Juliette Low School

2014-2015 School Accountability Report Card
Published in the 2015-16 school year

Principal

Debra Von Sprecken
dvonsprecken@magnoliasd.org

CDS Code: 30-66589-6029151

Magnolia School District

*2705 West Orange Avenue
Anaheim, CA 92804
(714) 761-5533
(714) 761-3731 FAX*

www.magnoliasd.org

Juliette Low School

215 North Ventura • Anaheim, CA 92804 • (714) 533-2673

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
• View this SARC online at the school and/or LEA websites.
• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Juliette Low students, staff, and parents are a community of leaders committed to excellence. We choose to be positive and believe that every member matters.

In order to prepare students for kindergarten success, a School Readiness program is offered to our families. In addition, a Transitional Kindergarten (TK) class serves as a bridge between preschool and kindergarten, providing students with time to develop fundamental skills in an age- and developmentally-appropriate setting. Every student at Juliette Low has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Core instruction in kindergarten through sixth grades is driven by the Common Core Academic Content Standards. Students are assessed on an ongoing basis to determine student progress and needs and to modify instruction, with the ultimate goal being mastery of standards. At-risk students receive interventions designed to provide support in areas of academic need. Support systems that promote academic success include an Instructional Practices Coach, Impact Teachers, Technology TOSA, Resource Specialist Program Teacher, bilingual paraeducators, counseling services, Anaheim Achieves program, cross-age buddies, and teachers providing before and after school intervention programs to address specific academic needs. In order to challenge all students, a Gifted and Talented Education (GATE) cluster has been established in fourth, fifth, and sixth grades. In addition, students are also challenged through a variety of after-school experiences, such as the Chess Club, through which students are taught how to play and compete in chess by expert role models from the American Chess Institute; Coding to the Future class, which is designed to teach students the language of technology and computational thinking skills; and the Makers' Club, through which students design, explore, create, and build projects. All fourth, fifth, and sixth grade students are in the Advancement via Individual Determination (AVID) program, through which they use organizational strategies, including agendas, subject notebooks, note taking, student success skills, and goal setting, to prepare them for success in junior high school. Through the Write… from the Beginning program, all students regularly engage in standards-based writing assignments and receive constructive teacher feedback through rubrics.

Academic success is celebrated throughout the school, both school-wide and in the classrooms. In the spring, our sixth grade students have the opportunity to attend Outdoor Science School for 4 days in the San Bernardino Mountains, where they experience hands-on instruction directly aligned with the sixth grade science standards. Fifth and sixth grade students utilize the scientific process to create science projects aligned with the content standards. These projects are displayed at an annual Science Fair, which is attended by parents and community members. All students receive systematic English Language Development (ELD) during a 30-minute daily block.

A school-wide emphasis is placed on reading. Students engage in core literature studies and literature circles, through which students are exposed to authentic texts and taught grade level concepts and skills in context. In all classrooms, 10 to 15 minutes each day is dedicated to sustained silent reading to assure that all students have the opportunity to engage in recreational reading. All students visit the school library weekly. A reading lounge for second through sixth grade students provides a relaxing place for students to enjoy reading books and periodicals that they select. In order to assure that students have access to a variety of expository texts, resources have been utilized to provide a variety of non-fiction books and periodicals, such as Scholastic News and Social Studies Weekly, to classrooms. The Accelerated Reader program is utilized in kindergarten through sixth grades, motivating students to read books of their choice and earn points by taking comprehension quizzes. A reading lounge for second through sixth grade students provides a relaxing place for students to celebrate the joy of reading during lunch. Upper grade students serve as reading lounge staff members, checking books in and out and recommending books to their peers. An exciting intervention program offered to first through fifth grade students is Ticket to Read, through which students interact with motivating non-fiction texts using technology. This program supports students in making academic gains in the areas of reading comprehension, vocabulary acquisition, and content area knowledge.

Technology is an integral part of the core curriculum. Every classroom is equipped with a SMART Board. Second through sixth grade classrooms have a set of Chrome Books, while kindergarten and first grade classrooms have one tablet per two students. All second grade students engage in the Typing Club leveled curriculum to teach them the keyboard skills needed for future grades. Teachers utilize Google classroom to foster collaboration and provide timely feedback to students on assignments and projects. In addition, teachers use technology to differentiate instruction and provide interventions and extension activities. A computer lab is available to all students.

