

Davis Magnet School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Davis Magnet School
Street	1050 Arlington Drive
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(714) 424-7930
Principal	Nina Glassen
Email Address	nglassen@nmusd.us
School Website	https://davismagnet.nmusd.us/
Grade Span	P-6
County-District-School (CDS) Code	30-66597-6029409

2025-26 District Contact Information

District Name	Newport-Mesa Unified School District
Phone Number	(714) 424-5033
Superintendent	Dr. Wesley Smith
Email Address	superintendent@nmusd.us
District Website	www.nmusd.us

2025-26 School Description and Mission Statement

Davis Magnet School is composed of over 500 preschool through sixth grade students from homes all across the Newport-Mesa Unified School District. Davis Magnet School is a unique learning environment with a special academic focus on Math, Science, and Technology. Teaching the whole child, an emphasis is also placed on responsible behavior, goal-setting, high academic performance, ethical behavior, and respect for self and others. Davis Magnet School has received several recognitions for high quality education and support in Social and Emotional Learning. Davis Magnet School was named a 2021 National Blue Ribbon School as an Exemplary Achievement Gap Closing School. Davis was only one of 325 schools to receive this prestigious national recognition. Davis Magnet School has been named a California Gold Ribbon School, a two-time Educational Results Partnership Honor Roll School, as well as California PBIS Gold (twice), Silver Medal (once), currently a

2025-26 School Description and Mission Statement

PBIS Platinum school (three times), and a California Community Cares School. Students and staff have also earned special recognition in music, science and engineering, athletics, robotics, art, instructional practices, and leadership. Davis Magnet School prides itself on the multiple opportunities available for our students to excel, while providing a well-rounded education for all students.

These honors are a result of the high-quality instruction that students receive on a daily basis in the classrooms. Teachers collaborate and provide multiple opportunities for students to apply critical thinking skills and solve real-life problems throughout their education. As a result of creative planning and increased resources, students have the opportunity to learn while using the greatest technology and from some of the area’s leading experts. Our classrooms are equipped with 1:1 Chromebooks in grades 3 through 6. Students and teachers use our 3-D printer and school learning garden, which add even more hands-on learning opportunities for all students. Additional opportunities are available through extracurricular activities, such as our band and choir, Green Team, Eco Club, after-school enrichment programs, Battle of the Books, and PAL Student Leadership team.

Students, staff, and parents are expected to follow our five core values. These include 1) Do your very best 2) Do what is right 3) Treat others the way you want to be treated 4) Take responsibility for everything you do and 5) Take responsibility for everything you say. Parents are encouraged to be active participants in their child’s educational experiences. The Davis Magnet School staff has been committed to implementing Positive Behavior Interventions and Support (PBIS) across the campus in an effort to teach and support students’ behavior expectations and social and emotional learning. While working as a PLT, teachers and staff members utilize data to make informed decisions regarding multiple tiered levels of support and focus on instructional strategies. Multiple interventions are available to support students and families. The educational focus at Davis includes academic, behavior, and social-emotional learning (SEL). There has been significant time and attention spent on SEL, and we are seeing positive results among our students. Davis Magnet School offers a well-balanced, hands-on educational experience for all students. The combination of high academic standards, critical thinking skills, and hands-on learning opportunities creates an environment where students gain a deep, conceptual understanding of the academic content.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	73
Grade 2	79
Grade 3	79
Grade 4	79
Grade 5	86
Grade 6	81
Total Enrollment	570

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	9.1
Black or African American	0.7
Filipino	2.1
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.6
White	44.2
English Learners	3.7
Homeless	2.6
Socioeconomically Disadvantaged	33.2
Students with Disabilities	13

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.

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)	24.6	100	869.9	93.8	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.9	0.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	0.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	0	0	49.8	5.37	15831.9	5.67
Total Teaching Positions	24.6	100	927.4	100	279044.8	100

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.

2022-23 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)	25.4	100	881.5	93.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.08	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	0	0	43	4.56	14303.8	5.15
Total Teaching Positions	25.4	100	944.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	25.6	100	884.5	92.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	0	0	49.2	5.18	13705.8	4.91
Total Teaching Positions	25.6	100	951.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing technology and a library/media center. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: McGraw-Hill: Big Books & My Word Book, 2022 Grades K-6: McGraw-Hill: California Wonders, 2017 *Grade K: Reading/Writing Workshop texts (11 units) *Grade 1: Reading/Writing Workshop texts and Literature Anthology texts (4 volumes) *Grades 2-6: Reading/Writing Workshop text and Literature Anthology text	0%
Mathematics	TK: The Math Learning Center: Bridges in Mathematics, 2017 (Student materials include manipulatives, number mats, and story collections) Grades K-6: Imagine Learning: Imagine IM, 2024 (Student materials include workbooks and manipulatives)	0%
Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-6: Savvas Learning: elevateScience, 2024 (Science Specialists supplement this curriculum with hands-on, inquiry-based science kits)	0%
History-Social Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017	0%

Grades K-5: Studies Weekly: Social Science Consumables, 2023

Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019

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

School Facility Conditions and Planned Improvements

DAVIS - 38,400 Classroom Sq. Ft.

This school was built in 1961. There are 32 permanent classrooms, a multi-purpose room and an administration building. The school was modernized in 2004. Four portable classrooms were constructed in 1991. Four additional portable classrooms were constructed in 2003. Fans/AV were updated, new flooring, landscaping and roofing were all done in Summer 2025.

