online Library & Literacy Program)
- Seesaw / Google Classroom (Learning Management Systems)
- SMART Boards (in every classroom)

- Chromebooks (for every student)Preschool through Sixth Grade
- Bilingual Para-educators/Para-educators
- Behavior Interventionist
- Resource Specialist
- Speech Language Pathologists
- School Counselor/Social Worker Intern
- Instructional Practices Coach
- Parent Liaison
- Sports Program
- Arts Enrichment
- Music Teacher

Unique to Dr. Peter Marshall School is our Dual Immersion program. The goal of this comprehensive educational program is to produce students who are bilingual, bi-literate, and bi-cultural in English and Spanish. Families in the Dual Immersion program are committed to the program from kindergarten through sixth grade. We have the following models in place: students in kindergarten, first and second grade participate in a 90-10 model. That is, in kindergarten, 90% of student instruction occurs in Spanish, while 10% is in English. In first grade, 80% of student instruction occurs in Spanish, while 20% is in English. In second grade, 70% of student instruction occurs in Spanish, while 30% is in English. Students in grades 3-5 participate in the 50-50 model. 50% of their instruction is in English, while 50% is in Spanish.

Our fifth grade students participate in a week-long study at the TGR Learning Lab, and our sixth grade students have the opportunity to attend Outdoor Science School for 4 days in the San Bernardino Mountains. There, they experience hands-on instruction directly aligned with the sixth grade science standards. Additional enrichment programs include CHAMPS, Boys and Girls Club, Student Council, PAL, Garden, Accelerated Reader, and Crochet Clubs.

In order to meet the needs of all students, Marshall School utilizes a Multi-Tiered System of Supports (MTSS) for intervention and behavior, including Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS). Our PBIS school team collaborates and assists in redefining our school-wide expectations and reward systems. In addition, a social emotional learning curriculum, called Second Step, has been added to promote college, career, and life success. Students acquire knowledge, attitudes, and skills to support a positive climate, culture, and community for all. To support the emotional well being of all students, Calm Classroom techniques are used throughout the day.

All Marshall students have access to on-line programs that support curriculum. Students have access to myON, a digital library and Accelerated Reader. First Grade through Sixth Grade students also have access to the ST Math program for enrichment. All First Grade through Sixth Grade students use i-Ready Reading and Math to provide individualized reading and math instruction. Students in the Dual Immersion program have access to a comparable program, iStation for Spanish language instruction, intervention, and assessment.

All students participate in a structured district-wide music enrichment program during the school year, as well as an arts enrichment activity tailored to each grade level. Additionally, students participate in physical education and science on a weekly basis.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	54.4
Male	45.6
Non-Binary	
American Indian or Alaska Native	0.3
Asian	7.6
Black or African American	2.4
Filipino	3.7
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.3
White	10
Two or More Races	0.6
EL Students	28.1
Foster Youth	0.3
Homeless	25.2
Military	
Socioeconomically Disadvantaged	69.6
Migrant Education	
Students with Disabilities	8.1

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	108
1st	108
2nd	88
3rd	107
4th	99
5th	99
6th	92
Total	701

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)	32.50	100.00	216.50	94.34	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12,115.80	4.41
Unknown	0.00	0.00	13.00	5.66	18,854.30	6.86
Total Teaching Positions	32.50	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)	31.00	96.88	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)	1.00	3.13	6.00	2.55	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,953.10	4.28
Unknown	0.00	0.00	12.50	5.32	15,831.90	5.67
Total Teaching Positions	32.00	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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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:	08/22/2022
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 4 : Hole In Wall Above Electrical Panel. Classroom 21: Patch Holes By Door And Reinstall Hand Sanitizer. Multipurpose Room Kitchen: Patch Holes In Kitchen Wall By Desk. Replace 2 Coverplates In Multipurpose Room. Classroom 17: Patch Holes In Pillar By Printer And Caulk Next To Closet. Classroom 19, Classroom 20: Patch Holes On Pillar By Printer. Classroom 29: Repair Covebase On South Wall. Classroom 8, Classroom 15, Classroom 16: Repair Hole Under Smart Board. Classroom 30: Replace Ceiling Tiles.
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	Classroom 22: Paint Door Jam, Adjust Closer.