Through the District's music and art program, all students receive weekly music instruction, aligned with key music standards, from a certificated music teacher for one semester. Each year, students in each grade level experience an arts experience within one of four visual and performing arts domains. In addition, Juliette Low students have various opportunities to participate in visual and performing arts presentations throughout the year. Approximately 50 third through sixth grade students participate in an original musical which is performed for the Low community as well as students and teachers from the other schools in our District. All second grade students participate in an original musical which is performed for the Low community. In addition, all students have the opportunity to showcase their talents in a variety show at the end of the year. Each year, our PTA funds "Meet the Masters," through which all students study selected artists and create original works of art based on the styles of these masters. Fifth grade students showcase their art in a yearly Art Exhibit, which is attended by parents and community members.

In addition to the physical education taught by classroom teachers, students receive instruction from a physical education teacher 45 minutes per week. Students may also participate in the 100 Mile Leopard Club, through which the laps they run during physical education or during monthly Saturday runs, are recorded. Students and parents have the opportunity to earn leopard paw tags and T-shirts for miles run.

Through our Positive Behavior Interventions and Supports (PBIS) program, students are directly taught school-wide behavioral expectations, rewarded for positive behavior, and supported when experiencing behavior challenges. All staff members, including bus drivers, distribute "paw cards" to students exhibiting respect, responsibility, and/or safety. Students may use paw cards to obtain items from a weekly student store or place them in a raffle cage, from which random student names are selected weekly for individual and classroom prizes. Students are validated for positive behavior during weekly spirit rallies, monthly Principal's Breakfasts, and trimester field days. This year, the Low Leadership Team participated in restorative circles training, which is being used as an instructional strategy as well as a process for resolving behavior conflicts.

Fourth through sixth grade student leaders serve in Student Council, through which they plan spirit events and spearhead community service projects, and Peer Assistance Leadership (PAL), through which they facilitate the peaceful resolution of conflicts during recess and lunch and plan meaningful and rewarding activities and events for our students. Fifth and sixth grade mentors serve as positive role models for targeted primary students requiring Tier II academic and positive behavior interventions. Third grade student leaders serve on the Green Team, through which they collect recyclable trash daily.

Parents are welcomed as partners in the educational process. Parents are advised of upcoming school events through weekly phone calls home and monthly calendars and kept apprised of their students' progress through class Dojos and weekly letters and emails from teachers. Parents are invited to a wide variety of events at school, including weekly spirit rallies, awards assemblies, monthly Principal's Breakfasts, Coffee with the Principal, Back to School Night, Open House, Harvest Carnival, student performances, the 100 Mile Leopard Club, and volunteer teas. Grade level parent evenings offer strategies for working with students at home. Our Parent Involvement Liaison plans one parent educational class per trimester, in addition to monthly health and nutrition classes. Our Technology TOSA offers classes for parents on various uses of technology. Parental attendance at parent-teacher conferences is high, generally between 92% to 98%. Parent conferences focus on student progress toward grade level standards and individual learning goals. Opportunities to serve in advisory capacities include School Site Council, Parent-Teacher Association, and English Language Advisory Committee. Our PTA supports our Accelerated Reader program, incentives, field trips, Principal's Breakfasts, Meet the Masters program, and cultural assemblies through the Orange County Performing Arts Center. Parents have the opportunity to volunteer for many school events, including the annual Harvest Carnival, Sixth Grade Field Day, and fundraisers. At the beginning of the year, parents are given a passport to encourage their participation. On the passport, they may log hours in which they volunteer and attend meetings and earn a variety of incentives for their hours, including prizes, discounts on items such as yearbooks, and VIP seating at school events.

We are fortunate to have an outstanding Anaheim Achieves program at Low. Available to kindergarten through sixth grade students, Anaheim Achieves is a joint program administered by the YMCA, with support from classroom teachers. Through this program, students receive homework support and participate in enrichment activities, including dance, sports, arts and crafts, book clubs, and cooking. Through an exciting partnership between the Salvation Army, YMCA, and Magnolia Enrichment Foundation, our third grade students have the opportunity each year to participate in five 30-minute swimming lessons.

