

# Magnolia Intermediate

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

| <b>School Contact Information</b> |                             |
|-----------------------------------|-----------------------------|
| <b>School Name</b>                | Magnolia Intermediate       |
| <b>Street</b>                     | 22431 Kingston Ln.          |
| <b>City, State, Zip</b>           | Grass Valley, CA 95949-7706 |
| <b>Phone Number</b>               | 530-268-2815                |
| <b>Principal</b>                  | Gene Morgan                 |
| <b>E-mail Address</b>             | gmorgan@prsd.us             |
| <b>Web Site</b>                   | magnolia.prsd.us            |
| <b>CDS Code</b>                   | 29663736094981              |

| <b>District Contact Information</b> |                                      |
|-------------------------------------|--------------------------------------|
| <b>District Name</b>                | Pleasant Ridge Union School District |
| <b>Phone Number</b>                 | 530-268-2800                         |
| <b>Superintendent</b>               | Rusty Clark                          |
| <b>E-mail Address</b>               | rclark@prsd.us                       |
| <b>Web Site</b>                     | www.prsd.us                          |

### **School Description and Mission Statement (School Year 2016-17)**

Magnolia Intermediate School is located in the Lake of the Pines area between the communities of Grass Valley and Auburn. It is one of three schools in the Pleasant Ridge Union School District. Magnolia Intermediate has an enrollment of 417, serving students in grades six through eight. Gene Morgan is the Magnolia Principal and Rusty Clark is the Superintendent of the Pleasant Ridge Union Elementary School District. The school enjoys a stable and active community which supports the many and varied programs available for our students. Magnolia Intermediate School was recognized in 1988, 2001 and again in 2009 as a California Distinguished School, an honor earned by the district's two elementary schools, as well. This recognition is awarded annually to only four percent of California's schools.

The educational needs of all children are recognized as extremely important. An accelerated math track is available for students who qualify. Teachers in other core curriculum areas differentiate instruction to address the needs and ability level of their students. In addition to the general education program, the special education program has been specifically designed to meet the needs of all special needs students through the collaborative educational expertise and specialized talents of our resource specialist, designated instructional services, speech/language and adaptive PE teachers and other necessary specialists. Magnolia has a diverse elective program that includes a vibrant performing arts program, bands, choirs, and drama. Coding & Robotics and College/Career Exploration classes was added to the elective program this year which already included Spanish, woodworking, art, yearbook, and advanced computer skills and video production.

An important element of the overall school program is the co-curricular and extra curricular activities that encourages and supports the involvement of more than fifty-percent of the student body. In addition to the co-curricular components of the electives noted above, many students participated in interscholastic sports. Students are involved in countywide academic tournaments and the district's Odyssey of the Mind (OotM) program. Two of Magnolia's OotM four teams placed first at the state competition and placed at World's.

Recognizing the need for additional time for students who may be falling behind or for students that have demanding extra-curricular schedules, we offer a lunch study hall available on a drop in basis or as a mandatory assignment for make-up work five days per week. Magnolia's academic intervention programs are multi-faceted. Rattler Time is a 30 minute period offered two days per week that allows students study time or an opportunity to meet with their teacher for extra help on current assignments. Students deficient in basic skills are assigned to Academic Workshop classes designed to improve those skills. A credit recovery opportunity is offered before school for students who failed a class the previous trimester. A limited number of students are provided tutoring through Supplemental Education Services.

There is a continued emphasis and focus on providing a successful academic and social environment for all students utilizing the latest, most attainable technology, innovative teaching strategies and specific skills. The Rattler PIT and Den house Magnolia's state of the art technology labs. Magnolia also has mobile iPad (30) and two Chromebook (60) labs. The labs are designed by teachers to be used for integrating technology with the daily curriculum. There are 105 Intel based Macintosh iMac computers making it possible to teach three separate classes or accommodate three classes working on the same project. It is a project based lab, meaning that teachers do not have assigned times, but sign up by projects. The main focus of the technology integration is to encourage students to be authors of multimedia projects.

Each year all sixth grade students participate in a week-long science camp. This program provides the students in our community with an opportunity to gain an understanding of the relationships between man and his natural environment. Located in Sonoma County, Magnolia students work with University of California students at the UC Marine Biology Laboratory in Bodega Bay studying tide pool life, visiting Armstrong Redwoods State Park and participating in environmental study activities at Alliance Redwoods Camp.

In addition to the Second Step anti-bullying curriculum, Magnolia Intermediate School became a Tier II Positive Behavior Intervention Support (PBIS) school in 2014-2015. The School-Wide Positive Behavioral Interventions and Supports program is a systemic method for developing and supporting social competence and academic achievement.

