

# Magnolia High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Magnolia High School
<b>Street</b>	2450 West Ball Road
<b>City, State, Zip</b>	Anaheim, CA 92804-5211
<b>Phone Number</b>	(714) 220-4221
<b>Principal</b>	Robert F. Cunard, Ed.D.
<b>E-mail Address</b>	cunard_r@auhsd.us
<b>Web Site</b>	<a href="http://magnolia.auhsd.us/">http://magnolia.auhsd.us/</a>
<b>Grades Served</b>	9-12
<b>CDS Code</b>	30664313034204

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

### **School Description and Mission Statement (Most Recent Year)**

#### **Mission Statement:**

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.

#### **Highlights:**

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.

#### **General Information:**

Magnolia High School offers courses which meet University of California A-G requirements, as well as honors courses and Advanced Placement (AP) courses in English, Mathematics, Science, Social Studies, Spanish, and Studio Art. Fifty-five percent of Magnolia High School students are enrolled in Visual and Performing Arts classes and/or interscholastic sports. Magnolia High School has the following Career Technical Education (CTE) pathways: building industry technology, photo design, medical careers, protective services, teaching careers, and information services. Forty-eight percent of Magnolia High School students are enrolled in CTE courses. Magnolia High School has a very active Junior Reserve Officers' Training Corps (JROTC) program, which has been recognized every year for its excellence. Magnolia High School partners with the local elementary school to allow students in the child development field a chance to work with elementary age students as teacher aides. Magnolia High School offers the following support programs to help close the achievement gap: English language arts (ELA) support classes, Parent Education Nights, and after school tutoring services with peer tutors through Anaheim Achieves. Magnolia High School also offers college preparedness courses with Advancement Via Individual Determination (AVID), Puente, and Orange County Asian and Pacific Islander Community Alliance (ACAPICA) programs offered on campus.

#### **Demographic Information:**

Magnolia High School, located in the south western end of Anaheim, California, serves about 1,850 students. Over 80% of the students participate in the free and reduced meal program, 29% are English Learners, and 16% are Students with Disabilities. The student body is 67% Hispanic, 8% White, 10% Asian, 3% African American, and 7% Multi-Racial.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	472
Grade 10	492
Grade 11	460
Grade 12	389
<b>Total Enrollment</b>	<b>1,813</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.1
Asian	8.4
Filipino	2.3
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	1.3
White	9.7
Two or More Races	7.5
Socioeconomically Disadvantaged	87.3
English Learners	29.6
Students with Disabilities	14
Foster Youth	0.5

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	70	74	78	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	5	2	4	27

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	5	2	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.5
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

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 in-depth 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 October 2015.

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 textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 21, 2015.

### 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 21, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Repairs made to interior wall in room 208. Repairs made to sink in the career center. Repairs made to showers in girls' and boys' locker rooms.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Repairs made to electrical cover plates in Room 101. Repairs made to light cover in Room 508, and in Portable #2. .
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Repairs made to drinking fountain in Room 208.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tree grates in front of science building and in front of rooms 506-508 have been lifted.

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 21, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	47	44	44
<b>Mathematics</b>	17	28	33

