

Magnolia Elementary

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/fq/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
Street	3975 Maplewood Place
City, State, Zip	Riverside
Phone Number	(951) 788-7274
Principal	Nachelle Goar
Email Address	ngoar@riversideunified.org
School Website	https://magnolia.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032718

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Magnolia Elementary School is a Title I school that serves approximately 600 students from Preschool through Sixth Grade. The overall school population has about 70% Hispanic students, about 23% White students and about 3% African American students. Nearly 72% of the student population is socio-economically disadvantaged with about 9% students having disabilities. English Learner students account for about 15% of the population with Spanish being the predominant language. There are 23 general education classes and 1 preschool class. Magnolia also has one full time Resource Program Specialist, one full time Speech Language Pathologist, and one part time Speech Language Pathologist. To support students with their social-emotional needs, Magnolia has one full time MTSS Counselor, one part time SAP counselor(a licensed therapist), and one part time school psychologist. Champions, an accreditate advanced childcare program, offers before and after school childcare. HEARTS (Helping Elementary Achievers Reach the Stars), an additional after school program that utilizes community partners to promote positive youth development and it is free for all Magnolia students.

As an official No Excuses University School, our Mission, Magnolia Elementary's community believes in a positive culture of universal achievement, along with our Vision, We believe in all our scholars and prepare them to be successful on their path to college/career and world readiness by supporting their academic, social, and emotional needs, is the foundation for everything the entire Magnolia staff works toward daily. Magnolia staff strives to meet the needs of all students through our Multi-Tiered Systems of Supports (MTSS) for all our students. The MTSS system is closely monitored through the School Plan for Student Achievement (SPSA) by looking at a triangulation of data that includes behavior and academics throughout the school year. The school implements a school-wide Positive Behavior System as a strategic tool for achieving and sustaining positive school culture. Magnolia strives to S.O.A.R (Safe, On-Task, Achieve, Respectful/Responsible) each and every day.

2023-24 School Description and Mission Statement

Our educational programs are based upon California State Standards and are guided by a comprehensive assessment system including rigorous academic standards, high expectations, and accountability for all of our students, families, and staff members. Our dedicated staff provides meaningful and challenging coursework through the use of research-based instructional strategies. We provide differentiated instruction for all students, including Disadvantaged Youth (children of poverty, Academic English Learners, and foster children), Special Education, and Gifted and Talented Education. The Magnolia staff is dedicated to maintaining an environment that supports and ensures that students reach their highest potential. Magnolia has a tiered intervention system for students who need over and above support than what is given in the classroom. Those students receive small group instruction in the foundational skills needed to support them in learning their grade level standards. Falcon Academy, an after school academic program, is also offered through a grant in partnership with the school district. The academic achievement is closely monitored through the School Plan for Student Achievement (SPSA) by looking at a triangulation of data that includes the expectation that all 3rd to 6th grade students will grow by 4 points distance from standard in English Language Arts & Mathematics as measured by the Summative CAASPP assessment.

Magnolia is a community based school that realizes the partnership between home and school is vital for the success of all students. The PTA has been honored for the last three years as being a National PTA School of Excellence. They provide multiple family engagement opportunities as well as yearly support to students and teachers. The staff encourages parents to sign up to be a volunteer through the district process so that they can participate in field trips and activities during the school day. The staff also prepares multiple engagement evening activities throughout the year. There are multiple parent surveys that are sent to parents throughout the year as it is important that Magnolia staff ensures they are meeting the needs of all parents.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	74
Grade 2	76
Grade 3	78
Grade 4	78
Grade 5	70
Grade 6	76
Total Enrollment	555

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
Asian	0.9%
Black or African American	3.2%
Filipino	0.4%
Hispanic or Latino	69.4%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.3%
White	22.9%
English Learners	15%
Foster Youth	0.9%
Homeless	3.6%
Socioeconomically Disadvantaged	71.5%
Students with Disabilities	13.2%

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)	23.10	97.02	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.50	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	0.50	2.43	151.80	8.83	18854.30	6.86
Total Teaching Positions	23.80	100.00	1720.00	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)	22.20	100.00	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	0.00	0.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	22.20	100.00	1723.70	100.00	279044.80	100.00

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	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

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.

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	0.00
Total Out-of-Field Teachers	0.00	0.00

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.