#### Mission Statement

Encourage, Engage, and Educate

#### Vision Statement

Magnolia provides a safe and engaging environment where students develop academic, social and life skills to become productive, responsible citizens in a constantly changing global society.

#### Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 129                |
| Grade 7                 | 144                |
| Grade 8                 | 144                |
| <b>Total Enrollment</b> | <b>417</b>         |

#### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | .2%                         |
| American Indian or Alaska Native    | .7%                         |
| Asian                               | .5%                         |
| Hispanic or Latino                  | 10.3%                       |
| Native Hawaiian or Pacific Islander | .2%                         |
| White                               | 82.3%                       |
| Two or More Races                   | 5.8%                        |

## A. 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 Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential   | 23      | 20      | 18      | 56       |
| Without Full Credential  | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 100.0  | 0.0                                     |
| All Schools in District          | 100.0  | 0.0                                     |
| High-Poverty Schools in District | 0.0  | 0.0                                     |
| Low-Poverty Schools in District  | 100.0  | 0.0                                     |

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 9/2016

A new math adoption was conducted during the 2013-2014 school year. Magnolia selected College Preparatory Mathematics (CPM) from the standards-based materials adopted by the SBE and implemented CPM during the 2014-2015 school year. During the 2014-2015 and 2015-2016 school years, English curriculum was piloted. The National Geographic Reach for Reading program was adopted for the sixth grade and grades K-5 in the districts elementary schools. The McGraw-Hill StudySync program was selected as the seventh and eighth grade program. These ELA programs will be implemented in the 2016-2017 school year.

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts  | SRA, McGrawHill, Open Court Reading, Gr. 6, Adopted in 1999/2000<br>McDougal Littell, The Language of Literature, Gr. 7-8, Adopted in 2002/03   | Yes                        | 0.0   |
| Mathematics            | College Preparatory Mathematics - CPM Education Program © 2013/2014-2015  | Yes                        | 0.0   |
| Science                | Glencoe-McGraw Hill, Focus on Earth Science, Gr. 6, Adopted in 2008/09<br>Holt, California Life Science, Gr. 7, Adopted in 2007/08<br>Prentice Hall, Focus on Physical Science, Gr. 8, Adopted in 2002/03           | Yes                        | 0.0   |
| History-Social Science | McDougal Littell, Ancient Civilizations, Gr. 6, Adopted in 2007/08<br>McDougal Littell, Medieval and Early Modern times, Gr. 7, Adopted in 2006/07<br>McDougal Littell, Creating America, Gr. 8, Adopted in 2006/07 | Yes                        | 0.0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Magnolia Intermediate School was first opened in 1975 after a conversion of a technology manufacturing center into a middle school. Additional classrooms, multipurpose technology centers, art, science and other facilities were added from 1979 through 1990. An additional multipurpose room was completed in 2001 and three relocatable classrooms were added in 2006. The 34 acre school site is shared with Cottage Hill School. The campus totals 40,000 sq. ft. of educational facilities. School playgrounds were reconstructed in 2007 through a joint project with the Bear River Recreation and Parks District. The facilities are widely used by the recreation district during non school hours.

Magnolia Intermediate School provides a safe, clean environment for all students, staff and public use. All facilities are in “good repair” as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction. The school is also maintained by the standards established by the District Board of Trustees.

The maintenance and custodial staff consists of a full time maintenance worker and 1.5 F.T.E. school custodians. The Assistant Director of Maintenance also provides services to the site. The school is cleaned and maintained on a regular basis. Kitchen facilities are subject to inspection by the county health department. No Williams Act complaints regarding the condition of the school facilities have been filed.

The District is committed to provide an attractive, safe, clean environment that enhances the instructional program and provides for a positive school experience for all students. For more information about the condition of the school facilities, please contact the school principal.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |   |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: January 2017              |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                                      |               |      | X    |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      |   |
| <b>Electrical:</b> Electrical   | X             |      |      |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      |   |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: January 2017 |           |      |      |      |
|--|-----------|------|------|------|
| Overall Rating   | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject                        | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|---|---------|----------|---------|---------|---------|
|                                | School  |         | District |         | State   |         |
|                                | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 53  | 59      | 54       | 55      | 44      | 48      |
| Mathematics                    | 48  | 50      | 50       | 48      | 34      | 36      |