SCHOOL FACILITIES

Age and Condition of Facilities

Marshall School was designed in 1955. The school provides a safe, clean environment for students, staff, and volunteers. It is situated on 9.8 acres which includes a total of 41 permanent classrooms, a library, a multipurpose room, a kitchen, a playground area, and an administrative office building. The school facilities are well-maintained and provide 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 new solar panel structure that provides both power and shade to the facility. The school completed the modernization of new portable classroom buildings. The school site received new roofs for their buildings, a new storm drain for their front parking lot, a new irrigation pump for their field, inclusive playground, and a newly expanded, slurry/sealed front parking lot.

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 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)	60	47	47
Mathematics (Grades 3-8 and 11)	54	39	33
Science (Grades 5, 8, and 10)	44	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	393	389	98.98	1.02	60.15
Male	181	179	98.90	1.10	56.42
Female	212	210	99.06	0.94	63.33
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	79.31
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	294	291	98.98	1.02	55.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	46	45	97.83	2.17	80.00
Two or More Races	--	--	--	--	--
EL Students	86	84	97.67	2.33	33.33
Foster Youth	--	--	--	--	--
Homeless	122	121	99.18	0.82	59.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	266	263	98.87	1.13	53.99
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	14.29

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	393	389	98.98	1.02	53.73
Male	181	179	98.90	1.10	60.89
Female	212	210	99.06	0.94	47.62
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	86.21
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	294	291	98.98	1.02	48.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	46	45	97.83	2.17	62.22
Two or More Races	--	--	--	--	--
EL Students	86	84	97.67	2.33	39.29
Foster Youth	--	--	--	--	--
Homeless	122	121	99.18	0.82	52.89
Military	--	--	--	--	--
Socioeconomically Disadvantaged	266	263	98.87	1.13	47.53
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	20.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	98	95	96.94	3.06	44.21
Male	53	52	98.11	1.89	48.08
Female	45	43	95.56	4.44	39.53
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	73	97.33	2.67	42.47
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	21	20	95.24	4.76	10.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	39	39	100.00	0.00	48.72
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.06	2.94	40.91
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	100	100	100	100	100

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	737	726	147	20.2
Female	399	394	92	23.4
Male	338	332	55	16.6
Non-Binary				
American Indian or Alaska Native	2	2	0	0
Asian	57	56	4	7.1
Black or African American	19	18	6	33.3
Filipino	26	26	4	15.4
Hispanic or Latino	550	544	107	19.7
Native Hawaiian or Pacific Islander	2	2	1	50
White	75	73	23	31.5
Two or More Races	5	5	2	40
EL Students	209	207	39	18.8
Foster Youth	3	3	1	33.3
Homeless	188	186	29	15.6
Military				
Socioeconomically Disadvantaged	532	524	112	21.4
Migrant Education	0	0	0	0
Students with Disabilities	72	71	18	25.4

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents and the community are very supportive of the educational program at Dr. Peter Marshall School. Our PTA has made generous contributions of time and money to numerous programs and activities. They sponsor family events that are well attended by the community.

Parents are encouraged to be involved in their child's education through various opportunities to engage in committees, training, and information sessions designed to equip them with tools that help them better support their child's learning.

Our Parent Involvement Liaison (PIL) works with parents and families to participate in a variety of groups and special events such as our Friday BARK Assemblies, Monthly Coffee with the Principal, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Teacher Association (PTA), Back to School Night, Open House, our Parent Involvement Team (PIT) Crew, and parent teacher conferences. Our PIL also works intensely with parents to provide support and educational opportunities. Free English classes are offered four days per week, and we provide access to our computer lab each morning for Rosetta Stone, an on-line program which teaches English as a second language. Parents also have the opportunity to visit our school library and may check out books five days a week. Home-school communication regarding school-wide updates is accomplished via weekly text messages through the Parent Square platform and by accessing our public online school calendar. Parents can also exchange communication directly with their child's teacher through email, Class Dojo, and Seesaw platforms. We welcome and encourage parental voluntarism as well through our PIT crew, which occurs every Friday from 8:00 –10:00 a.m.