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)	3.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

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: 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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

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, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Lot Size: 8.5 Acres
 Year Constructed: 1914
 Last modernized: 2021
 23 Permanent Classrooms
 7 Portable Classrooms
 Early Intervention/Language Arts Lab Classroom
 Library
 Multi-Purpose Room
 Indoor Cafeteria
 Auditorium
 Completely Air Conditioned

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Magnolia has a full-time custodial staff who along with other district personnel maintain the grounds and facilities.

Magnolia's construction is complete. Receive two (2) new single-story classroom buildings with ten (10) standard classrooms, student restrooms, and a staff restroom. Ten (10) existing portable classrooms were removed from the site at the end of the project. A new kindergarten play area, new drop-off area off of Maplewood Place was installed and new flooring in the cafeteria, in addition to improvements to related site work.

Year and month of the most recent FIT report

11/06/2023 - 12/20/2023

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		MAGA-11 (Library): 4: (D) Ceiling tiles have holes or stains Note: Ceiling tiles are stained. 5: (D) Fewer than five percent of the bulbs have burned out Note: 5 lamps are out. 7: (D) Light fixture not working (possible ballast) Note: one bad ballast. MAGA-14 (Classroom): 4: (D) Walls appear to have hazards from tears and holes Note: large crack in wall by sink. please address. 5: (D) Fewer than five percent of the bulbs have burned out Note: 2 lamps out. 9: (D) Water pressure is inadequate

School Facility Conditions and Planned Improvements

Note: water pressure needs to be adjusted at sink.

MAGA-17 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Large crack on east wall.

(D) Ceiling tiles are missing

Note: please replace missing ceiling tile.

(D) Walls appear to have hazards from tears and holes

Patch and paint holes in wall at projector.

5: (D) Fewer than five percent of the bulbs have burned out

Note: 1 lamp is out.

MAGA-6 (Administration):

4: (D) Ceiling tiles have holes or stains

Note: ceiling tile near hood vent needs to be replaced.

MAGB-19 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Large crack in wall next to the sink.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at the sink.

MAGB-20 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

note: patch and paint wall under white board.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at fountain.

MAGB-22 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: crack in wall by the sink needs to be repaired.

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

Note: adjust water pressure at fountain.

MAGB-23 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Large crack in the wall by the door needs to be fixed.

School Facility Conditions and Planned Improvements

(D) Ceiling tiles are missing

Note: 1 ceiling tile is missing

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at faucet.

MAGC-1 (Utility):

4: (D) Walls appear to have hazards from tears and holes

Note: Patch large hole in wall above light switch.

MAGK-3 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Crack in wall by K3B

MAGK-3B (Restroom):

4: (D) Walls appear to have hazards from tears and holes

Note: large crack in wall needs to be repaired.

MAGM-14 (Utility):

4: (D) Ceiling tiles have holes or stains

Note: Broken ceiling tile needs to be replaced.

MAGM-17 (Kitchen):

4: (D) Walls appear to have hazards from tears and holes

note: please repair large wall crack near service window.

5: (D) Fewer than five percent of the bulbs have burned out

Note: replace one bad lamp in light fixture. Fixture is high and will need a tall ladder.

MAGM-19 (Classroom):

4: (D) Ceiling tiles have holes or stains

Note: please repair broken ceiling tile.

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

MAGM-4 (Restroom):

4: (D) Walls appear to have hazards from tears and holes

Note: large crack in wall needs to be repaired.

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

P24:

School Facility Conditions and Planned Improvements

			<p>4: (D) Ceiling tiles have holes or stains</p> <p>Note: One water stained ceiling tile.</p> <p>P25:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Note: ceiling tile is broken and needs to be replaced.</p> <p>Note: Ceiling tiles have water stained.</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: two lamps are out.</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Ceiling mounted motion sensor needs to be mounted correctly.</p> <p>P27:</p> <p>4: (D) Ceiling tiles are missing</p> <p>Note: repair ceiling tiles</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found</p> <p>Note: asphalt at bottom of ramp creates a tripping hazard.</p> <p>P28:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Note: water stained ceiling tiles.</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 3 lamps are out.</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Note: 2 bad ballasts</p> <p>P30:</p> <p>4: (D) Ceiling tiles are missing</p> <p>Note: adjust or install new tiles that fit opening correctly.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>D14-Data:</p> <p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Note: Room is dirty and needs to be cleaned.</p> <p>D15-Electrical:</p> <p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Note: Room is dirty and needs to be cleaned.</p> <p>MAGA-1 (Administration):</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p>

