

# Magnolia Elementary School District

## Robert M. Pyles STEM Academy

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

Dawn Bakker

[dbakker@magnoliasd.org](mailto:dbakker@magnoliasd.org)

#### SCHOOL INFORMATION

30665896029185

10411 South Dale Street

Stanton, CA 90680

(714) 761-6324

<https://pyles.magnoliasd.org/>

#### SUPERINTENDENT

Frank Donovan, Ed.D.

[fdonavan@magnoliasd.org](mailto: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](mailto: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**

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

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

**SCHOOL PROFILE**

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

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

**ENROLLMENT BY STUDENT GROUP**

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	51.5
Male	48.5
Non-Binary	
American Indian or Alaska Native	0.6
Asian	10.9
Black or African American	2.3
Filipino	1.8
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	1.1
White	2.9
Two or More Races	0.6
EL Students	56.5
Foster Youth	0.3
Homeless	29.5
Military	
Socioeconomically Disadvantaged	91.1
Migrant Education	
Students with Disabilities	5.6

**ENROLLMENT BY GRADE**

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	117
1st	91
2nd	73
3rd	81
4th	87
5th	98
6th	113
Total	660

**CONDITIONS OF LEARNING**

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

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

**TEACHER ASSIGNMENT**

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.5	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	26.5	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	Classroom 23: Broken AC Vent On Unit. Classroom 27: AC Discharge Vents Not Working.
INTERIOR: Interior Surfaces	Fair	Mid Boys Restroom: Hole In Terrazo Above Urinal. Multipurpose Room Kitchen: Need To Fix Several Ceiling Squares. Classroom 10: Patch Under Smartboard And West Wall Under Panduit. Classroom 12: Patch Under Smartboard. Classroom 13: Water Damage West Wall Under Panduit. Classroom 15: Major Water Damage West Wall Under Panduit (Wicking Water From Outside). Classroom 16: West Wall Under Panduit Wicking Water From Exterior Repair And Repaint. Classroom 26: Repair And Paint Water Damage Under Panduit West Wall. Classroom 3: Loose Wire From Old Alarm Sensor Hanging Under Ac West Wall. Classroom 32: Stained Ceiling Tiles. Classroom 38, Classroom 39: Interior Window Moulding Needs To Be Replaced. Classroom 43: Geo Tiles Need To Be Reglued Down. Classroom 48: Rotting Door Trim Around Front Door. Classroom 49: Need To Patch Vertex Panel. Classroom 5: Repair Wall Rot And Paint Under Panduit On West Wall Center Of Room. Classroom 9: Repair And Paint Under Panduit West Wall.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	Classroom 12, Classroom 33: Broken Cover Plates. Classroom 20, Classroom 21, Classroom 31: Broken Cover Plate. Classroom 21: Panduit End Piece And Inside Cover. Classroom 39: Missing Panduit Pieces (End Caps
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 43: Ramp Needs To Be Fixed.

#### SCHOOL FACILITIES

##### Age and Condition of Facilities

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

##### Improvements to Facilities

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

##### Cleaning Process

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

##### Maintenance and Repair

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

#### 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)	44	47	47
Mathematics (Grades 3-8 and 11)	30	39	33
Science (Grades 5, 8, and 10)	26	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	379	373	98.42	1.58	43.55
Male	182	178	97.80	2.20	39.33
Female	197	195	98.98	1.02	47.42
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	39	37	94.87	5.13	64.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	304	302	99.34	0.66	38.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	204	201	98.53	1.47	23.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	107	106	99.07	0.93	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	344	342	99.42	0.58	42.52
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	0.00

**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	379	375	98.94	1.06	30.40
Male	182	179	98.35	1.65	31.28
Female	197	196	99.49	0.51	29.59
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	39	37	94.87	5.13	64.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	304	304	100.00	0.00	24.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	204	203	99.51	0.49	17.24
Foster Youth	0	0	0.00	0.00	0.00
Homeless	107	107	100.00	0.00	27.10
Military	--	--	--	--	--
Socioeconomically Disadvantaged	344	343	99.71	0.29	29.15
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	101	100	99.01	0.99	26.00
Male	53	52	98.11	1.89	32.69
Female	48	48	100.00	0.00	18.75
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	80	80	100.00	0.00	22.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	54	54	100.00	0.00	9.26
Foster Youth	0	0	0.00	0.00	0.00
Homeless	28	28	100.00	0.00	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	92	98.92	1.08	23.91
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	9.09

