



# Magnolia Elementary School

465 W. 15th Street • Upland, CA 91786 • (909) 949-7750 • Grades K-6

Caryn Sanchez, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Upland Unified School District

390 North Euclid Ave.  
Upland, CA 91786  
(909) 985-1864  
www.uplandusd.org

#### District Governing Board

Wes Fifield  
**President**

Mary Locke  
**Vice-President**

Robert Bennett  
**Clerk**

Sherman Garnett  
**Member**

Jack Young  
**Member**

#### District Administration

Lynn Carmen Day  
**Superintendent**

Shinay Bowman  
**Assistant Superintendent,  
Elementary Education**

Pamela Salgado  
**Assistant Superintendent,  
Secondary Education**

Arik Avanesyans  
**Assistant Superintendent, Business  
Services**

Sergio Canal  
**Assistant Superintendent, Human  
Resources**

### School Description

As you walk onto Magnolia's campus, you are greeted by beautiful rose gardens that line the walkway at the front of the school. You will also encounter a variety of other gardens throughout the campus that have been purposefully planted to represent different aspects of student learning. Just as these gardens are so carefully and meticulously tended, each one of our more than 500 students at Magnolia is cared for and nurtured as well. All staff members work diligently to provide a comprehensive program, driven by rigorous academic standards, to ensure students' proficiency in all areas. One parent commented, "My experience has been that Magnolia is a school which believes all children can succeed and succeed well."

The vision statement of Upland Unified School District is "Every Single Student...Every Single Day." The professional teaching staff at Magnolia is dedicated to the implementation of this vision within all area of learning in the school community. The staff values high expectations and high achievement, the integrity of character, collaboration, and innovation. In addition, the leadership and staff recruit support from community and parent volunteers as they actively work toward implementing this goal.

School leadership and the community of stakeholders are committed to providing a learning environment that actively engages both students and teachers in a challenging program that leads to academic success. It is our goal to establish a learning environment in which all students can be successful in meeting rigorous academic and behavioral standards at high levels. We have internalized the belief that all students can achieve at high standards and work as a Professional Learning Community to make this a reality.

There is sufficient evidence that the staff makes this vision a reality on an on-going basis. The staff has high expectations for all students and uses a variety of research-based instructional strategies to help students attain mastery of academic standards. Instructional programs include 22 regular education classes, 3 SDC classes, Resource Specialist Program, Speech and Language Specialists, school psychologist, librarian, and instructional aides. Magnolia's success is evident when one reviews the CAASPP results which indicate that 68% of students in grades 3-6 met or exceeded standards in English Language Arts; while 63% of students in grades 3-6 met or exceeded standards in math. Magnolia has twice been named a California Distinguished School and continues to make great strides in the implementation of the new Common Core State Standards. Magnolia teachers and paraprofessionals have many opportunities to enhance their instructional practices by attending a variety of professional development activities which most recently have included Cooperative Learning using Kagan Structures, a variety of workshops that have focused on Common Core State Standards, Next Generation Science Standards, Positive Behavior Intervention Supports (PBIS), AVID (Advancement Via Individual Determination), Thinking Maps, Daily 5, Google Summit, 21st Century instructional strategies, and a vast number of learning opportunities through Upland University. In support of these instructional programs, students have access to a library and 21st Century Classrooms that are equipped with 1:1 student Chromebooks, LCD projector, document camera, and Interwrite Board.

Magnolia involves family and community members in understanding the common core standards, supporting the curriculum and instruction, and updating them on achievement data. Messaging system, homework websites (School Loop), District and school websites, and daily student planners are utilized to effectively communicate with Magnolia families and the community throughout the year. The commitment of our community is evidenced by excellent attendance at Back-to-School Night, Open House, and monthly student recognition assemblies. The commitment of our PTA is essential as they expend many volunteer hours to nurture all aspects of a successful school community.

School leadership and the community of stakeholders are committed to providing a learning environment that actively engages both students and teachers in a challenging program that leads to academic success. It is our goal to maintain a learning environment in which all students can be successful in meeting rigorous academic and behavioral standards at high levels. Everyone at Magnolia is committed to the belief that all students can and will achieve at high levels, and it is this heroic commitment that demands energy and enthusiasm from each and every staff member of Magnolia Elementary School.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	84
Grade 2	79
Grade 3	98
Grade 4	67
Grade 5	90
Grade 6	80
Total Enrollment	572

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
Asian	5.8
Filipino	1.7
Hispanic or Latino	47.4
White	37.8
Two or More Races	1.2
Socioeconomically Disadvantaged	26.9
English Learners	3.3
Students with Disabilities	17.8
Homeless	1.6

## 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

Teacher Credentials for Magnolia Elementary	18-19	19-20	20-21
With Full Credential	27	27	29
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	477
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Magnolia Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Adoption Year: 2016 McGraw-Hill Wonders K-5</p> <p>Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015</p> <p>Adoption Year: 2006 SRA - Kaleidoscope (SDC)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Adoption Year: 2007 Scott Foresman - California Science K-5 TCI-6th</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained, kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: April 2020**

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

## B. Pupil Outcomes

### 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	68	N/A	53	N/A	50	N/A
Math	64	N/A	39	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	45	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

The feeling of energy, enthusiasm, and commitment begins with our Magnolia staff but gains momentum with our school community. Magnolia School ensures that every student has equal access to quality education in an optimal, safe learning environment. We also recognize that the success of each student is dependent on the successful partnership between home and school. Therefore, Magnolia school provides open and frequent communication and partnership between students, parents, and the local community.