The Tiger Woods Learning Center provides various educational opportunities for our students, including one week of hands-on science and technology instruction for fifth grade students. Local businesses and organizations, including the Tiger Woods Learning Center, donate food, toys, and gift certificates that benefit many Low families. Free medical services are provided through CHOC, while uniforms are donated by the Anaheim Assistance League.

In support of our AVID program and expectation that all students pursue higher education, athletes from California State University at Fullerton provide an assembly every March for upper grade students. The university students share information regarding academic and extracurricular requirements for college and highlight the importance of reading as a foundation for future success.

Through our PAL program and other school-wide efforts, our students work to raise money for outside charity organizations and victims of natural disasters. They also participate in projects that benefit our community, such as beach cleanups. Every February, students participate in Jump Rope for Heart to earn money for the American Heart Association.

Community & School Profile (School Year 2015-16)

Located in the Orange County City of Anaheim, the Magnolia School District educates pre-kindergarten through sixth grade students from the diverse communities of west Anaheim and Stanton. There are currently nine elementary schools (pre-K-6) in the district. Students from the Magnolia School District attend junior high and high schools in the Anaheim Union High School District. School programs and curricular objectives emphasizing English Language Development, strong community partnerships, and character education are hallmarks of the Magnolia School District.

Juliette Low School, which operates on a single track year-round schedule, serves students in kindergarten through sixth grade. Juliette Low School's goal is to provide an engaging learning environment with strong parental involvement in which all students are able to participate in activities that promote academic achievement, personal growth, and high self-esteem.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	5.3%
American Indian or Alaska Native	1.4%
Asian	13.0%
Filipino	3.0%
Hispanic or Latino	63.1%
Native Hawaiian or Pacific Islander	0.7%
White	11.7%
Two or More Races	1.7%
English Learners	48.3%
Socioeconomically Disadvantaged	82.7%
Students with Disabilities	4.1%
Foster Youth	1.1%

School Attendance and Enrollment (School Year 2014-15)

Regular attendance at Juliette Low School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

The attendance clerk and principal proactively address attendance issues before they develop into further problems. In the case of chronic truancy, students are referred to the School Attendance and Review Board (SARB).

The chart illustrates the enrollment for the past three years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	119	104	104
1st	103	125	81
2nd	108	101	122
3rd	106	116	98
4th	94	96	115
5th	94	96	93
6th	94	92	91

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			**District**
	13-14	14-15	15-16	15-16
Fully Credentialed	28	28	31	311
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	99.6%	0.4%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	N/A	N/A

Instructional Materials (School Year 2015-16)

Magnolia School District held a Public Hearing on September 24, 2015, and determined that it has sufficient and good quality textbooks, instructional materials, or science lab equipment 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. All textbooks and instructional materials used within the district are aligned with the California State Standards and have been approved by the Board of Education. The most recent textbooks (as of September 2015) for all schools in the Magnolia School District are indicated.

Grade Levels	Subject	Publisher	Series	Adoption Year	Sufficient	% Lacking
K-6	ELD	Ballard & Tighe	Carousel of Ideas	2005	Yes	0.0%
3-6	ELD	SRA/McGraw Hill	Language for Thinking & Language for Writing	2013	Yes	0.0%
K-6	History/Social Science	Harcourt School Publishers	California Reflections	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin/Harcourt	California Math Expressions Common Core	2014	Yes	0.0%
K-6	Reading/Language Arts	Houghton Mifflin/Harcourt	Houghton Mifflin Reading Medallion Edition	2008	Yes	0.0%
K-6	Science	MacMillan/McGraw Hill	California Science	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Juliette Low School provides a safe, clean environment for students, staff, and volunteers. School facilities sit atop 10.75 acres and consists of 21 permanent buildings, 12 portable buildings, three outdoor play areas, two computer labs, library, multipurpose room, and an administrative building.

The school is well maintained and provides adequate space for students and staff. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart lists the results of the most recent school facilities inspection, as of November 2015.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions				
Date of Last Inspection: 10/20/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 27- Replace rusty door, WO#22708.

Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
• The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

• Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
• Performance Level 2: Standard nearly met - May require further development for success in future coursework.
• Performance Level 3: Standard met - Demonstrates progress toward mastery.
• Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	**School**	**District**	**State**
English Language Arts/Literacy (Grades 3-8 and 11)	47	41	44
Mathematics (Grades 3-8 and 11)	45	40	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through six.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 3													
		English-Language Arts						Mathematics					
				Percent Achievement Level						**Percent Achievement Level**			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	102	96	94.1	29	25	24	22	98	96.1	23	26	35	16
Male	102	52	51	29	31	19	21	54	52.9	20	24	35	20
Female	102	44	43.1	30	18	30	23	44	43.1	27	27	34	11
Black or African American	102	4	3.9	--	--	--	--	4	3.9	--	--	--	--
American Indian or Alaska Native	102	2	2	--	--	--	--	2	2	--	--	--	--
Asian	102	8	7.8	--	--	--	--	8	7.8	--	--	--	--
Filipino	102	4	3.9	--	--	--	--	4	3.9	--	--	--	--
Hispanic or Latino	102	68	66.7	35	29	22	13	69	67.6	33	28	28	12
Native Hawaiian or Pacific Islander	102	1	1	--	--	--	--	1	1	--	--	--	--
White	102	9	8.8	--	--	--	--	10	9.8	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	102	78	76.5	32	27	22	19	80	78.4	29	26	31	14
English Learners	102	34	33.3	53	35	9	3	36	35.3	42	28	31	0
Students with Disabilities	102	6	5.9	--	--	--	--	6	5.9	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

| Student Groups | Total Enrollment | English-Language Arts | | | | | | | Mathematics | | | | | |
| | | Number Tested | Percent Tested | Percent Achievement Level | | | | Number Tested | Percent Tested | Percent Achievement Level | | | |
				One	Two	Three	Four			One	Two	Three	Four
All Students	114	110	96.5	46	23	10	21	113	99.1	27	27	25	21
Male	114	55	48.2	51	20	7	22	58	50.9	22	28	28	22
Female	114	55	48.2	42	25	13	20	55	48.2	31	27	22	20
Black or African American	114	10	8.8	--	--	--	--	10	8.8	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	114	20	17.5	20	0	15	65	21	18.4	5	10	19	67
Filipino	114	2	1.8	--	--	--	--	2	1.8	--	--	--	--
Hispanic or Latino	114	64	56.1	59	25	6	9	64	56.1	34	34	25	6
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	114	12	10.5	42	33	17	8	14	12.3	14	36	43	7
Two or More Races	114	2	1.8	--	--	--	--	2	1.8	--	--	--	--
Socioeconomically Disadvantaged	114	95	83.3	49	24	7	19	97	85.1	30	29	23	19
English Learners	114	29	25.4	90	10	0	0	31	27.2	42	35	13	10
Students with Disabilities	114	6	5.3	--	--	--	--	6	5.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