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group                   | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                    | 6     | 130                | 127    | 97.7                | 46.5                     |
|                                 | 7     | 144                | 142    | 98.6                | 56.3                     |
|                                 | 8     | 145                | 140    | 96.5                | 73.6                     |
| Male                            | 6     | 74                 | 73     | 98.7                | 39.7                     |
|                                 | 7     | 75                 | 74     | 98.7                | 54.0                     |
|                                 | 8     | 79                 | 76     | 96.2                | 64.5                     |
| Female                          | 6     | 56                 | 54     | 96.4                | 55.6                     |
|                                 | 7     | 69                 | 68     | 98.5                | 58.8                     |
|                                 | 8     | 66                 | 64     | 97.0                | 84.4                     |
| Hispanic or Latino              | 7     | 13                 | 13     | 100.0               | 46.1                     |
|                                 | 8     | 19                 | 18     | 94.7                | 77.8                     |
| White                           | 6     | 109                | 107    | 98.2                | 46.7                     |
|                                 | 7     | 117                | 116    | 99.2                | 57.8                     |
|                                 | 8     | 114                | 111    | 97.4                | 73.0                     |
| Two or More Races               | 7     | 11                 | 10     | 90.9                | 70.0                     |
| Socioeconomically Disadvantaged | 6     | 35                 | 34     | 97.1                | 35.3                     |
|                                 | 7     | 39                 | 37     | 94.9                | 37.8                     |
|                                 | 8     | 32                 | 31     | 96.9                | 58.1                     |

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Students with Disabilities | 6     | 12                 | 11     | 91.7                |                          |
|                            | 7     | 16                 | 16     | 100.0               | 12.5                     |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group                   | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                    | 6     | 131                | 128    | 97.7                | 52.0                     |
|                                 | 7     | 144                | 142    | 98.6                | 54.2                     |
|                                 | 8     | 144                | 142    | 98.6                | 54.2                     |
| Male                            | 6     | 75                 | 74     | 98.7                | 54.8                     |
|                                 | 7     | 75                 | 74     | 98.7                | 60.8                     |
|                                 | 8     | 75                 | 74     | 98.7                | 60.8                     |
| Female                          | 6     | 56                 | 54     | 96.4                | 48.1                     |
|                                 | 7     | 69                 | 68     | 98.5                | 47.1                     |
|                                 | 8     | 69                 | 68     | 98.5                | 47.1                     |
| Hispanic or Latino              | 7     | 13                 | 13     | 100.0               | 53.9                     |
|                                 | 8     | 13                 | 13     | 100.0               | 53.9                     |
| White                           | 6     | 110                | 108    | 98.2                | 51.4                     |
|                                 | 7     | 117                | 116    | 99.2                | 56.9                     |
|                                 | 8     | 117                | 116    | 99.2                | 56.9                     |
| Two or More Races               | 7     | 11                 | 10     | 90.9                | 30.0                     |
|                                 | 8     | 11                 | 10     | 90.9                | 30.0                     |
| Socioeconomically Disadvantaged | 6     | 36                 | 35     | 97.2                | 35.3                     |
|                                 | 7     | 39                 | 37     | 94.9                | 37.8                     |
|                                 | 8     | 39                 | 37     | 94.9                | 37.8                     |
| Students with Disabilities      | 6     | 12                 | 11     | 91.7                |                          |
|                                 | 7     | 16                 | 16     | 100.0               | 18.8                     |
|                                 | 8     | 16                 | 16     | 100.0               | 18.8                     |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 85  | 79      | 90      | 79       | 79      | 86      | 60      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group                          | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| <b>All Students</b>                    | 146              | 138                             | 94.5                            | 89.9                                 |
| <b>Male</b>                            | 80               | 75                              | 93.8                            | 94.7                                 |
| <b>Female</b>                          | 66               | 63                              | 95.5                            | 84.1                                 |
| <b>Hispanic or Latino</b>              | 20               | 18                              | 90.0                            | 94.4                                 |
| <b>White</b>                           | 114              | 109                             | 95.6                            | 88.1                                 |
| <b>Socioeconomically Disadvantaged</b> | 33               | 31                              | 93.9                            | 77.4                                 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2015-16)

#### Career Technical Education Participation (School Year 2015-16)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  |                           |
| % of pupils completing a CTE program and earning a high school diploma                                   |                           |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education |                           |

#### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission |         |



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |

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

## C. 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents play an important role in the life of Magnolia Intermediate through their involvement in Site Council, Odyssey of the Mind (OotM), bands, choirs, classroom activities and interscholastic sports. Parents are welcomed and encouraged to be contributing partners in their child's education in a variety of instructional and social settings.

