

Magnolia Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|------------------------------------------|---------------------------------------------------------------------|
| School Name | Magnolia Elementary School |
| Street | 945 East Nearfield St. |
| City, State, Zip | Azusa, CA 91702 |
| Phone Number | 626-815-5800 |
| Principal | Marcella Fonseca |
| Email Address | mfonseca@azusa.org |
| School Website | http://magnolia.azusa.org/ |
| County-District-School (CDS) Code | 19 64279 6011290 |

2022-23 District Contact Information

| | |
|---------------------------------|-------------------------------|
| District Name | Azusa Unified School District |
| Phone Number | (626) 967-6211 |
| Superintendent | Arturo Ortega |
| Email Address | aortega@azusa.org |
| District Website Address | www.azusa.org |

2022-23 School Overview

The mission at Magnolia Elementary School is to: maintain a collaborative and cooperative learning environment among students, families, and community members; provide rich learning experiences that allow all students to thrive and achieve the rigorous demands of academic standards; implement teaching practices that are reflective and responsive to the needs of our students; integrate the use of technology to support instruction; create a safe and nurturing learning environment that promotes life long learning; and to build a community where character counts and respect for self, peers, staff, and the environment is demonstrated by all.

Magnolia Elementary School provides a positive environment that is conducive to learning. Through Positive Behavior Interventions and Supports, the focus is on reinforcing positive behavior that meets our W.I.L.D. Expectations. All students are expected to make Wise Choices, Inspire Others, Lead by Doing, and Develop Solutions. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and parent/student handbooks. Teachers send progress reports home to keep parents informed of their child's progress.

Positive reinforcements are issued frequently to acknowledge students for good citizenship and achievement. Magnolia Elementary School holds regular Thursday morning W.I.L.D. Time assemblies in which students are recognized for achievement and positive behavior. Students who exemplify positive character have the opportunity to participate in "Games with the Principal" and/or other classroom based incentives. To build self-esteem, promote achievement, and aid in the prevention of behavioral problems, students are encouraged to participate in the school's additional academic and extracurricular activities. These include: Student Council, THINK Together, Read Around the School, talent show, and Family Nights.

Leadership at Magnolia Elementary School is a responsibility shared among district administration, the principal, staff, students, and parents. Primary leadership duties are assumed by the Principal, Marcella Fonseca. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the Leadership, Positive Behavior Interventions and Supports, and Reading Counts teams, which meet to focus on instructional issues. Teachers meet as Professional Learning Communities at the grade-level and across the grade levels to align instruction to state standards. Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include School Site Council (SSC) and English Language Advisory Committee (ELAC).

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 58 |
| Grade 1 | 40 |
| Grade 2 | 63 |
| Grade 3 | 46 |
| Grade 4 | 40 |
| Grade 5 | 58 |
| Grade 6 | 64 |
| Total Enrollment | 369 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.6 |
| Male | 53.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 1.9 |
| Black or African American | 0.3 |
| Filipino | 3.0 |
| Hispanic or Latino | 91.3 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.3 |
| White | 2.2 |
| English Learners | 23.0 |
| Foster Youth | 1.1 |
| Homeless | 3.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 82.1 |
| Students with Disabilities | 4.3 |



A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.40 | 100.00 | 317.20 | 91.70 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.70 | 0.51 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 4.50 | 1.30 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 11.10 | 3.23 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 11.20 | 3.25 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.40 | 100.00 | 346.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.70 | 96.26 | 309.50 | 89.02 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.40 | 1.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.30 | 2.14 | 5.00 | 1.44 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 1.65 | 17.40 | 5.03 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 12.10 | 3.50 | 15831.90 | 5.67 |
| Total Teaching Positions | 16.30 | 100.00 | 347.70 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.30 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.30 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--------------------------------------------------------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.20 |
| Total Out-of-Field Teachers | 0.00 | 0.20 |

2021-22 Class Assignments

| Indicator | 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) | 3.00 | 8.00 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | December 2022 | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw Hill - Wonders (2017) | Yes | 0 |
| Mathematics | Everyday Math 4 (2015) | Yes | 0 |
| Science | Carolina Biological Science (2019) | Yes | 0 |
| History-Social Science | Scott Foresman - History-Social Studies for California (2006) Pearson My World Interactive (2018) 6th Ancient Civilizations | Yes | 0 |

| | | | |
|------------------------------------------------------|--|--|--|
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

Magnolia Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1964, with modernizations made in 2005, the school sits on nine acres. Facilities span 396,714 square feet and include a multipurpose cafeteria, 20 permanent classrooms, six portable classrooms, a playground, and a media center with a library and computer/innovation lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority and repair requests are completed efficiently and in the order in which they are received. School site leadership and the District Maintenance, Operations, and Transportation Department are aware of the areas of need identified in facilities inspections and are working collaboratively to address each one.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

| | |
|-----------------------------------------------------|----------|
| Year and month of the most recent FIT report | 06-19-22 |
|-----------------------------------------------------|----------|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | | | X | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