| Student Groups | Total Enrollment | English-Language Arts | | | | | | | Mathematics | | | | | |
| | | Number Tested | Percent Tested | Percent Achievement Level | | | | Number Tested | Percent Tested | Percent Achievement Level | | | |
				One	Two	Three	Four			One	Two	Three	Four
All Students	98	93	94.9	34	14	35	16	95	96.9	27	36	19	18
Male	98	36	36.7	53	17	22	8	37	37.8	41	24	16	19
Female	98	57	58.2	23	12	44	21	58	59.2	19	43	21	17
Black or African American	98	7	7.1	--	--	--	--	7	7.1	--	--	--	--
American Indian or Alaska Native	98	1	1	--	--	--	--	1	1	--	--	--	--
Asian	98	12	12.2	17	17	25	42	12	12.2	17	25	8	50
Filipino	98	4	4.1	--	--	--	--	4	4.1	--	--	--	--
Hispanic or Latino	98	56	57.1	41	16	38	5	57	58.2	33	39	23	5
Native Hawaiian or Pacific Islander	98	1	1	--	--	--	--	1	1	--	--	--	--
White	98	8	8.2	--	--	--	--	9	9.2	--	--	--	--
Two or More Races	98	2	2	--	--	--	--	2	2	--	--	--	--
Socioeconomically Disadvantaged	98	77	78.6	38	16	31	16	78	79.6	33	33	19	14
English Learners	98	23	23.5	87	13	0	0	25	25.5	72	20	8	0
Students with Disabilities	98	6	6.1	--	--	--	--	6	6.1	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	English-Language Arts							Mathematics						
		Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	96	93	96.9	15	23	39	24	95	99	26	26	21	26
Male	96	33	34.4	18	33	30	18	34	35.4	32	18	24	26
Female	96	60	62.5	13	17	43	27	61	63.5	23	31	20	26
Black or African American	96	4	4.2	--	--	--	--	4	4.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	96	15	15.6	7	13	27	53	15	15.6	13	7	13	67
Filipino	96	3	3.1	--	--	--	--	3	3.1	--	--	--	--
Hispanic or Latino	96	54	56.3	22	30	35	13	55	57.3	35	31	24	11
Native Hawaiian or Pacific Islander	96	1	1	--	--	--	--	1	1	--	--	--	--
White	96	12	12.5	0	25	50	25	13	13.5	15	31	23	31
Two or More Races	96	2	2.1	--	--	--	--	2	2.1	--	--	--	--
Socioeconomically Disadvantaged	96	76	79.2	16	28	41	16	77	80.2	29	27	25	19
English Learners	96	12	12.5	58	33	0	8	14	14.6	86	0	7	7
Students with Disabilities	96	7	7.3	--	--	--	--	7	7.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test (CST)

The California Standards Test (CST) is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	81	75	56	57	62	52	59	60	56

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
District	52
School	56
Asian	83
Hispanic or Latino	44
Males	58
Females	56
Socioeconomically Disadvantaged	53
English Learners	16

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness (School Year 2014-15)

In the spring of each year, Magnolia Elementary School District is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7%	18.9%	47.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the education program at Juliette Low School. The PTA has made generous contributions of time and money to numerous programs and activities. Donations from local businesses, and other community partners, support many of our events, including our school carnival and raffle.

Parents are encouraged to be involved in their children's education by volunteering in the classroom and attending school wide events held throughout the year. Student performances, such as plays, second grade musicals, schoolwide variety show, and musical performances facilitated by our music teacher, are some of the highlights we look forward to each year. Many parent education classes are available in areas such as parenting skills, learning English as a second language (ESL), and technology.

Throughout the year, Juliette Low School hosts family movie nights and other family fun nights, as well as family academic nights, which focus on math, science, and literacy. Other family events include Back-to-School Night, Open House, and parent conferences.

Contact Information

Parents who wish to volunteer or participate in Low School's leadership teams, school committees, and school activities may call the school's office at (714) 533-2673.

State Priority: School Climate

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

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

Discipline & Climate for Learning

The Positive Behavior Interventions and Support (PBIS) program has been implemented schoolwide. Our Statement of Behavior Purpose is as follows: "Juliette Low students, staff, and parents are a community of leaders committed to excellence. We choose to be positive and believe that every member matters. "Schoolwide behavioral expectations for respect, responsibility, and safety throughout the day have been established, communicated, and modeled to all students. In addition, each teacher has created and articulated to students classroom-wide behavioral expectations that are aligned with our school expectations. Brag tags, through which students provide specific compliments to peers and staff provide specific compliments to colleagues, are an ongoing form of positive validation. "Charge cards" also serve as an ongoing positive validation and are awarded to students by staff to acknowledge positive behavior in respect, responsibility, and safety. In addition, students may earn a variety of rewards that validate their positive behavior. Positive student behavior is acknowledged at weekly spirit rallies and monthly Principal's Breakfasts. Trimester Field Days have been established during which students who have exhibited positive behavior participate in positive activities and students exhibiting inappropriate behavior participate in behavior and social skills instruction and discussion.

Our Positive Behavior Support Team, consisting of teachers from all grade levels, meets with students and parents as needed to provide support plans that empower students to make positive behavioral changes.

Juliette Low School participates in the PAL® (Peer Assistance Leadership) program, which enables fourth through sixth grade students to develop conflict resolution skills. These trained student leaders act as role models for the entire student body. On the playground, PAL students identify and mediate conflicts and subsequently write a report of findings to share with a teacher. Third grade PAL students serve as members of the Green Team, collecting recycled materials from each room on campus at the end of the day. This empowers our students to make a positive difference for our environment. Through the implementation of the PAL program, we have experienced a more safe and peaceful campus.