In addition, our dynamic Parents' Club has played an integral role in enhancing our positive school climate. Thanks to the involvement of our parents and a supportive school community, we have a beautiful shade structure in a landscaped quad area for the students to enjoy at lunch, a state of the art 7th grade Science Lab, computers for the computer labs, document cameras to accompany LCD projectors in all of our classrooms, equipment for the wood shop and an acoustic shell to benefit our highly successful choir, band, and theater arts program.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate    |         |         |         |          |         |         |         |         |         |
| Graduation Rate |         |         |         |          |         |         |         |         |         |

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 |          |       |
|-------|--------------------------|----------|-------|
|       | School                   | District | State |

## 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.

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Suspensions</b> | 6.1     | 5.5     | 5.2     | 3.1      | 3.0     | 2.8     | 4.4     | 3.8     | 3.7     |
| <b>Expulsions</b>  | 0.2     | 0.0     | 0.0     | 0.1      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2016-17)

The Pleasant Ridge Union School District has developed a comprehensive districtwide safety plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. In conjunction with district goals and priorities, Magnolia Intermediate's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. We have a Comprehensive School Safety Plan in place at our school which is regularly reviewed and updated as new information becomes available. The date of the last review/update was November, 2016.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2011-2012 | 2013-2014 |
| <b>Year in Program Improvement*</b>                        | Year 3    | Year 1    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 1         |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A       | 100%      |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14         |                   |       |     | 2014-15         |                   |       |     | 2015-16         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| <b>6</b>    | 21              | 4                 | 8     | 1   | 26              | 6                 | 19    | 7   |                 |                   |       |     |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2013-14         |                      |       | 2014-15 |                 |                      | 2015-16 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 28              | 1                    | 10    | 1       | 24              | 4                    | 9       |     | 29              | 0                    | 13    | 1   |
| Mathematics    | 27              | 2                    | 8     |         | 26              | 1                    |         |     | 26              | 4                    | 9     | 2   |
| Science        | 28              | 1                    | 9     | 2       | 24              | 4                    | 9       |     | 25              | 6                    | 8     | 2   |
| Social Science | 34              |                      | 3     | 7       | 32              |                      | 6       | 4   | 29              | 0                    | 12    | 2   |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | NA  |
| Counselor (Social/Behavioral or Career Development) | 0.2                              | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | .69                              | N/A   |
| Psychologist  | 0.4                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.2                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.5                              | N/A   |
| Resource Specialist                                 | 4.0                              | N/A   |
| Other   | 1.0                              | N/A   |

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 9036.09                | 2101.86                  | 6934.22             | \$71,427.00            |
| District                                     | N/A                    | N/A                      | 7667.52             | \$72,769.47            |
| Percent Difference: School Site and District | N/A                    | N/A                      | -9.6                | -1.8                   |
| State  | N/A                    | N/A                      | 5677                | 69086.0                |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 22.1                | 3.4                    |

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

### Types of Services Funded (Fiscal Year 2015-16)

The estimated expenditure for students attending Magnolia Intermediate School is \$9,892 per student per year. This provides for all educational services, transportation, instructional materials, food and health services through the General Fund, Lottery, Categorical Programs, special state and federally funded programs and grants.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$41,558        |  |
| Mid-Range Teacher Salary                      | \$63,987        |  |
| Highest Teacher Salary                        | \$82,566        |  |
| Average Principal Salary (Elementary)         | \$94,704        |  |
| Average Principal Salary (Middle)             | \$98,430        |  |
| Average Principal Salary (High)               |                 |  |
| Superintendent Salary                         | \$132,012       |  |
| Percent of Budget for Teacher Salaries        | 42%             |  |
| Percent of Budget for Administrative Salaries | 5%              |  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

The Pleasant Ridge Union School District offers three Professional Development days per year. Curriculum improvement goals and programs are directly correlated to identified needs and are based on student assessment data and input from staff, administration and the Peer Assistance and Review/Professional Development and Assistance program Committee. Areas of professional development may include new curricular adoptions, technology updates, behavior management practices, student health needs, as well as strategies and techniques to effectively implement the curriculum. Specific focus will continue to be placed on student application of the California State Content Standards. Methods include district wide and site level activities, as well as a “mini-conference” style format with outside consultants who provide professional development training. Throughout the year, staff attends on site trainings, conferences, workshops and school visitations. Support for staff is provided by curriculum specialists, Beginning Teacher Support Program (BTSA) coaches, mentor teachers, the district psychologist, district nurse, district counselor and administration.