Our volunteer program is critical to the success of meeting the differentiated needs of our students. We have a variety of volunteers, trained by teachers, to ensure proper support. In addition to classroom volunteers, our library frequently uses parent volunteers to support literacy on campus. The Magnolia PTA oversees room parent volunteers, event volunteers, and yearbook volunteers. Another critical volunteer program on the Magnolia campus is our Watchdog Dad's program. Through this program we have Dads on campus almost daily helping with arrival, dismissal, recesses and lunch sport activities.

One of our proudest community projects at Magnolia has been the creation and nurturing of our school gardens. These gardens include raised beds for a Peter Rabbit garden and California Timeline garden with native California plants, walking paths, and a pond-less waterfall to recreate the regions of our great state. We have expanded our gardens with the addition of an Upland Heritage garden (local citrus fruit trees), a State Flower garden (flowering plants from around the United States), a Colonial Herb garden, and an Ancient Civilization garden. We lovingly refer to these areas of our school as our "Schools within the Garden." This year the Magnolia welcomed a newly installed greenhouse to experiment growing plants and vegetables during different seasons.

A discussion of parent involvement would not be complete without describing the commitment of our PTA. Like the staff of Magnolia School, PTA expends many hours to nurture our successful educational environment. The commitment of our community is evidenced by excellent attendance at special events, such as Back to School Night, Open House, Family Fun Night, parent education nights, family dine out nights, special events and book fairs. Our parent-teacher conferences have traditionally boasted over 90% attendance.

**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.

**School Safety Plan (School Year 2020-2021)**

One of the characteristics of an effective school is a safe and orderly campus. Our Comprehensive School Safety Plan, Emergency Preparedness Plan, and the COVID Prevention Plan are developed by school representatives and is reviewed and updated yearly in the fall of each year. Both plans are reviewed regularly and adjustments shared and implemented with all staff at monthly meetings. Specific safety objectives are practiced to mastery through monthly school-wide drills. Objectives for drills include student behavior and procedures, attendance, lock-down protocols and procedures, and search and sweep procedures.

Each year revisions and modifications are made to improve safety. District, and site funds provide resources to organize and maintain classroom safety backpacks, equipment, and storage. An important feature of our safety focus is that Magnolia maintains a secure campus with locked gates and adult supervision before and after school on the playground, cafeteria, at crosswalks, and at student drop-off and student pick-up areas. The Raptor check-in system has been implemented fully this year whereby all non-employees who enter campus must check in with a valid ID.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.1	3.2	4.5	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

**D. 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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

\*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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	7			10	8			12		6	
1	22		4		25		3		25	3		1
2	24		3		23		4		25	3		
3	22		4		24		3		23		4	
4	28		3		29		3		31		2	
5	32		2	1	28		3		29		3	
6	24	1	3		31		3		55	1		3
Other**	10	1			9	3			10	3		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	22

The Upland Unified School District believes that high quality, evidenced-based professional learning for all is essential to continuous improvement of teaching skills and concepts to improve student achievement. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional learning is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals, child care providers, substitutes, clerical staff and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional learning in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences, both in person and virtually. The Induction program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,525	\$52,484
Mid-Range Teacher Salary	\$78,494	\$81,939
Highest Teacher Salary	\$101,720	\$102,383
Average Principal Salary (ES)	\$119,730	\$129,392
Average Principal Salary (MS)	\$119,849	\$136,831
Average Principal Salary (HS)	\$143,749	\$147,493
Superintendent Salary	\$259,737	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11167.55	4935.63	6231.92	77902.65
District	N/A	N/A	6597.81	\$82,293
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.7	-5.5
School Site/ State	-21.7	-8.2

Note: Cells with N/A values do not require data.

**Types of Services Funded**

In addition to general state funding, Magnolia receives funds to support its programs from: State LCAP funds, district SITE funds, Student Activities Fund, donations from Magnolia's Parent Teacher Association, donations from local community merchants and business organizations and private donations from individuals.

The funds are used each year to provide online programs to support the core curriculum such as Raz Kids, NEWSela, and Mystery Science as well as print materials such as Time for Kids, and Scholastic News and other items needed to engage students in learning Common Core State Standards such as additional technology hardware, hands-on science and math supplies. Funds are also used for professional development allowing teachers to attend outside training, visit other schools to learn about best practices, and bring in outside consultants for training purposes.

**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.