School Facility Conditions and Planned Improvements

Note: One lamp out.
MAGA-11 (Library):
4: (D) Ceiling tiles have holes or stains

Note: Ceiling tiles are stained.
5: (D) Fewer than five percent of the bulbs have burned out

Note: 5 lamps are out.
7: (D) Light fixture not working (possible ballast)

Note: one bad ballast.
MAGA-14 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

Note: large crack in wall by sink. please address.
5: (D) Fewer than five percent of the bulbs have burned out

Note: 2 lamps out.
9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at sink.

MAGA-17 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

Note: Large crack on east wall.

(D) Ceiling tiles are missing

Note: please replace missing ceiling tile.

(D) Walls appear to have hazards from tears and holes

Patch and paint holes in wall at projector.
5: (D) Fewer than five percent of the bulbs have burned out

Note: 1 lamp is out.
MAGA-3A (Restroom):
5: (D) Fewer than five percent of the bulbs have burned out

Note: 2 lamps are out.
MAGA-7 (Administration):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.
MAGA-9 (Administration):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.
MAGB-18 (Classroom):

School Facility Conditions and Planned Improvements

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

7: (D) Lighting does not appear to be adequate

Note: classroom is dim.

9: (D) Water pressure is inadequate

Note: Sink does not drain.

MAGB-21 (Classroom):

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

Note: Water pressure needs to be adjusted at fountain.

MAGB-22 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: crack in wall by the sink needs to be repaired.

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

Note: adjust water pressure at fountain.

MAGB-23 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Large crack in the wall by the door needs to be fixed.

(D) Ceiling tiles are missing

Note: 1 ceiling tile is missing

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at faucet.

MAGC-2 (Administration):

5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week

Note: room is cluttered and needs to have proper clearance in front of the electrical service.

MAGK-1C (Utility):

5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

School Facility Conditions and Planned Improvements

Note: Room is cluttered and dirty
7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Note: light fixture needs to be secured.
MAGK-2 (Classroom):
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

(D) Floors and carpets appear to NOT have been swept or cleaned within the last week

Note: Area cluttered by K2A
MAGM-17 (Kitchen):
4: (D) Walls appear to have hazards from tears and holes

note: please repair large wall crack near service window.
5: (D) Fewer than five percent of the bulbs have burned out

Note: replace one bad lamp in light fixture. Fixture is high and will need a tall ladder.
MAGM-19 (Classroom):
4: (D) Ceiling tiles have holes or stains

Note: please repair broken ceiling tile.
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.
MAGM-2 (Utility):
5: (D) Fewer than five percent of the bulbs have burned out

Note: 4 lamps are out.
MAGM-4 (Restroom):
4: (D) Walls appear to have hazards from tears and holes

Note: large crack in wall needs to be repaired.
5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.
MAGM-M20 (Utility):
5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week

Note: room is cluttered and dirty.
P25:
4: (D) Ceiling tiles have holes or stains

Note: ceiling tile is broken and needs to be replaced.

Note: Ceiling tiles have water stained.

School Facility Conditions and Planned Improvements

			<p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: two lamps are out.</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Ceiling mounted motion sensor needs to be mounted correctly.</p> <p>P26:</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 3 lamps are out.</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Fix light fixture lens that is hanging.</p> <p>P28:</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>Note: water stained ceiling tiles.</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 3 lamps are out.</p> <p>7: (D) Light fixture not working (possible ballast)</p> <p>Note: 2 bad ballasts</p> <p>P29:</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: one lamp is out.</p> <p>15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Note: Door does not close correctly.</p>
<p>Electrical</p>		<p>X</p>	<p>E10 - Custodial:</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Replace light lens</p> <p>MAGA-10 (Utility):</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: light fixture is missing a lens</p> <p>(D) Lighting does not appear to be adequate</p> <p>Note: room is very dim.</p> <p>MAGA-11 (Library):</p>

School Facility Conditions and Planned Improvements

4: (D) Ceiling tiles have holes or stains

Note: Ceiling tiles are stained.

5: (D) Fewer than five percent of the bulbs have burned out

Note: 5 lamps are out.

