

Magnolia High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	www.auhsd.us/magnolia
CDS Code	30664313034204

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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 which 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	486
Grade 10	462
Grade 11	444
Grade 12	462
Total Enrollment	1,854

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	8.4
Filipino	2.5
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.8
White	10.1
Two or More Races	7.8
Socioeconomically Disadvantaged	85.6
English Learners	29.4
Students with Disabilities	13.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	86	80	83	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	5	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	5	2
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 30, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October, 2014				
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]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	39	38	40	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	40
Male	42
Female	37
Black or African American	
American Indian or Alaska Native	
Asian	56
Filipino	
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	
White	31
Two or More Races	58
Socioeconomically Disadvantaged	39
English Learners	8
Students with Disabilities	43
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	30	34	32	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	3	6	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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		
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	-26

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.

Career Technical Education Programs (School Year 2013-14)

Magnolia High School has five career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2013-14 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; and Public Services.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	578
% of pupils completing a CTE program and earning a high school diploma	87.21%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	60.32
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	30.68

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	42	43	41	53	55	46	56	57	56
Mathematics	48	42	48	58	57	51	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	34	23
All Students at the School	59	22	19	52	35	14
Male	66	21	13	55	32	13
Female	50	23	27	48	37	15
Black or African American						
American Indian or Alaska Native						
Asian	46	19	35	19	50	31
Filipino						
Hispanic or Latino	63	21	16	54	35	11
Native Hawaiian or Pacific Islander						
White	56	26	19	58	28	14
Two or More Races	45	25	30	46	33	21
Socioeconomically Disadvantaged	62	20	18	54	33	13
English Learners	94	6		83	15	2
Students with Disabilities	93	4	4	91	5	4
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.7	25.9	35.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	21.4	16.6	8.9	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	76.47	79.88	87.96	82.11	82.48	84.34	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	87.37	84.19	84.56
Black or African American	85.71	82.48	75.90
American Indian or Alaska Native	0.00	88.89	77.82
Asian	95.74	95.77	92.94
Filipino	91.67	95.24	92.20
Hispanic or Latino	85.71	79.58	80.83
Native Hawaiian/Pacific Islander	87.50	86.36	84.06
White	87.50	89.89	90.15
Two or More Races	100.00	89.10	89.03
Socioeconomically Disadvantaged	93.06	87.67	82.58
English Learners	66.27	52.83	53.68
Students with Disabilities	68.18	59.15	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.0	4.4	4.6	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.5	0.7	0.0	0.2	0.1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Magnolia High School plan was last updated in 2013. 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	30.1	17	19	46	26	24	22	36	29	22	11	39
Mathematics	31.6	11	20	36	28	18	12	34	29	14	17	32
Science	35.2	4	10	30	29	14	7	32	30	10	12	27
Social Science	40.6	11	0	37	27	16	14	24	28	15	8	30

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	618
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	2	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,527	\$2,865	\$6,662	\$86,538
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	259.7	1.6
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	42.0	19.7

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	1	---
Science	4	---
Social Science	6	---
All courses	17	0.6

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

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 in 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.