

Magnolia Elementary School

1905 Magnolia Avenue • Carlsbad CA, 92008 • (760) 331-5600 • Grades K-5

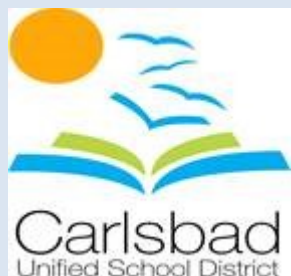
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<https://mes-cusd-ca.schoolloop.com/>



2018-19 School Accountability Report Card Published During the 2019-20 School Year



Carlsbad Unified School District

6225 El Camino Real

Carlsbad CA, 92008

760-331-5000

www.carlsbadusd.k12.ca.us

District Governing Board

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Claudine Jones, Vice President

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Mr. Chris Wright

**Assistant Superintendent, Business
Services**

Mr. Rick Grove

**Assistant Superintendent,
Personnel Services**

Dr. Robert Nye

**Assistant Superintendent,
Instructional Services**

School Description

Magnolia Elementary School, built in 1957, is located in the historic Olde Carlsbad neighborhood of Carlsbad, California. Magnolia Elementary is a kindergarten through fifth grade school focused on providing rigorous instruction in a collaborative and supportive environment. Magnolia prides itself on providing a well-rounded education for students through innovative curriculum, enrichment activities and sustainability efforts. Students and staff strive to view themselves as part of a larger global community, in which they know their personal impact and make efforts to improve the world around them.

At Magnolia Elementary we believe that students learn best when content is relevant and focused on real-world problems and driving questions. We seek to use an inquiry approach to build and construct knowledge collaboratively, and we constantly strive to connect with students' innate curiosity and natural creativity to bring out the innovator in each child. Above all else, we want students to be able to critically explore and question the world around them in a safe, challenging and inclusive environment.

Mission Statement

The mission of Magnolia elementary is to inspire and support students to become confident learners who are critical and innovative thinkers, effective communicators, skilled collaborators and engaged community members.

Vision Statement

Magnolia provides a safe, student centered learning environment where students and teachers engage in relevant, authentic and interdisciplinary learning experiences.

Aaron Nelson, PRINCIPAL

Types of Services Funded

The District believes in "Best First Instruction," which means each teacher is accountable for the learning needs of the students in their class. Teachers differentiate based on student learning needs and they collaborate with grade level team teachers as well as the principal to ensure students progress at every level. Beyond the general education classroom, Magnolia Elementary provides Learning Center support for students, reading intervention, and Guide counseling.

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).

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	77
Grade 2	80
Grade 3	88
Grade 4	102
Grade 5	90
Total Enrollment	517

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.4
Filipino	0.2
Hispanic or Latino	19.5
White	71
Two or More Races	7.9
Socioeconomically Disadvantaged	15.9
English Learners	4.4
Students with Disabilities	11
Foster Youth	0.2
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Magnolia Elementary	17-18	18-19	19-20
With Full Credential	19	20	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carlsbad Unified	17-18	18-19	19-20
With Full Credential	♦	♦	572
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Magnolia Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K: Houghton Mifflin 1-5: Harcourt Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	MacMillan: Spotlight on Music for K-5 Music Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	COMP RM: REPLACE CARPET ELECTRICAL RM AFTER RM 30: STAINED CEILING TILES, ITEMS STORED IN THE ROOM TO BE REMOVED LIBRARY: STAINED CEILING TILES LOUNGE: REPLACE CARPET P BOYS RR: STAINED CEILING TILES P GIRLS RR: STAINED CEILING TILES P RM 30: P RM 37: STAINED CEILING TILES P RM 38: DAMAGED CEILING P RM 39: STAINED CEILING TILES P RM 40: STAINED CEILING TILES P RM 41: STAINED CEILING TILES

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		PROTABLE RR'SBOYS AFTER RM 30: MISSING CEILING TILE PROTABLE RR'SGIRLSAFTER RM 30: MISSING CEILING TILE RM 15: DAMAGED CEILING RM 17: REPLACE HARD FLOOR RM 19: REPLACE CARPET S RM 33: MISSING CEILING TILE S RM35: REPLACE CARPET SPEECH RM: STAINED CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ELECTRICAL RM AFTER RM 30: STAINED CEILING TILES, ITEMS STORED IN THE ROOM TO BE REMOVED PLAY FIELDS: PEST CONTROL, GOPHERS
Electrical: Electrical	Good	RM 14: UPGRADE LIGHTING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	PARKING LOTS: SLURRY COAT/RESTRIPPING HARD PLAY AREA PLAY FIELDS: PEST CONTROL, GOPHERS
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	82	83	74	76	50	50
Math	74	81	66	68	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.0	29.1	55.8

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	263	94.27	82.51
Male	152	145	95.39	80.00
Female	127	118	92.91	85.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	54	94.74	70.37
White	192	180	93.75	87.22
Two or More Races	23	23	100.00	69.57
Socioeconomically Disadvantaged	50	46	92.00	67.39
English Learners	16	15	93.75	46.67
Students with Disabilities	45	37	82.22	59.46
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	262	93.91	81.30
Male	152	144	94.74	82.64
Female	127	118	92.91	79.66
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	54	94.74	68.52
White	192	180	93.75	85.00
Two or More Races	23	22	95.65	77.27
Socioeconomically Disadvantaged	50	46	92.00	63.04
English Learners	16	15	93.75	33.33
Students with Disabilities	45	36	80.00	58.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

All students benefit from the active participation of our parents and local community who support our instructional program in a variety of ways. Volunteers participate in the School Site Council (SSC), the PTA, and the room parent program. They also help with strategic planning, volunteering in the classroom and in the Everyone a Reader program. Parents also participate in school wide events such as Back-to-School Night, Open House, Field Day and Science Day. The PTA sponsors events to enhance the school and instructional programs, including PE, music, and art instruction. For more information about volunteering at our school, contact our principal.

State Priority: School Climate

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

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

School Safety Plan

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our counselors, psychologists, and site administrators are extensively trained in threat assessment techniques by nationally recognized experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire and earthquake drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.8	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.2	2.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.1
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		25		3		27		3	
1	24		4		21		3		26		3	
2	24		3		25		3		27		3	
3	26		4		25		4		22		4	
4	36			2	25		3		34			3
5	32		3		30		3		30		3	
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,129	\$51,374
Mid-Range Teacher Salary	\$76,820	\$80,151
Highest Teacher Salary	\$107,077	\$100,143
Average Principal Salary (ES)	\$130,740	\$126,896
Average Principal Salary (MS)	\$134,673	\$133,668
Average Principal Salary (HS)	\$146,525	\$143,746
Superintendent Salary	\$235,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,106	1,194	5,912	68,824
District	N/A	N/A	5,473	\$81,643.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.7	-17.0
School Site/ State	-23.8	-17.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.