**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	709	692	204	29.5
Female	362	357	109	30.5
Male	347	335	95	28.4
Non-Binary				
American Indian or Alaska Native	5	4	0	0
Asian	75	73	5	6.8
Black or African American	17	17	3	17.6
Filipino	12	12	4	33.3
Hispanic or Latino	562	550	177	32.2
Native Hawaiian or Pacific Islander	7	7	4	57.1
White	21	19	6	31.6
Two or More Races	4	4	2	50
EL Students	414	410	116	28.3
Foster Youth	2	2	0	0
Homeless	213	210	72	34.3
Military				
Socioeconomically Disadvantaged	653	636	188	29.6
Migrant Education	0	0	0	0
Students with Disabilities	49	48	19	39.6

## PARENT ENGAGEMENT

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

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

## PARENT INVOLVEMENT

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

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

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

## SCHOOL CLIMATE

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

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

## 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	0.13	0	0.85	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	0.85	0
Female	0.83	0
Male	0.86	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.48	0
Foster Youth	0	0
Homeless	0.47	0
Military		
Socioeconomically Disadvantaged	0.77	0
Migrant Education	0	0
Students with Disabilities	0	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	
Social Worker	1.0
Nurse	1.0
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 Success Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The Boys and Girls Club along with Magnolia School District's afterschool program, CHAMPS, offers a safe and structured environment for our students after school. These programs operate between the hours of 2:35 and 6:00 p.m. 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.

Magnolia School District also partners with Project Hero, which has an office located at Pyles elementary.

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 paraeducators.

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

Interventions may include modification of instruction in the regular classroom, after-school programs, 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.

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

A team consisting of the parent, school administrator, general education teacher, psychologist, speech and language therapist, and special education teacher develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include placement in a Special Day Class or services from a Resource Specialist, Adaptive Physical Education Specialist, Occupational Therapist, and/or Speech and Language Specialist.

The Magnolia School District offers state preschool programs at some of its sites, as well as a regional program at Lord Baden-Powell and Dr. Jonas Salk Schools serving 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	21	23	23	2			3	5	5			
1st	24	24	23				3	3	4			
2nd	24	24	22			1	3	3	2			
3rd	24	24	23				4	4	3			
4th	32	31	22				3	3	4			
5th	32	32	25				2	3	4			
6th	32	32	28				3	3	4			
Other	26	26	21				4	2	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	\$ 11,531
School: From Supplemental/Restricted Sources	\$ 556
School: From Basic/Unrestricted Sources	\$ 10,976
District: From Basic/Unrestricted Sources	\$ 11,848
Percentage of Variation between School & District	-7.36 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	66.45 %

### 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	\$ 99,160
District	\$ 100,700
Percentage of Variation between School & District	-1.53 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	13.62 %

### DISCIPLINE AND CLIMATE FOR LEARNING

The primary focus at Pyles STEM Academy is learning. A warm, nurturing atmosphere and an effective program provide the basis for our students' foundation. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Discipline guidelines, developed by teachers, are administered in a fair, firm, and consistent manner. Regular, positive reinforcement rewards students for citizenship and achievement and promotes self-esteem. School rules are shared with students and parents in both the student and parent handbooks, and at Back-to-School Night. Student of the Month, Super Citizenship, and "I" in Kind Awards are given each month. Parents are invited to attend award assemblies to recognize the efforts of their children.

Pyles STEM Academy participates in the PAL® (Peer Assistance Leadership) program, which enables upper grade students (grades 3-6) to develop conflict resolution skills. These trained student leaders act as role models for the entire student body. Through the implementation of this program, we have experienced a more safe and peaceful campus.