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Magnolia High School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Magnolia High School
Street	2450 West Ball Road
City, State, Zip	Anaheim, CA 92804-5211
Phone Number	(714) 220-4221
Principal	Robert F. Cunard, Ed.D.
E-mail Address	cunard_r@auhsd.us
CDS Code	30664313034204

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Magnolia High School's mission, in partnership with the home and its richly diverse community, is to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society, by providing an educational environment in which students are challenged, excellence is expected, and differences are valued.

Magnolia offers Advanced Placement courses in English Language and Composition, English Literature, European History, U.S. History, U.S. Government, Psychology, Calculus, Biology, Chemistry, Physics, Spanish Language, Spanish Literature, French, and Studio Art.

Magnolia High School features Career and Technical Education courses in child development and early childhood education, building industry technology, law and legal occupations, health care occupations, and digital photography. The school also features a strong Junior ROTC program.

Magnolia High has a strong Puente program, which is a partnership between our school and the University of California which is designed to improve college-going success of under-served Hispanic youth. We have developed our own Asia-Pacific (APAC) program which is modeled on Puente and is a partnership with the Orange County Asian and Pacific Islander Community Alliance. Our school also operates an AVID program whicih serves all four grades and which has expanded during the 2013 - 2014 school year.

During our WASC Self-Study, we made the following commitments:

Schoolwide Critical Areas for Follow-Up

1. Improve literacy in reading, writing, speaking, and critical thinking in all classrooms.
2. Improve competency in fundamental Algebra 1 skills.
3. Create integrated viable career pathways for all students, including interventions for those at risk.
4. Improve sense of community through improvement of responsible behavior, effective discipline, increased parent involvement, and student's sense of academic ownership.

More Specifically, we will be focused on several additional things in order to improve student learning:

1. We will begin to implement the Common Core State Standards in English and math.
2. We will implement the first year of the four year GEAR UP program.
3. We are improving our own professional development program so that we can better implement the Common Core State Standards.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Magnolia High School offers a family friendly environment for all students. Activities for parent involvement include PTSA, individual parent conferences, parent nights hosted in English and Spanish, college information nights, School Site Council, Title I parent meetings, and recorded parent telephone messages. In addition, Magnolia High School hosts an annual "Back to School Night" at the start of each school year, and an "Open House" at the conclusion of each school year. The Parent Institute for Quality Education (PIQE) is a program available to all parents. The program assists parents in understanding the high school system and familiarizing them with high school graduation and college entrance requirements. PIQE is offered in both English and Spanish.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

*   **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

*   **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

*   **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35	40	40	49	54	52	54	56	55
Mathematics	16	17	13	35	37	35	49	50	50
Science	30	39	38	58	64	62	57	60	59
History-Social Science	30	34	32	49	51	50	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	40	13	38	32
Male	36	14	40	36
Female	43	11	36	27
Black or African American	32	8	27	27
American Indian or Alaska Native				
Asian	54	45	57	49
Filipino	59	19		55
Hispanic or Latino	36	9	34	28
Native Hawaiian/Pacific Islander				
White	47	10	57	44
Two or More Races	58	23		36
Socioeconomically Disadvantaged	37	12	36	29
English Learners	9	7	8	4
Students with Disabilities	20	17	41	10
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	42	43	58	53	55	59	56	57
Mathematics	38	48	42	55	58	57	56	58	60

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	22	33	43	34	23
All Students at the School	57	23	21	58	30	12
Male	60	20	19	55	28	16
Female	53	25	22	60	31	8
Black or African American	50	14	36	57	29	14
American Indian or Alaska Native						
Asian	32	36	32	18	41	41
Filipino						
Hispanic or Latino	60	22	18	62	28	10
Native Hawaiian/Pacific Islander						
White	39	27	34	48	28	25
Two or More Races						
Socioeconomically Disadvantaged	61	20	18	61	27	12
English Learners	94	6		88	12	
Students with Disabilities	96	2	2	91	9	
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2012-13)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4	22.2	33.3

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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	3	3
Similar Schools	1	3	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	32	-22
Black or African American			
American Indian or Alaska Native			
Asian	8	11	-2
Filipino			
Hispanic or Latino	12	30	-24
Native Hawaiian/Pacific Islander			
White	-1		
Two or More Races			
Socioeconomically Disadvantaged	12	32	-26
English Learners	23	33	-34
Students with Disabilities	4	46	-28

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,322	694	25,373	777	4,655,989	790
Black or African American	34	689	665	752	296,463	708
American Indian or Alaska Native	0		132	759	30,394	743
Asian	104	799	3,111	927	406,527	906
Filipino	26	788	1,030	882	121,054	867
Hispanic or Latino	957	676	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	12	611	176	793	25,351	774
White	112	718	3,035	819	1,200,127	853
Two or More Races	77	741	853	804	125,025	824
Socioeconomically Disadvantaged	1,131	681	18,299	746	2,774,640	743
English Learners	695	622	10,907	685	1,482,316	721
Students with Disabilities	176	474	2,547	554	527,476	615

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	Yes	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	455
Grade 10	447
Grade 11	525
Grade 12	388
Total Enrollment	1,815

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.5	**White**	8.5
American Indian or Alaska Native	0.1	**Two or More Races**	4.4
Asian	9.2	**Socioeconomically Disadvantaged**	78.0
Filipino	2.1	**English Learners**	51.1
Hispanic or Latino	72.1	**Students with Disabilities**	11.1
Native Hawaiian/Pacific Islander	1.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	32.8	14	18	56	30.1	17	19	46	22	24	22	36
Mathematics	38.4	5	6	55	31.6	11	20	36	28	18	12	34
Science	38.3	1	9	42	35.2	4	10	30	29	14	7	32
Social Science	45.5	5	3	33	40.6	11	0	37	27	16	14	24

