

Magnolia Intermediate

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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 394, 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, choir, and theater arts. Most seventh grade students take a College/Career Exploration class. The elective program includes Spanish, woodworking, art, yearbook, coding & robotics, 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, volleyball, basketball, flag football, cross country, and track. Students are involved in countywide academic tournaments and the district's Odyssey of the Mind (OotM) program.

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 two days per week. Magnolia's academic intervention programs are multi-faceted. Students deficient in basic skills are assigned to Academic Workshop classes designed to improve those skills. A homework club is provided three mornings before school and one afternoon after school for students needing assistance with assignments. Many teachers are available before or after school and during the lunch period to assist students. Sixth and seventh grade students who do not achieve at grade level are offered a three week summer school opportunity.

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 three Chromebook (90) 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.

Magnolia Intermediate School is a Positive Behavior Intervention Support (PBIS) school. 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 2016-17)

Grade Level	Number of Students
Grade 6	133
Grade 7	141
Grade 8	156
Total Enrollment	430

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	0.2
Filipino	0.2
Hispanic or Latino	9.3
Native Hawaiian or Pacific Islander	0.2
White	82.6
Two or More Races	6.3
Socioeconomically Disadvantaged	22.8
English Learners	0.7
Students with Disabilities	10.2
Foster Youth	0

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	18	18	55
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	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December, 2017

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/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade National Geographic: Reach for Reading 7th/8th Grade: McGraw-Hill Study Sync	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 Holt, California Life Science, Gr. 7, Adopted in 2007/08 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 McDougal Littell, Medieval and Early Modern times, Fr. 7, Adopted in 2006/07 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	59	54	55	54	48	48
Mathematics (grades 3-8 and 11)	50	49	48	48	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	408	95.1	54.05
Male	233	225	96.57	48.21
Female	196	183	93.37	61.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	46	44	95.65	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	346	330	95.38	56.53
Two or More Races	30	29	96.67	55.17
Socioeconomically Disadvantaged	102	92	90.2	37.36
English Learners	--	--	--	--
Students with Disabilities	44	39	88.64	10.53

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	407	94.87	48.65
Male	233	224	96.14	49.11
Female	196	183	93.37	48.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	46	44	95.65	38.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	346	329	95.09	50.15
Two or More Races	30	29	96.67	44.83
Socioeconomically Disadvantaged	102	91	89.22	35.16
English Learners	--	--	--	--
Students with Disabilities	44	39	88.64	7.69

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	90	79	86	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.9	33.3	34.8

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 State priority: Parental Involvement (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 2017-18)

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. Parent's are always welcome to visit our classrooms.

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, computers for the computer labs, document cameras to accompany LCD projectors in all of our classrooms, coding and robotics materials, equipment for the wood shop and an acoustic shell to benefit our highly successful choir, band, and theater arts program.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.5	5.2	6.5	3.0	2.8	3.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 October, 2017.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	24	4	9		24	2	10		26	1	9	1
Mathematics	6	1							4	1		
Science	24	4	9		23	5	7		24	2	10	
Social Science	32		6	4	26	3	7	1	29		10	

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,892.35	\$2,643.23	\$7,249.12	\$74,359.13
District	N/A	N/A	\$8,080.48	\$74,731.64
Percent Difference: School Site and District	N/A	N/A	-10.8	-0.5
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	9.8	0.2

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

Types of Services Funded (Fiscal Year 2016-17)

The estimated expenditure for students attending Magnolia Intermediate School is \$9,875 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,185	\$47,034
Mid-Range Teacher Salary	\$67,551	\$73,126
Highest Teacher Salary	\$83,798	\$91,838
Average Principal Salary (Elementary)	\$93,132	\$116,119
Average Principal Salary (Middle)	\$100,731	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$136,812	\$178,388
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

The Pleasant Ridge Union School District offers five 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.