

Magnolia Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Magnolia Elementary School
Street	465 W. 15th Street
City, State, Zip	Upland, CA 91786
Phone Number	(909) 949-7750
Principal	Caryn Sanchez
Email Address	caryn_sanchez@upland.k12.ca.us
School Website	https://mag.upland.k12.ca.us/
County-District-School (CDS) Code	36-75069-6037246

2023-24 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day, Ed.D.
Email Address	LCarmenDay@upland.k12.ca.us
District Website	https://www.upland.k12.ca.us/

2023-24 School Description and Mission Statement

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 of our more than 500 students at Magnolia is cared for and nurtured. 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 that believes all children can succeed and succeed well."

The vision statement of Upland Unified School District is "Creating Excellence, Where All Students Thrive." The professional teaching staff at Magnolia is dedicated to implementing this vision within all areas of learning in the school community. The staff values high expectations and high achievement, 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. Our goal is to establish a learning environment in which all students can successfully meet rigorous academic and behavioral standards at high levels. We have internalized the belief that all students can achieve 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 continuously. 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 an average of 21 regular education classes, 3 SDC classes, an Assistant Principal, a Resource

2023-24 School Description and Mission Statement

Specialist Program, Speech and Language Specialists, a School Psychologist, a Librarian, a Wellness Center Aide, and Instructional Aides. Magnolia's success is evident when one reviews the CAASPP results, which indicate that 63% of students in grades 3-6 met or exceeded standards in English Language Arts, while 62% of students in grades 3-6 met or exceeded standards in math. Magnolia has been named a California Distinguished School twice and continues to make great strides in implementing the Common Core State Standards. Magnolia teachers and paraprofessionals have many opportunities to enhance their instructional practices by attending various professional development activities. 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 projectors, document cameras, and Interwrite Board. We have recently been approved to be a signature school specializing in computer science. We are excited to embark upon our exploration phase of becoming a Computer Science Immersion school to prepare our students for a future that is limitless. All students will participate in weekly coding lessons throughout the instructional day this year. We will continue offering our after-school Coding Club and an after-school Drone Club.

Magnolia involves family and community members in understanding the common core standards, supporting the curriculum and instruction, and updating them on achievement data. Messaging systems, district and school websites, and daily student planners are utilized to effectively communicate with Magnolia families and the community throughout the year. Our community's commitment is evidenced by excellent attendance at Back-to-School Night, Open House, monthly student recognition assemblies, and various family events. 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. Our goal is to maintain a learning environment in which all students can successfully meet 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 this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. The district ensures that all students have access to these materials both at home and at school.

Year and month in which the data were collected	October 2023
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Wonders K-5 Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015 Adoption Year: 2006 SRA - Kaleidoscope (SDC)	Yes	0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8, 2015	Yes	0
Science	Adoption Year: 2022 Teacher's Curriculum Institute (TCI), Bring Science Alive, K-5 Adoption Year: 2020 Teacher's Curriculum Institute (TCI), Bring Science Alive, 6-8	Yes	0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections Series, K-6 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 Approved by our local governing board. Currently using adopted materials while evaluating options for a new adoption.	No	0
Foreign Language			

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system (Zendesk) 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.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Units for classroom 8 and 13 were replaced. Other than the previously mentioned there have been no additional improvements since the May 2022 inspection which indicated no repairs were

School Facility Conditions and Planned Improvements

			needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Interior: Interior Surfaces	X		The interior surfaces of the school were determined to be in good condition and do not require additional repairs at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in May 2022; Annual red ant treatments of all grounds and fields will continue. Pest control inspections are being conducted on a monthly basis.
Electrical	X		Since our last inspection in May 2022, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Since our last inspection in May 2022, drinking fountain water pressure was adjusted throughout the site as necessary. An additional Hydration station was installed for student use. We will continue to monitor as we conduct ongoing facility checks every quarter.
Safety: Fire Safety, Hazardous Materials	X		The annual fire inspection is in the process of being scheduled. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use.
Structural: Structural Damage, Roofs	X		All roof leaks that were discovered during our last inspection in May 2022 were repaired, before school resumed for the 22/23 school year. Damaged ceiling tiles in classrooms and offices were replaced prior to school resuming.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		The exterior hardscape play surfaces were crackfilled, slurried, and striped. All doors, gates and fences are secure and fully operational.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)						

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

This section applies only to high school.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99	99	99	99	99
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2023-24 Opportunities for Parental Involvement

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, event, and yearbook volunteers. Another critical volunteer program on the Magnolia campus is our Watchdog Dad's and Mom's program. Through this program, we have Dads on campus almost daily, helping with arrival, dismissal, recess, and lunch sports activities.

One of our proudest community projects at Magnolia has been creating and nurturing our school gardens. These gardens include raised beds for a Peter Rabbit garden and a California Timeline garden with native California plants, walking paths, and a pondless waterfall to recreate the regions of our great state. Our gardens have the addition of an Upland Heritage garden (local citrus fruit trees), a State Flower garden (flowering plants from around the United States), and a Colonial Herb garden, and an Ancient Civilization garden. We lovingly refer to these areas of our school as our "Schools within the Garden."

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

One of the characteristics of an effective school is a safe and orderly campus. Our Comprehensive School Safety Plan, Emergency Preparedness Plan, and COVID Prevention Plan are developed by school representatives and are reviewed and updated yearly in the fall of each year. All plans are reviewed regularly, and adjustments are 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. Our Comprehensive Safety Plan was approved and adopted by our School Site Council in September 2022 and will go forward for board approval in February of 2023.

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, crosswalks, and at student drop-off and student pick-up areas. The Raptor check-in system is implemented fully, whereby all non-employees who enter campus must check in with a valid ID.

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.

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 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	

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	6058.40	82.69	5975.71	78158.95
District	N/A	N/A	5783.46	
Percent Difference - School Site and District	N/A	N/A	3.3	-7.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-9.8	-12.2

Fiscal Year 2022-23 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, BrainPop, Listenwise, Reading Eggs, Math Seed, and IXL as well as printed 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The Upland Unified School District believes that high-quality, evidenced-based professional learning for all is essential to continuously improving teaching skills and concepts to improve student achievement. The District provides and coordinates ongoing training based on needs identified through student performance indicators, including the California Assessment of Student Performance and Progress results, the English Language Proficiency Assessments for California, District iReady benchmark assessments, formative Standard Based Assessments, and site input 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 and follow-up coaching support the 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, 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 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 weekly collaboration day schedule to allow for ongoing teacher dialogue and collaboration to meet student needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4