



Magnolia Elementary School

465 W. 15th Street • Upland, CA 91786 • (909) 949-7750 • Grades K-6

Michelle Wavering, Principal

michelle_wavering@upland.k12.ca.us

me-uusd-ca.schoolloop.com

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

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

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Secondary Education**

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Resources**

School Description

As you walk onto Magnolia's campus, you are greeted by beautiful rose gardens that line the walkway at the front of the school. You will also encounter a variety of other gardens throughout the campus that have been purposefully planted to represent different aspects of student learning. Just as these gardens are so carefully and meticulously tended, each one of our more than 600 students at Magnolia is cared for and nurtured as well. All staff members work diligently to provide a comprehensive program, driven by rigorous academic standards, to ensure students' proficiency in all areas. One parent commented, "My experience has been that Magnolia is a school which believes all children can succeed and succeed well."

The vision statement of Upland Unified School District is "Every Single Student...Every Single Day." The professional teaching staff at Magnolia is dedicated to the implementation of this vision within all area of learning in the school community. The staff values high expectations and high achievement, the integrity of character, collaboration, and innovation. In addition, the leadership and staff recruit support from community and parent volunteers as they actively work toward implementing this goal.

School leadership and the community of stakeholders are committed to providing a learning environment that actively engages both students and teachers in a challenging program that leads to academic success. It is our goal to establish a learning environment in which all students can be successful in meeting rigorous academic and behavioral standards at high levels. We have internalized the belief that all students can achieve at high standards and work as a Professional Learning Community to make this a reality.

There is sufficient evidence that the staff makes this vision a reality on an on-going basis. The staff has high expectations for all students and uses a variety of research-based instructional strategies to help students attain mastery of academic standards. Instructional programs include 22 regular education classes, 3 SDC classes, Resource Specialist Program, Speech and Language Specialists, school psychologist, librarian, and instructional aides. Magnolia's success is evident when one reviews the CAASPP results which indicate that 68% of students in grades 3-6 met or exceeded standards in English Language Arts; while 63% of students in grades 3-6 met or exceeded standards in math. Magnolia has twice been named a California Distinguished School and continues to make great strides in the implementation of the new Common Core State Standards. Magnolia teachers and paraprofessionals have many opportunities to enhance their instructional practices by attending a variety of professional development activities which most recently have included Cooperative Learning using Kagan Structures, a variety of workshops that have focused on Common Core State Standards, Next Generation Science Standards, Positive Behavior Intervention Supports (PBIS), AVID (Advancement Via Individual Determination), Thinking Maps, Daily 5, Google Summit, 21st Century instructional strategies, and a vast number of learning opportunities through Upland University. In support of these instructional programs, students have access to a library and 21st Century Classrooms that are equipped with 1:1 student Chromebooks, LCD projector, document camera, and Interwrite Board.

School Description (continued)

Magnolia involves family and community members in understanding the common core standards, supporting the curriculum and instruction, and updating them on achievement data. Messaging system, homework websites (School Loop), District and school websites, and daily student planners are utilized to effectively communicate with Magnolia families and the community throughout the year. The commitment of our community is evidenced by excellent attendance at Back-to-School Night, Open House, and monthly student recognition assemblies. The commitment of our PTA is essential as they expend many volunteer hours to nurture all aspects of a successful school community.

School leadership and the community of stakeholders are committed to providing a learning environment that actively engages both students and teachers in a challenging program that leads to academic success. It is our goal to maintain a learning environment in which all students can be successful in meeting rigorous academic and behavioral standards at high levels. Everyone at Magnolia is committed to the belief that all students can and will achieve at high levels, and it is this heroic commitment that demands energy and enthusiasm from each and every staff member of Magnolia Elementary School.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	77
Grade 2	98
Grade 3	75
Grade 4	88
Grade 5	92
Grade 6	94
Total Enrollment	606

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
Asian	5.1
Filipino	1.8
Hispanic or Latino	47.2
White	38.3
Two or More Races	2
Socioeconomically Disadvantaged	30.4
English Learners	5.8
Students with Disabilities	15.2
Homeless	2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Magnolia Elementary	17-18	18-19	19-20
With Full Credential	26	27	27
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Magnolia Elementary School

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Wonders K-5 Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015 Adoption Year: 2006 SRA - Kaleidoscope (SDC) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Scott Foresman - California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained, kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: April 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	68	53	53	50	50
Math	61	64	39	39	38	39