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.0%	0.4%	0.3%	0.0%	0.0%	0.0%
District	0.9%	0.8%	0.5%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Juliette Low School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the front office. All visitors are required to sign in and wear visitor badges during their stay. While visits by parents and community members are welcomed, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, yard supervisors and teachers supervise students and monitor the campus. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. The plan was last updated in February 2015. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff and parents throughout the school year during various safety training opportunities and emergency drills.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

• Participation rate on the state's standards-based assessments in ELA and mathematics.
• Percent proficient on the state's standards-based assessments in ELA and mathematics.
• Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2011-2012
Year in PI (2015-16)	Year 3	Year 3
# of Title I Schools Currently In PI	-	5
% of Title I Schools Currently In PI	-	55.6%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Counseling and Support Staff (School Year 2014-15)

The school and district employ qualified personnel to provide support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The following services are provided when needed. Juliette Low School has a counselor to pupil ratio of 1:730. Note: 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.

With the Anaheim Family YMCA and the City of Anaheim, Magnolia School District offers the Anaheim Achieves After-school Program. This program, which operates between the hours of 2:35 and 6:00 p.m., offers a safe and structured environment for our students after school. Half of the time is spent on homework help in the areas of reading, writing, and math. The other half is comprised of enrichment activities in the areas of art, recreation, and character education.

School Readiness is an important focus of the Magnolia School District, enabling students to be fully prepared for successful enrollment in the public education system. The district, as well as county, state, and federal agencies, offer a variety of programs at schools throughout the district, targeting families with children from pre-natal to four years of age. All programs are coordinated by the School Readiness Center located at the district office.

Magnolia School District offers the Gifted and Talented Education (GATE) program to students who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program attend cluster classes that contain students from grades four through six.

For students whose primary language is not English and who have limited English proficiency, Magnolia School District offers programs to help them quickly acquire the English language and prepare to meet state academic standards. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT).

Students are placed with teachers who are appropriately credentialed to teach English Learners and receive instruction in English based on their level of English acquisition. Students receive 30 minutes of English Language Development daily through the district-adopted Houghton Mifflin language arts materials and Carousel of Ideas. Additional assistance is provided through bilingual paraeducators.

Juliette Low School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. When a student is academically at-risk, teachers meet to create an Academic Improvement Plan, which include specific interventions to support each student.

A bilingual paraeducator is assigned to each kindergarten classroom for two hours daily to provide individual and small group support for language arts and math skills. Through daily thirty minute intervention blocks, first through sixth grade students receive instruction in homogeneous groups. This instruction is designed to provide support in mastering grade level concepts and skills. An Instructional Practices Coach provides instructional leadership for teachers through staff development, modeling, and coaching. We maintain open communication with parents regarding their child's progress throughout the school year and welcome parental involvement when developing intervention plans. A Technology TOSA is available to support the use of technology in the classroom to support student learning.

Juliette Low School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Resource Specialist, Adaptive Physical Education Specialist, Occupational Therapist, and/or Speech and Language Specialist.

The Magnolia School District offers state preschool programs at some of its sites, as well as a regional program at Lord Baden-Powell and Dr. Jonas Salk Schools servicing students with severe handicaps and/or multiple disabilities from six surrounding school districts.Ongoing assessment and evaluation of student performance allows teachers to gauge student understanding and mastery of the standards and assists them in making informed and timely decisions on what areas need to be emphasized and improved. Teacher collaboration is an important step in this process, allowing teachers to group resources, think creatively to find solutions when problems occur, and to better address the needs of all students.