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

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	417	405	97.1	22	29	34	13
Male	11		206	49.4	29	29	30	11
Female	11		199	47.7	15	30	39	16
Black or African American	11		10	2.4	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		38	9.1	18	21	29	29
Filipino	11		7	1.7	--	--	--	--
Hispanic or Latino	11		246	59.0	22	33	34	10
Native Hawaiian or Pacific Islander	11		7	1.7	--	--	--	--
White	11		43	10.3	35	21	33	12
Two or More Races	11		53	12.7	9	32	42	17
Socioeconomically Disadvantaged	11		347	83.2	22	30	34	13
English Learners	11		94	22.5	54	36	5	1
Students with Disabilities	11		48	11.5	67	21	8	4
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	417	411	98.6	56	26	13	4
Male	11		210	50.4	60	23	12	4
Female	11		201	48.2	53	29	14	3
Black or African American	11		10	2.4	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		39	9.4	38	23	23	15
Filipino	11		7	1.7	--	--	--	--
Hispanic or Latino	11		250	60.0	59	28	10	2
Native Hawaiian or Pacific	11		7	1.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Islander								
White	11		44	10.6	57	30	11	0
Two or More Races	11		53	12.7	58	15	23	4
Socioeconomically Disadvantaged	11		353	84.7	57	27	12	3
English Learners	11		99	23.7	90	8	1	0
Students with Disabilities	11		49	11.8	88	8	0	2
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38	38	35	61	61	56	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	35
Male	39
Female	31
Black or African American	26
American Indian or Alaska Native	--
Asian	60
Filipino	53
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	38
Two or More Races	41
Socioeconomically Disadvantaged	17
English Learners	3
Students with Disabilities	31
Foster Youth	--

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



### Career Technical Education Programs (School Year 2014-15)

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 2014-15 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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	578
% of pupils completing a CTE program and earning a high school diploma	92.03%
% 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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.35
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	34.49

### 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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	43	41	44	55	46	49	57	56	58
Mathematics	42	48	42	57	51	49	60	62	59

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 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46	25	29	46	35	19
All Students at the School	56	26	18	58	33	9
Male	65	22	14	58	33	10
Female	47	30	23	58	33	8
Black or African American	50	25	25	81	13	6
Asian	19	41	41	13	47	41
Filipino	40	27	33	47	33	20
Hispanic or Latino	61	25	14	64	31	5
White	63	12	26	64	31	5
Two or More Races	54	28	18	52	38	9
Socioeconomically Disadvantaged	61	24	15	63	29	8
English Learners	94	5	1	86	13	2
Students with Disabilities	91	4	6	94	6	

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 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.10	25.40	17.50

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.

Magnolia High's counseling center is open every Monday evening during the regular school year until 7:00 pm, staffed by our school-community liaison. Magnolia families are welcome to meet with our liaison, to use our computers, and to seek whatever assistance they may need to help their students.

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.60	8.90	10.20	12.10	8.60	8.60	13.10	11.40	11.50
Graduation Rate	79.88	87.96	85.96	82.48	84.34	84.81	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	87.23	84.11	84.6
Black or African American	100	82.8	76
American Indian or Alaska Native		88.89	78.07
Asian	84.48	93.83	92.62
Filipino	81.25	97.03	96.49
Hispanic or Latino	89.75	81.33	81.28
Native Hawaiian/Pacific Islander	100	76.92	83.58
White	72	85.53	89.93
Two or More Races	100	70	82.8
Socioeconomically Disadvantaged	58.93	58.25	61.28
English Learners	57.89	54.13	50.76
Students with Disabilities	86.05	82	81.36
Foster Youth	--	--	--

## 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.41	4.60	4.68	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.51	0.75	0.15	0.20	0.13	0.02	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

School Safety Plans are reviewed on an annual basis. The Magnolia High School plan was last updated in 2015. 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	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	26	24	22	36	29	22	11	39	28	23	12	38		
Mathematics	28	18	12	34	29	14	17	32	31	11	10	37		
Science	29	14	7	32	30	10	12	27	28	15	9	25		
Social Science	27	16	14	24	28	15	8	30	28	15	11	25		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	450
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2.5	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,415	\$2,649	\$6,662	\$85,366
District	N/A	N/A	\$7,743	\$88,375
Percent Difference: School Site and District	N/A	N/A	-14.0	-3.4
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	24.6	14.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

Magnolia High School receives Title I and LCFF 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 LCFF 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 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,618	\$44,363
Mid-Range Teacher Salary	\$88,470	\$71,768
Highest Teacher Salary	\$101,623	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$126,979	\$121,276
Average Principal Salary (High)	\$133,651	\$133,673
Superintendent Salary	\$245,000	\$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	7	N/A
All courses	19	.6

\* Cells with N/A values do not require data. Where there are student course enrollments.

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

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 and 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.