7: (D) Light fixture not working (possible ballast)

Note: one bad ballast.

MAGB-18 (Classroom):

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

7: (D) Lighting does not appear to be adequate

Note: classroom is dim.

9: (D) Water pressure is inadequate

Note: Sink does not drain.

MAGC-3 (Restroom):

7: (D) Light fixture not working (possible ballast)

Note: One bad ballast

8: (D) Restrooms are NOT fully operational

Note: Toilet is leaking.

Note: Middle faucet sticks and water runs constantly.

MAGC-4 (Restroom):

7: (D) Light fixture not working (possible ballast)

Note: one bad ballast.

MAGK-1C (Utility):

5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup

Note: Room is cluttered and dirty

7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Note: light fixture needs to be secured.

MAGM-16 (Cafeteria):

7: (D) Light fixture not working (possible ballast)

Note: one bad ballast. High ceilings

MAGM-M21 (Corridor):

7: (D) Light fixture not working (possible ballast)

Note: one bad ballast in corridor.

P25:

4: (D) Ceiling tiles have holes or stains

Note: ceiling tile is broken and needs to be replaced.

Note: Ceiling tiles have water stained.

5: (D) Fewer than five percent of the bulbs have burned out

School Facility Conditions and Planned Improvements

			<p>Note: two lamps are out. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Ceiling mounted motion sensor needs to be mounted correctly. P26: 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 3 lamps are out. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: Fix light fixture lens that is hanging. P28: 4: (D) Ceiling tiles have holes or stains</p> <p>Note: water stained ceiling tiles. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 3 lamps are out. 7: (D) Light fixture not working (possible ballast)</p> <p>Note: 2 bad ballasts</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>D09: 9: (D) Water pressure is inadequate</p> <p>Note: please adjust the water pressure at drinking fountain. D10: 9: (D) Water pressure is inadequate</p> <p>Note: water pressure needs to be adjusted at fountain Note: Fountain handle is broken D11: 9: (D) Drinking fountains are inaccessible</p> <p>Note: water fountain handle broken at sink. D12: 9: (D) Drinking fountains are inaccessible</p> <p>Note: water fountain handle broken at sink D13: 9: (D) Drinking fountains are inaccessible</p> <p>Note: water faucet and fountain handles are both broken. E04: 9: (D) Water pressure is inadequate</p> <p>Note: Water pressure needs to be adjusted at fountain Note: Broken handle at water fountain. E07: 9: (D) Drinking fountains are inaccessible</p>

School Facility Conditions and Planned Improvements

Note: Drinking fountain has a broken handle

(D) Water pressure is inadequate

Note: adjust water pressure at faucet and fountain.
E08:

9: (D) Drinking fountains are inaccessible

Note: Handle on drinking fountain is broken.

MAGA-14 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: large crack in wall by sink. please address.

5: (D) Fewer than five percent of the bulbs have burned out

Note: 2 lamps out.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at sink.

MAGB-18 (Classroom):

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

7: (D) Lighting does not appear to be adequate

Note: classroom is dim.

9: (D) Water pressure is inadequate

Note: Sink does not drain.

MAGB-19 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Note: Large crack in wall next to the sink.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at the sink.

MAGB-20 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

note: patch and paint wall under white board.

9: (D) Water pressure is inadequate

Note: water pressure needs to be adjusted at fountain.

MAGB-21 (Classroom):

5: (D) Fewer than five percent of the bulbs have burned out

Note: one lamp is out.

9: (D) Water pressure is inadequate

School Facility Conditions and Planned Improvements

			<p>Note: Water pressure needs to be adjusted at fountain. MAGB-22 (Classroom): 4: (D) Walls appear to have hazards from tears and holes</p> <p>Note: crack in wall by the sink needs to be repaired. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: one lamp is out. 9: (D) Water pressure is inadequate</p> <p>Note: adjust water pressure at fountain. MAGB-23 (Classroom): 4: (D) Walls appear to have hazards from tears and holes</p> <p>Note: Large crack in the wall by the door needs to be fixed.</p> <p>(D) Ceiling tiles are missing</p> <p>Note: 1 ceiling tile is missing 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: one lamp is out. 9: (D) Water pressure is inadequate</p> <p>Note: water pressure needs to be adjusted at faucet. MAGC-3 (Restroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Note: One bad ballast 8: (D) Restrooms are NOT fully operational</p> <p>Note: Toilet is leaking.</p> <p>Note: Middle faucet sticks and water runs constantly. MAGK-1B (Restroom): 9: (D) Water pressure is inadequate</p> <p>Note: sink water pressure needs to be adjusted. MAGM-5 (Corridor): 9: (D) Water pressure is inadequate</p> <p>Note: drinking fountain does not work properly</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>P27: 4: (D) Ceiling tiles are missing</p> <p>Note: repair ceiling tiles</p>