Community Connections

At Dr. Peter Marshall School, community partnerships are promoted and valued. We offer a School Pantry program, coordinated by Second Harvest Food Bank, providing free produce once a month to our families. Other community programs include TGR Foundation and Healthy Smiles. Through the CHAMPS and Boys & Girls Club programs, students receive enrichment classes and assistance with homework after school. Medical and dental services are offered to our families through our Yearly Dental Clinic. Through an annual grant, our district is also able to provide many support services for our homeless families through Project HERO. Referrals for services are provided by our Parent Liaison, the psychologist, the counselor, or social worker.

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 Marshall School is learning. A warm, nurturing atmosphere and an effective learning program provide the basis for our progressive discipline framework called Positive Behavioral Intervention and Supports (PBIS). Our PBIS school team collaborates and assists in redefining our school-wide expectations and reward systems. At Marshall School, the school-wide expectation is to BARK. Each letter stands for the behavioral expectation throughout the campus. B- Be Respectful, A-Academic, R-Respectful, K-Keep Safe is how our students demonstrate Scottie pride! Marshall students know how to BARK!

In addition, a social emotional learning curriculum, called Second Step, has been added to promote college, career, and life success. Students acquire knowledge, attitudes, and skills to support a positive climate, culture, and community for all. To support the emotional well being of all students, Calm Classroom techniques are used throughout the day. The school staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions.

Positive behavior expectations, developed by both classified and certificated staff, are developed in a fair, firm, and consistent manner. Regular positive recognition is provided to students for academic achievement, citizenship, and effort whether it is through our Friday Spirit Assemblies, trimester academic growth celebrations, trimester award assemblies, or through our anti-bullying assemblies. School and classroom expectations are shared with students and parents during orientations, family communications, and at Back-to-School Night.

Furthermore, Marshall school takes pride in having celebrating diversity and learning about different cultures. Teachers have committed to this vision by establishing a committee called Socio-Cultural Committee just for this sole purpose in mind. Another teacher led committee to impact the school climate is our Kindness Committee. Dr. Peter Marshall School participates in the global movement called the Great Kindness Challenge every January and promote the importance of how KINDNESS MATTERS. The Kindness Committee ensures that we keep Kindness in the forefront of our minds.

In addition, we have student led programs such as PAL® (Peer Assistance Leadership), which enables upper-grade students (grades 4-6) to develop conflict resolution skills. These trained student leaders act as role models for the entire student body. The school also offers other avenues to develop leadership and service opportunities through Student Council. Through the implementation of these programs, assemblies, and initiatives, Marshall School is committed to promoting student ownership, fun, and safety throughout our school campus in order to optimize the learning for all.

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	0.26	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	0
Male	1.78	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	3.51	0
Black or African American	5.26	0
Filipino	0	0
Hispanic or Latino	0.36	0
Native Hawaiian or Pacific Islander	0	0
White	1.33	0
Two or More Races	0	0
EL Students	0.96	0
Foster Youth	0	0
Homeless	1.6	0
Military		
Socioeconomically Disadvantaged	1.13	0
Migrant Education	0	0
Students with Disabilities	4.17	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	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.7

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	\$ 11,778
School: From Supplemental/Restricted Sources	\$ 461
School: From Basic/Unrestricted Sources	\$ 11,317
District: From Basic/Unrestricted Sources	\$ 11,848
Percentage of Variation between School & District	-4.48 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	71.63 %

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	\$ 92,633
District	\$ 100,700
Percentage of Variation between School & District	-8.01 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	6.14 %