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

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

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

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.8	26.1	29.5

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	326	99.39	68.40
Male	181	181	100.00	65.19
Female	147	145	98.64	72.41
Black or African American	15	15	100.00	53.33
Asian	13	13	100.00	92.31
Filipino	--	--	--	--
Hispanic or Latino	147	146	99.32	62.33
White	142	141	99.30	73.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00	51.96
English Learners	30	30	100.00	66.67
Students with Disabilities	50	49	98.00	44.90
Homeless	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	326	99.39	63.50
Male	181	181	100.00	66.30
Female	147	145	98.64	60.00
Black or African American	15	15	100.00	66.67
Asian	13	13	100.00	61.54
Filipino	--	--	--	--
Hispanic or Latino	147	146	99.32	58.90
White	142	141	99.30	67.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00	49.02
English Learners	30	30	100.00	50.00
Students with Disabilities	50	49	98.00	38.78
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The feeling of energy, enthusiasm, and commitment begins with our Magnolia staff but gains momentum with our school community. Magnolia School ensures that every student has equal access to quality education in an optimal, safe learning environment. We also recognize that the success of each student is dependent on the successful partnership between home and school. Therefore, Magnolia school provides open and frequent communication and partnership between students, parents, and the local community.

Our volunteer program is critical to the success of meeting the differentiated needs of our students. We have a variety of volunteers, trained by teachers, to ensure proper support. In addition to classroom volunteers, our library frequently uses parent volunteers to support literacy on campus. The Magnolia PTA oversees room parent volunteers, event volunteers, and yearbook volunteers. Another critical volunteer program on the Magnolia campus is our Watchdog Dad's program. Through this program we have Dads on campus almost daily helping with arrival, dismissal, recesses and lunch sport activities.

One of our proudest community projects at Magnolia has been the creation and nurturing of our school gardens. These gardens include raised beds for a Peter Rabbit garden and California Timeline garden with native California plants, walking paths, and a pond-less waterfall to recreate the regions of our great state. We have expanded our gardens with the addition of an Upland Heritage garden (local citrus fruit trees), a State Flower garden (flowering plants from around the United States), a Colonial Herb garden, and an Ancient Civilization garden. We lovingly refer to these areas of our school as our "Schools within the Garden." This year the Garden Club was reinstated which is run by staff and several dedicated parent volunteers allowing our students who participate to learn about growing produce.

A discussion of parent involvement would not be complete without describing the commitment of our PTA. Like the staff of Magnolia School, PTA expends many hours to nurture our successful educational environment. The commitment of our community is evidenced by excellent attendance at special events, such as Back to School Night, Open House, Family Fun Night, parent education nights, family dine out nights, special events and book fairs. Our parent-teacher conferences have traditionally boasted over 90% attendance.

State Priority: School Climate

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

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

School Safety Plan

One of the characteristics of an effective school is a safe and orderly campus. Our Comprehensive School Safety Plan and Emergency Preparedness Plan are developed by school representatives and is reviewed and updated yearly in the fall of each year. Both plans are reviewed regularly and adjustments shared and implemented with all staff at monthly meetings. Specific safety objectives are practiced to mastery through monthly school-wide drills. Objectives for drills include student behavior and procedures, attendance, lock-down protocols and procedures, and search and sweep procedures.

Each year revisions and modifications are made to improve safety. District, and site funds provide resources to organize and maintain classroom safety backpacks, equipment, and storage. An important feature of our safety focus is that Magnolia maintains a secure campus with locked gates and adult supervision before and after school on the playground, cafeteria, at crosswalks, and at student drop-off and student pick-up areas. The Raptor check-in system has been implemented fully this year whereby all non-employees who enter campus must check in with a valid ID.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.6	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	7			11	7			10	8		
1	24		3		22		4		25		3	
2	21		4		24		3		23		4	
3	27		3		22		4		24		3	
4	32		3		28		3		29		3	
5	29		3		32		2	1	28		3	
6	24	1	3		24	1	3		31		3	
Other**	9	1			10	1			9	3		

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

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

Professional Development provided for Teachers

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

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and

Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSa) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11167.55	4935.63	6231.92	77902.65
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.7	-2.9
School Site/ State	-18.6	-5.2

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

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

Types of Services Funded

In addition to general state funding, Magnolia receives funds to support its programs from: State LCAP funds, district SITE funds, Student Activities Fund, donations from Magnolia's Parent Teacher Association, donations from local community merchants and business organizations and private donations from individuals.

The funds are used each year to provide online programs to support the core curriculum such as Raz Kids, NEWSela, and Mystery Science as well as print materials such as Time for Kids, and Scholastic News and other items needed to engage students in learning Common Core State Standards such as additional technology hardware, hands-on science and math supplies. Funds are also used for professional development allowing teachers to attend outside training, visit other schools to learn about best practices, and bring in outside consultants for training purposes.

DataQuest

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

Internet Access

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