

# Magnolia High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<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>	Daphne Hammer
<b>E-mail Address</b>	hammer_d@auhsd.us
<b>Web Site</b>	<a href="http://magnolia.auhsd.us/">http://magnolia.auhsd.us/</a>
<b>CDS Code</b>	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 (School Year 2017-18)

#### 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, Environmental Science, 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. PUENTE is a partnership between our school and the University of California that is designed to improve the college-going success of under-served Latino youth. Our school also operates an Advancement Via Individual Determination (AVID) program.

#### General Information:

Magnolia High School offers courses that 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. 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, monthly Parent Education events, and after-school tutoring services with peer tutors through Anaheim Achieves community partners. Beginning in the fall of 2017, Magnolia High School will become the home of Southern California's first Cyber-Security Career Pathway in partnership with University of California, Irvine, Cypress College, Tesla Foundation and North Orange County Regional Occupational Program. Magnolia High School is the first public high school in the nation to partner with the Tesla Foundation to provide a Drone Pilot Training course for our Saturday Academy program. This course features Federal Aviation Administration approved curriculum, equipment, and Drone Flight Simulation Kits. The Tesla Foundation's goal is to identify and develop a "farm system" of young talent that can be future innovators and entrepreneurs in the unmanned systems industry.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	421
Grade 10	448
Grade 11	471
Grade 12	431
Ungraded Secondary	23
<b>Total Enrollment</b>	<b>1,794</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.1
Asian	9.3
Filipino	3.1
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	1.3
White	7.6
Two or More Races	3.8
Socioeconomically Disadvantaged	81.8
English Learners	30.1
Students with Disabilities	16
Foster Youth	0.6

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	78	79	78	1199
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	4	4	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	5	4	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: September 2017

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 September 2017.

Subject	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
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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 August 8, 2017.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: August 8, 2017				
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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 8, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 8, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	47	52	47	46	48	48
<b>Mathematics (grades 3-8 and 11)</b>	15	21	29	28	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	447	437	97.76	51.95
<b>Male</b>	236	231	97.88	47.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	211	206	97.63	57.28
Black or African American	--	--	--	--
American Indian or Alaska Native	13	13	100	23.08
Asian	46	45	97.83	68.89
Filipino	12	12	100	50
Hispanic or Latino	323	315	97.52	50.48
Native Hawaiian or Pacific Islander	11	11	100	63.64
White	28	27	96.43	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	395	386	97.72	49.74
English Learners	155	149	96.13	19.46
Students with Disabilities	68	63	92.65	22.22
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	440	98.43	20.91
Male	236	233	98.73	21.03
Female	211	207	98.1	20.77
Black or African American	--	--	--	--
American Indian or Alaska Native	13	13	100	0
Asian	46	45	97.83	64.44
Filipino	12	12	100	25
Hispanic or Latino	323	318	98.45	16.04
Native Hawaiian or Pacific Islander	11	10	90.91	30
White	28	28	100	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	395	390	98.73	19.49
English Learners	155	151	97.42	9.27
Students with Disabilities	68	62	91.18	4.84
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	35	43	56	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

### Career Technical Education Programs (School Year 2016-17)

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 2016-17 school year courses were offered in the following career industry sectors: Arts, Media & Entertainment; Building & Construction Trades; Education, Child Development, and Family Services; Health Science & Medical Technology; and Public Services.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired of employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	146
<b>% of pupils completing a CTE program and earning a high school diploma</b>	95.00%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	100%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	97.71
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	38.76



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.8	28.1	13.9

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Magnolia High School offers a family-friendly environment for all students and parents. Activities for parent involvement are listed on the school's website under both the school links and the school calendar. These activities and events are also advertised via recorded parent telephone messages, emails, and flyers. Some of the recurring events and activities include PTSA, School Site Council, Title I parent meetings, individual parent conferences, English Language Development, AVID, and Puente Parent Advisory meetings. Parent Education Nights, Parent Learning Walks, Coffee with the Principal, Social Emotional workshops, Cash for College nights, PSAT and SAT nights are all hosted in both English and Spanish.

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. We also host different award nights such as Senior Awards Night, Sports Award Nights, and English Language Development Awards. The Parent Center is open every day during the regular school year until 4:00 p.m., and is 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	10.2	8.3	8.6	8.6	7.3	6.3	11.5	10.7	9.7
Graduation Rate	85.96	89.2	88.1	84.81	87.31	88.61	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	88.12	88.18	87.11
Black or African American	77.78	91.37	79.19
American Indian or Alaska Native	100	68.75	80.17
Asian	87.8	99.39	94.42
Filipino	100	95.5	93.76
Hispanic or Latino	85.32	84.98	84.58
Native Hawaiian/Pacific Islander	100	97.3	86.57
White	90	89.27	90.99
Two or More Races	97.96	91.11	90.59
Socioeconomically Disadvantaged	95.95	93.74	85.45
English Learners	67.42	59.37	55.44
Students with Disabilities	72.13	70.29	63.9
Foster Youth	100	63.16	68.19

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	2.8	6.8	5.4	5.6	5.8	3.8	3.7	3.6
Expulsions	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Magnolia High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. Additionally, the school has an active Discipline Committee and a Positive Behavioral Intervention and Supports (PBIS) 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.

### Federal Intervention Program (School Year 2017-18)

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	13
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	23	12	38	25	24	22	27	26	26	17	31
Mathematics	31	11	10	37	28	19	5	34	21	16	4	13
Science	28	15	9	25	28	12	9	26	27	14	12	23
Social Science	28	15	11	25	27	15	8	30	28	17	6	28

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	449
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	0	N/A
Other	2	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,222	\$3,884	\$8,338	\$90,993
District	N/A	N/A	\$8,163	\$93,131
Percent Difference: School Site and District	N/A	N/A	2.1	-2.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	23.7	9.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

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. Qualifying Magnolia High School students also participate in the Multi-tiered System of Support program (MTSS) which provides academic support services for struggling students. The Lesson Design Specialist works with all teachers to provide support in First Best Instruction across all disciplines. Additionally, Perkins funding supports several Career Technical Education (CTE) pathway programs.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,328	\$50,221
Mid-Range Teacher Salary	\$93,402	\$83,072
Highest Teacher Salary	\$110,430	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,289	\$128,094
Average Principal Salary (High)	\$148,732	\$146,114
Superintendent Salary	\$260,000	\$226,121
Percent of Budget for Teacher Salaries	36%	34%
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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	3	N/A
All courses	11	15.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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. 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 of their 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. Additionally, all Advanced Placement (AP) teachers participate in AP training at summer institutes prior to teaching an AP course, and they are supported in attending refresher training at least once every three years.