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. The Magnolia High School plan was last updated in 2011. The plan was reviewed with faculty in August. Additionally, the school has an active Discipline Committee and a Positive Behavior Intervention and support Committee which meets monthly to review student conduct issues and to make take proactive steps to address campus safety.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.76	2.75	4.82	9.85	4.55	
Expulsions	1.01	0.26	0.25	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Magnolia High School opened in 1961. The 43.7 acre campus includes 60 regular classrooms and a number of portable classrooms. There are 24 labs, which are designed for specific programs (I.e. computer labs, science labs, choral music room, etc.) The site also includes a media center, a gym and pool facility, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

In August 2009, the front parking lot was completely renovated. The project resulted in more than twice the number of parking spaces in addition to improving the aesthetic appeal of the front of the school.

The most recent site inspection was completed on November 6, 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Floor drains in the Girls' Locker Room are not working properly.
Interior: Interior Surfaces	[ ]	[ ]	[X]	Broken, warped and missing ceiling tiles in various areas. Carpet needs replaced in several rooms. Showers in the Girls' Locker Room need minor repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Ballasts need replaced in several areas. Clock in Room 307 needs repair. Several light covers are missing in various areas.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Tiles in the Men's Main Office Restroom are old and broken. Missing clean out cover on wall above toilet in Men's Restroom by Room 200. Vent covers are missing in Boys' Restroom by Room 301. Tile in the Boys' P.E. Restroom is chipped.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Etched windows in the Main Office.

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	82	78	86	86
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	5
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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	99.8	0.2
High-Poverty Schools in District	99.8	0.2
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	605
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist	0	---
Other	0	---

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

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2008

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts (ELA) textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). Multiple core novels and/or non-fiction books or texts are assigned to students according to grade-level curriculum. All students have their own copy of these novels and texts.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course.There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	All science labs at Magnolia High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/ chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,323	$1,957	$5,366	$90,240
District	---	---	$5,824	$83,851
Percent Difference: School Site and District	---	---	-7.9	7.6
State	---	---	$5,537	$71,584
Percent Difference: School Site and State	---	---	-3.1	26.1

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

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

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Magnolia High School receives Title I and EIA-LEP funding. The funds are used to supplement instructional programs, with particular emphasis in English language arts, literacy, English Language Development, and mathematics. The School Site Council, through the development of the Single Plan for Student Achievement (SPSA), approves all expenditures associated with Title I and EIA-LEP at monthly School Site Council meetings. *Qualifying Magnolia High School students also participate in Supplemental Educational Services (SES) through the Title I program. Additionally, Perkins funding supports several Career Technical Education (CTE) pathway programs.

*SES is also referred to as free Title I after-school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,407	$42,865
Mid-Range Teacher Salary	$86,266	$69,484
Highest Teacher Salary	$99,147	$89,290
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$123,886	$119,946
Average Principal Salary (High)	$136,711	$128,378
Superintendent Salary	$244,008	$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	13.40	21.40	16.80	10.20	13.10	12.10	16.60	14.70	13.10
Graduation Rate	84.08	76.47	79.88	88.68	82.11	82.46	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	422	4,553	418,598
Black or African American	14	140	28,078
American Indian or Alaska Native		3	3,123
Asian	47	674	41,700
Filipino	15	201	12,745
Hispanic or Latino	295	2646	193,516
Native Hawaiian/Pacific Islander	10	49	2,585
White	40	707	127,801
Two or More Races	1	132	6,790
Socioeconomically Disadvantaged	329	2783	217,915
English Learners	195	1556	93,297
Students with Disabilities	30	325	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Magnolia High School has seven career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2012-13 school year courses were offered in the following career industries: Arts, Media & Entertainment; Building Trades & Construction; Education, Child Development, and Family Services; Health Science & Medical Technology; Information Technology; and Public Services.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	656
% of pupils completing a CTE program and earning a high school diploma	93%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	65.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	30.3

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	2	---
Science	4	---
Social Science	4	---
All courses	16	3.2

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. Magnolia High School continues a Professional Learning Community (PLC) program for the 2012-13 school year. Teachers meet in course teams every Thursday morning, during dedicated professional development time, to design an implement best practices for achieving targeted student learning goals.

Magnolia High School's staff is focusing much professional development time on literacy development, and the expansion of academic vocabulary to help students become college and career ready. Teachers are learning new and more effective ways of helping to advance students' reading and writing skills in all content areas.The Lesson Design Specialist is working with all academic departments to develop campus-wide strategies for improved literacy instruction across academic disciplines. This program supports teachers in their development of effective lesson plans that meet the needs of our many English Learners. The entire faculty has begun professional development on: (1) formative assessment strategies, to maximize student engagement; and (2) "Learning Walks" to better analyze and deliver the many components of effective instructional strategies and lesson design.

In addition to our site-based program of professional learning, teachers are engaged in a variety of off-campus professional development opportunities. Magnolia participates in the UC Irvine Pathways project for improving instruction in English. We are a participating school is the RAISE Study, operated by WestEd, which is designed to improve literacy instruction. Additionally, all Advanced Placement teachers participate in A.P. training at summer institutes prior to teaching an A.P. course, and they are supported in attending refresher training at least once every three years.