Instructional Time

During the 2014-15 school year, Magnolia School District offered 180 days of instruction comprised of 166 regular days and 14 minimum days.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Class Size Distribution

	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	30	26	26	-	-	-	4	4	4	-	-	-
1	26	25	27	-	-	-	4	5	3	-	-	-
2	27	25	24	-	-	-	4	4	5	-	-	-
3	26	29	25	-	-	-	4	4	4	-	-	-
4	32	32	29	-	-	-	3	3	4	-	-	-
5	31	32	31	-	-	-	3	3	3	-	-	-
6	32	31	30	-	-	-	3	3	3	-	-	-
K-3	-	-	-	-	-	-	3	-	-	-	-	-

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Health Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Paraprofessional	1	0.8
Social Worker	1	0.8
Social Worker Intern	1	0.6
Speech/Language Specialist	1	0.4

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	53,860
1st	50,400	55,040
2nd	50,400	55,040
3rd	50,400	55,040
4th	54,000	55,040
5th	54,000	55,040
6th	54,000	55,040

Library & Computer Resources

Juliette Low School has a library that is staffed by a full-time Library Clerk. Students visit the library with their classes every week. It is also open before and after school for student and parent use. The computer lab contains 33 computers. Students visit the computer lab with their classes on a regular basis. Smart Boards have been placed in the computer lab and all second through sixth grade classrooms. There is an average of three computers per classroom, all of which are connected to the Internet. Chrome Books and iPads are also integrated into the core curriculum in second through sixth grade classrooms. Each classroom has a video projector, laptop, and Avervision.

School Leadership

Leadership at Juliette Low School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Debra Von Sprecken is in her sixth year as principal of Juliette Low School and has 32 years of experience in education. Assisting Principal Von Sprecken is a Leadership Team, comprised of grade level teacher representatives, a part-time Technology Teacher on Special Assignment, and a full day Instructional Practices Coach. The Leadership Team discusses strategic planning, oversees school climate and culture, and monitors the school's instructional programs.

Staff members and parents participate in various advisory committees that make decisions regarding the priorities and direction of our educational plan and ensure that instructional programs are consistent with students' needs and comply with district goals.

The school's committees and organizations include School Site Council (SSC), English Learners Advisory Council (ELAC), and the Parent Teacher Association (PTA). The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to monitor programs and to approve the school budget. At the district level, parents participate on the District ELAC and the District Program Advisory Committee (DPAC).

Third through sixth grade students have the opportunity to serve in leadership roles through the Student Council, Peer Assistance Leadership (PAL) and Reading Lounge.

Staff Development

Magnolia School District offers six staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills. Topics included: Common Core State Standards - Overview and Scope & Sequence, EADMS and Depth of Knowledge, Response to Instruction and Intervention, Expository Writing, Thinking Maps, Digital Connections, Systematic ELD & Language Instruction for English Only students (Language for Thinking and Language for Writing), California Math Expressions Curriculum Training, and Positive Behavior Interventions and Supports (PBIS).

Homework

Homework is a fundamental part of the learning process that reinforces prior instruction, develops basic academic and study skills, and promotes student responsibility and self-discipline. Quality homework is assigned on a regular basis for all grade levels and major subject areas. While each teacher determines the appropriate measure of homework for his or her students, the school recommends an average of 20 to 30 minutes per day for primary grades (1-3) and 30 to 60 minutes per day for upper grades (4-6) four days each week. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. We encourage parents to provide a supportive environment for homework activities and to review homework assignments with their child.

District Expenditures (Fiscal Year 2013-14)

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,591
From Supplemental/Restricted Sources	$416
From Basic/Unrestricted Sources	$5,175
District	
From Basic/Unrestricted Sources	$5,245
Percentage of Variation between School & District	-1.3%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-3.2%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

District Revenue Sources (Fiscal Year 2014-15)

In addition to the State General Fund, Magnolia School District received state and federal funding for the following categorical, special education, and other support programs:

• Title I, Part A, Basic and Neglected
• Title II, Part A
• Title III, Part A (LEP)
• Economic Impact Aid
• Peer Assistance and Review

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$76,749
District	$82,102
Percentage of Variation	-6.5%
School & State	
All Elementary School Districts	$72,993
Percentage of Variation	5.1%

Teacher & Administrative Salaries (School Year 2013-14)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 5,000 and 9,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	$43,975	$43,091
Mid-Range Teachers	$79,887	$70,247
Highest Teachers	$99,828	$89,152
Elementary School Principals	$122,788	$112,492
Middle School Principals	-	$116,021
High School Principals	-	$117,511
Superintendent	$220,624	$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	41.0%
Administrative Salaries	6.0%	6.0%