State Priority: Pupil Achievement

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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 32 | N/A | 37 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 25 | N/A | 23 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 213 | 212 | 99.53 | 0.47 | 31.60 |
| Female | 101 | 101 | 100.00 | 0.00 | 38.61 |
| Male | 112 | 111 | 99.11 | 0.89 | 25.23 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 188 | 99.47 | 0.53 | 30.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 42 | 42 | 100.00 | 0.00 | 9.52 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 18 | 18 | 100.00 | 0.00 | 33.33 |
| Socioeconomically Disadvantaged | 190 | 190 | 100.00 | 0.00 | 31.58 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 14 | 14 | 100.00 | 0.00 | 14.29 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 213 | 212 | 99.53 | 0.47 | 24.53 |
| Female | 101 | 101 | 100.00 | 0.00 | 23.76 |
| Male | 112 | 111 | 99.11 | 0.89 | 25.23 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 188 | 99.47 | 0.53 | 22.34 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 42 | 42 | 100.00 | 0.00 | 11.90 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 18 | 18 | 100.00 | 0.00 | 27.78 |
| Socioeconomically Disadvantaged | 190 | 190 | 100.00 | 0.00 | 24.74 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 14 | 14 | 100.00 | 0.00 | 14.29 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 12.28 | NT | 17.48 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 58 | 57 | 98.28 | 1.72 | 12.28 |
| Female | 27 | 27 | 100 | 0 | 11.11 |
| Male | 31 | 30 | 96.77 | 3.23 | 13.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 52 | 52 | 100 | 0 | 9.62 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 11 | 11 | 100 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 52 | 52 | 100 | 0 | 9.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 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 |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 5 | 98.25% | 100% | 100% | 100% | 100% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Magnolia Elementary School. Magnolia enjoys and benefits from many community partnerships and generous donations. Parents and the community have the opportunity to participate in the following:

- Back to School Night
- Holiday Story Night
- School Site Council
- English Language Advisory Committee
- Parent Education Opportunities
- Parent Coffees
- Families in Schools
- Open House
- Volunteerism
- Harvest Carnival (made possible through joint efforts of school staff and the Azusa Community)
- Parent Advisory Committee Plus (PAC+)
- Superintendent and Parent Roundtable

Additional opportunities may be found on the Activity Calendar published on the Magnolia School website.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 390 | 381 | 101 | 26.5 |
| Female | 178 | 177 | 46 | 26.0 |
| Male | 212 | 204 | 55 | 27.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 7 | 7 | 2 | 28.6 |
| Black or African American | 3 | 3 | 2 | 66.7 |
| Filipino | 12 | 11 | 2 | 18.2 |
| Hispanic or Latino | 349 | 342 | 88 | 25.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 9 | 8 | 2 | 25.0 |
| English Learners | 91 | 91 | 19 | 20.9 |
| Foster Youth | 5 | 4 | 0 | 0.0 |
| Homeless | 13 | 13 | 4 | 30.8 |
| Socioeconomically Disadvantaged | 342 | 336 | 91 | 27.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 22 | 19 | 4 | 21.1 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.26 | 1.54 | 2.45 |
| Expulsions | 0.00 | 0.02 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.26 | 0.03 | 3.17 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 0.26 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.47 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.29 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.29 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

The safety of students and staff is Magnolia's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, our school practices a complete earthquake drill, which includes an entire school evacuation. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Staff perform supervision during recess, and before and after school. Noon supervisors are on duty during lunch to ensure the safety of all our students. Teachers, staff, and administrators are trained and practice lock-down procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan is developed by the School Safety Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. The Safe School Committee evaluates the plan annually and updates the plan as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 3 | |
| 1 | 24 | | 1 | |
| 2 | 20 | 1 | | |
| 3 | 23 | 1 | 1 | |
| 4 | 35 | | | 2 |
| 5 | 31 | | 2 | |
| 6 | | | | |
| Other | 21 | 2 | 1 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 10 | 4 | 1 | |
| 1 | 8 | 3 | 1 | |
| 2 | 2 | 3 | | |
| 3 | 14 | 1 | 1 | |
| 4 | 5 | 2 | | |
| 5 | 15 | 2 | | |
| 6 | 14 | 2 | | |
| Other | 23 | 2 | 4 | 2 |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 11 | 3 | 1 | |
| 1 | 15 | 1 | 1 | |
| 2 | 19 | 2 | 1 | 1 |
| 3 | 14 | 1 | 1 | |
| 4 | 2 | 1 | | |
| 5 | 19 | 1 | | 1 |
| 6 | 18 | 1 | 1 | |
| Other | 28 | | 5 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,644 | \$3,246 | \$6,398 | \$99,811 |
| District | N/A | N/A | \$5,180 | \$87,765 |
| Percent Difference - School Site and District | N/A | N/A | 21.0 | 12.8 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | -3.0 | 18.3 |

2021-22 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English Learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$52,778 | \$52,478 |
| Mid-Range Teacher Salary | \$80,518 | \$80,810 |
| Highest Teacher Salary | \$100,115 | \$101,276 |
| Average Principal Salary (Elementary) | \$122,516 | \$127,080 |
| Average Principal Salary (Middle) | \$130,831 | \$134,264 |
| Average Principal Salary (High) | \$139,478 | \$147,200 |
| Superintendent Salary | \$232,000 | \$242,351 |
| Percent of Budget for Teacher Salaries | 31% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Based on state, district, and local data the primary areas of focus at Magnolia School are improving achievement in reading, math, and writing across the curriculum. Grade level teams are provided partial day release time every 8 weeks (each grade level meets on a different day) and two early release days each month to participate in Professional Learning Communities where teams hold data-driven conversations focused on student learning and planning how they will respond to the data. Professional development opportunities are delivered through grade-level collaborations, after-school trainings, and conference attendance. Teachers are supported during implementation through in-class coaching, teacher-principal meetings, and collaborations with colleagues. Teachers are also provided the needed instructional materials and technology to implement strategies and practices acquired through professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 69 | 61 | 63 |