272 work orders were completed for Davis in the 2024-2025 fiscal year. This site was last inspected on 07/08/25.

Year and month of the most recent FIT report07/08/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	79	59	61	47	48
Mathematics (grades 3-8 and 11)	68	73	48	50	35	37

2024-25 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	321	319	99.38	0.62	78.68
Female	152	151	99.34	0.66	84.77
Male	169	168	99.41	0.59	73.21
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	82.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	84.44
White	139	139	100.00	0.00	79.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	66.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	35.29

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	321	319	99.38	0.62	72.73
Female	152	151	99.34	0.66	71.52
Male	169	168	99.41	0.59	73.81
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	62.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	80.00
White	139	139	100.00	0.00	75.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	58.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	26.47

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	55.42	57.14	36.63	39.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	84	100.00	0.00	57.14
Female	35	35	100.00	0.00	57.14
Male	49	49	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	72.73
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	50	100.00	0.00	62.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	33.33

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	99	99	100	100

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.

2025-26 Opportunities for Parental Involvement

The success of our school depends on the involvement of our parent community. The Davis staff has developed a strong partnership with the parent community and through that collaboration, we are able to provide high-quality learning opportunities for our students. Parents are able to get involved with Davis Magnet School in a variety of ways including volunteering in the classrooms, PTA, Davis Magnet School Education Foundation, and our School Site Council. Meetings are scheduled at flexible times during the day and the evening to accommodate parents' schedules.

The principal offers multiple opportunities for parents to stay informed about the school goals, student progress data, and events through the weekly Duck Call Newsletter with announcements and reminders. The principal also utilizes the school's social media sites as a way to share events and student achievements. Funding is allocated and spent to support parent involvement throughout the Davis campus. Several events include the PTA-sponsored Quack to School event, weekly Flag Decks, PTA Meetings, Family Ceramics Night, Kindergarten Roundup, and the yearly Gala fundraiser sponsored by the Davis School Educational Foundation.

For more information about opportunities to become involved in the school, please contact Yvette Miranda, Administrative Assistant, at 714-424-7930.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	573	46	8.0
Female	281	280	21	7.5
Male	294	293	25	8.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	5	9.6
Black or African American	--	--	--	--
Filipino	12	12	1	8.3
Hispanic or Latino	168	166	17	10.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	72	5	6.9
White	253	253	16	6.3
English Learners	21	21	4	19.0
Foster Youth	--	--	--	--
Homeless	15	15	2	13.3
Socioeconomically Disadvantaged	198	198	33	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	86	17	19.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.54%	0.17%	3.36%	2.59%	1.95%	3.6%	3.28%	2.94%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05%	0.02%	0.03%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed with staff at the beginning of the school year, evaluated and revised December through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and Davis Magnet physical and social environment. Our school safety team meets to address safety issues for students and employees. Davis Magnet participates in school-wide fire drills every month and intruder and earthquake drills at least two times each year.

The 2025-2026 School Safety Plan was approved by the School Site Council on January 26, 2025 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on October 9, 2025.

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.

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	25	0	6	0
1	25	0	6	0
2	25	0	6	0
3	25	0	6	0
4	27	0	6	0
5	33	0	5	1
6	26	0	6	0
Other	4	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	0	9	0
1	25	0	9	0
2	25	0	9	0
3	28	0	12	0
4	28	0	12	0
5	28	0	12	0
6	28	0	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	1	9	
1	24		9	
2	26		9	
3	26		12	
4	26		12	
5	29		12	
6	27		12	

2024-25 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	570:1

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.87
Psychologist	1.2
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,362	\$3,648	\$8,713	\$124,924
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	-7.6	7.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-20.2	18.8

Fiscal Year 2024-25 Types of Services Funded

These services are funded by the Newport-Mesa Unified School District and support students and families across the district. Students benefit from access to technology, enrichment programs, and Gifted and Talented Education (GATE) opportunities that extend learning beyond the classroom. Schools also provide intervention and remediation in both small-group and whole-group settings to address individual learning needs. A full-time support teacher is available to assist with instruction and student progress. Families are engaged through parent education opportunities and family night events. Additionally, the district offers comprehensive Special Education services; supplemental instructional materials and books in mathematics, reading/language arts, science, and social science; and resources for Battle of the Books, including support for the districtwide challenge event.

Davis Magnet School offers a wide range of programs and services designed to support, enrich, and inspire students. After-school enrichment opportunities and robust arts programming—including the annual school play, band, and choir—allow students to explore their creative interests. Leadership development is fostered through PALS, the school's student leadership program, while academic support is strengthened through hourly support teachers and online programs such as Lexia and Accelerated Reader. The school also provides GATE services for gifted learners and hands-on STEM experiences through robotics, the competitive robotics team, and science enrichment activities. Students who are passionate about the environment

Fiscal Year 2024-25 Types of Services Funded

can participate in Eco Club, and counseling services are available to support students’ behavioral, social, and emotional well-being.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,144	\$62,783
Mid-Range Teacher Salary	\$106,799	\$97,783
Highest Teacher Salary	\$148,973	\$128,020
Average Principal Salary (Elementary)	\$167,127	\$160,224
Average Principal Salary (Middle)	\$186,861	\$166,992
Average Principal Salary (High)	\$202,028	\$180,971
Superintendent Salary	\$391,352	\$313,465
Percent of Budget for Teacher Salaries	27.53%	30.05%
Percent of Budget for Administrative Salaries	5.5%	5%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4