School Facility Conditions and Planned Improvements

			<p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found</p> <p>Note: asphalt at bottom of ramp creates a tripping hazard. P29:</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: one lamp is out.</p> <p>15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Note: Door does not close correctly.</p>
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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)	45	43	46	44	47	46
Mathematics (grades 3-8 and 11)	34	37	30	31	33	34

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	299	296	99.00	1.00	42.57
Female	155	154	99.35	0.65	47.40
Male	144	142	98.61	1.39	37.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	208	98.58	1.42	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	60.61
English Learners	38	36	94.74	5.26	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	41	40	97.56	2.44	32.50
Socioeconomically Disadvantaged	220	218	99.09	0.91	33.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	29.09

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	299	298	99.67	0.33	36.58
Female	155	155	100.00	0.00	32.26
Male	144	143	99.31	0.69	41.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	210	99.53	0.47	34.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	45.45
English Learners	38	38	100.00	0.00	13.16
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	41	40	97.56	2.44	27.50
Socioeconomically Disadvantaged	220	219	99.55	0.45	30.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	29.09

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)	20.51	21.43	26.85	27.64	29.47	30.29

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	70	70	100.00	0.00	21.43
Female	37	37	100.00	0.00	13.51
Male	33	33	100.00	0.00	30.30
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100.00	0.00	19.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	14	14	100.00	0.00	28.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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	98.60%	100.00%	98.60%	97.10%	98.60%

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

Magnolia is a community based school that realizes the partnership between home and school is vital for the success of all students.

The PTA has been honored for the last three years as being a National PTA School of Excellence. They provide multiple family engagement opportunities as well as yearly support to students and teachers. Parent-Teacher Association (PTA) Board meetings are held once a month. There are some open parent meetings held in conjunction with other school events such as Back to School Night and Open House. All parents are encouraged to attend any PTA meeting. Please call the office for contact information.

School Site Council (SSC) is a parent elected body that reviews the School Safety Plan (SSP) as well as the School Plan for Student Achievement (SPSA). The English Learner Advisory Committee (ELAC) is composed of parents of English Learners. Both SSC and ELAC hold meetings at least 8 times per year. Parents are encouraged to attend. Please contact the office for more information.

The staff encourages parents to sign up to be a volunteer through the district process so that they can participate in field trips and activities during the school day. It is important for volunteers to visit the district website in order to apply and be cleared to become a volunteer on campus. Teachers can invite volunteers in the classrooms. If there is a need to visit a classroom, those visits need to be scheduled one day in advance according to RUSD School Board Policy. All visitors on campus need to check-in at the school office and check out at the office after the visit.

Communication with parents is given a high priority on our campus. Communication is made via flyers, notes home, phone calls, individual meetings/conferences, autodialers/emails, Facebook site, Instagram site, school-wide DoJo site and through the school website. Parents are encouraged to meet with teachers on an ongoing basis.

Parents are encouraged to attend all parent meetings, parent workshops and volunteer in their child's classroom. A parent's interest in, and participation in, their child's education will have a lasting impact.

2023-24 Opportunities for Parental Involvement

Magnolia staff also prepares multiple engagement evening activities throughout the year. Trainings and parent involvement opportunities could include, but not limited to:

- Multiple STEM Night Opportunities
- Family/Community Events at least 4 times per year.
- Increasing access to school programs, meetings, and training for all parents including bilingual parents.

Magnolia appreciates parents' ideas, observations, and suggestions. There are multiple parent surveys that are sent to parents throughout the year as it is important that Magnolia staff ensures they are meeting the needs of all parents. PTA events, other school events, as well as meetings with administration are all opportunities for parents to connect with the school. Magnolia believes that the stronger the team between teacher, parent, and student, the more successful the student will be.

Contact Principal Nachele Goar for more information: 951-788-7274.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	570	143	25.1
Female	295	291	73	25.1
Male	282	279	70	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	18	17	4	23.5
Filipino	2	2	0	0.0
Hispanic or Latino	405	399	104	26.1
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	7	7	2	28.6
White	129	129	29	22.5
English Learners	88	88	22	25.0
Foster Youth	5	5	3	60.0
Homeless	29	27	21	77.8
Socioeconomically Disadvantaged	421	415	120	28.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	97	21	21.6

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	0.00	3.55	1.39	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.39	0
Female	0	0
Male	2.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.56	0
Filipino	0	0
Hispanic or Latino	1.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.55	0
English Learners	1.14	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.09	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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
K	5	13		
1	10	6		1
2	14	3	2	
3	6	10	1	
4	13	5	2	
5	6	9		1
6	16	2	1	1
Other	20	1	1	1

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	21	1	3	
1	24	3		1
2	24		3	
3	26		3	
4	42		1	1
5	31		2	
6	31		2	
Other	30		1	

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
K	21	2	3	0
1	25	0	3	0
2	25	0	3	0
3	26	0	3	0
4	35	0	2	1
5	29	0	2	0
6	32	0	1	0
Other	25	0	1	0

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	0

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	0.9
Resource Specialist (non-teaching)	
Other	1.9

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	8,483.60	1,689.26	6,794.33	90,829.66
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-1.8	-6.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	13.2	6.2

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Magnolia Elementary School and the Riverside Unified School District realize the importance of ongoing staff development. We are proud of the fact that 100% of the teachers at Magnolia Elementary School are fully credentialed. Many of our teachers hold masters degrees and special certificates, many have been master teachers, trainers or mentors, and all continue to participate in ongoing staff development.

Professional development opportunities are offered to Magnolia's staff to provide training on the latest research-based teaching practices. Evaluation of the effectiveness of the previous year's staff-development activities is also reviewed annually. Staff development needs are determined by analyzing annual standards assessments for areas of strength and weakness by grade and teacher in the areas of language arts, mathematics, English language development, and science. From the data, professional-development priorities are established, with activities planned to meet those needs. Staff development activities reflect a planned, focused and coordinated program which addresses both individual and school wide goals. Staff development activities concentrate on improving the school program for students and upgrading skills of the school staff in order to increase student achievement. We also work collaboratively with the district by having site teachers represent us at the district committee meetings and bring that information to the school site. Professional development for staff happens at various times during the school year: one to multiple off campus training days provided by the district Instructional Services Specialists /Riverside County Office of education/content specific conferences, on campus training during the school day/after school as well as beginning of the year preparation days. At each trimester, grade-level colleagues meet for planning and for additional professional development specific to their grade level. The principal regularly monitors teaching and learning to ensure that teachers are implementing what they have learned during their training through the use of classroom visits, in-class coaching, and data conferences. During staff meetings, the administration will provide specific training in support of the school-wide site equity goal and academic goal.

Over the last three years, Magnolia staff has participated in the following types of training. These trainings provide teachers with the skills and tools necessary for implementing high-quality instruction to a range of students in their classrooms.

- Gateway/K-2 Institute (RUSD, Staff Development Specialist) FastBridge (RUSD Instructional Services Specialist) Early Numeracy (RUSD Instructional Services Specialist) Eureka Math (RUSD Instructional Services Specialist) DreamBox (RUSD Instructional Services Specialist) Lexia (RUSD Instructional Services Specialist) Positive Behavioral Interventions and Supports, (RUSD Special Education Department, provider) Restorative Practices, (SELSocial and Emotional Learning, RUSD Pupil Service Provider & SAP Counselor) Compassionate Classrooms, (SELSocial and Emotional Learning, RUSD Pupil Service Provider & SAP Counselor) Trauma Informed Classrooms, (SELSocial and Emotional Learning, RUSD Pupil Service Provider & SAP Counselor) English Language Proficiency Assessments for California (Site Administrators) STEM/Technology Training: Legos/Ozobot/Clever/Google Expedition (RUSD and Site Tech and Innovation Lead) Beginning Teacher Support and Assessment/ Professional Growth Systems Systematic English Language Development and Strategies for English Learners in the content

Professional Development

areas Early Literacy using Orton Gillingham Multisensory Instruction (K-2), Advanced Phonics for students in grades 3-6

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	10	11	12