

Magnolia High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

| Entity | 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 | Daphne Hammer |
| Email Address | hammer_d@auhsd.us |
| Website | http://magnolia.auhsd.us/ |
| County-District-School (CDS) Code | 30664313034204 |

| Entity | Contact Information |
|----------------|------------------------------------|
| District Name | Anaheim Union High School District |
| Phone Number | (714) 999-3511 |
| Superintendent | Michael B. Matsuda |
| Email Address | webmaster@auhsd.us |
| Website | www.auhsd.us |

School Description and Mission Statement (School Year 2019-20)

Mission Statement:

"Encourage Thinking. Value Creativity. Celebrate Diversity. Develop Character."

Targeted Academic Programs

Magnolia offers Advanced Placement courses in English Language and Composition, English Literature, European History, U.S. History, U.S. Government, Psychology, Calculus, Biology (in alternating years), Chemistry (in alternating years), Physics, Environmental Science, Spanish Language, Spanish Literature, Music Theory and Studio Art.

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 youth. Our school also implements an Advancement Via Individual Determination (AVID) program engaging students for 4 years to help increase student access to institutes of higher learning with a focus on writing, inquiry, collaboration, organization and reading skills.

21st Century Focused College and Career Preparation

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: Cyber Security, Software and Systems Development, Construction Careers, Health Careers, Digital Photo & Media Arts, Criminal Justice Careers, Protective Services, and Teaching Careers . 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 assistants to learn firsthand about classroom teaching. 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, a YMCA community partner. Magnolia's Cyber Security Institute offers Southern California's first Cyber-Security Career Pathway. We partner with Cypress College and University of California, Irvine. Students have the opportunity to start the pathway at the Junior High School level, continue to Magnolia High School and on to Cypress College. Students have opportunities to earn industry certifications throughout the Cybersecurity pathway. Magnolia High School is the first high school in the nation to offer the Vietnamese Dual Language Immersion Program at the secondary level. It is an academic language program combining with a CTE pathway, Software and Systems Development, which is in partnership with Amazon through the Amazon Future Engineer Program. Vietnamese Dual Language Immersion Program equips students with 21st century world language skills as well as technical skills. This is a CSBA Golden Bell Award Winning Program.

At Magnolia High School, our freshman English and Biology class collaborate to offer students a Civic Engagement opportunity. The students complete a human impact project, which includes addressing a concern in the community or at school. The students research and come up with an action plan to address the concern. The culminating activity is a soap box speech and an essay around their topic.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 466 |
| Grade 10 | 450 |
| Grade 11 | 367 |
| Grade 12 | 419 |
| Total Enrollment | 1,702 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 10.5 |
| Filipino | 3.1 |
| Hispanic or Latino | 76.3 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 5.8 |
| Two or More Races | 1.1 |
| Socioeconomically Disadvantaged | 89.7 |
| English Learners | 32 |
| Students with Disabilities | 17.6 |
| Foster Youth | 0.5 |
| Homeless | 22 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 78 | 75 | 70 | 1205 |
| Without Full Credential | 0 | 2 | 1 | 11 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 8 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

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

Year and month in which data were collected: September 2018

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 2018.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent 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 2018-19. 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, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student. | Yes | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student. | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| Foreign Language | Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student. | Yes | 0 |
| Health | Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, 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 |
| 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 4, 2019.

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

Year and month of the most recent FIT report: October, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 37 | 42 | 44 | 46 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 14 | 13 | 27 | 28 | 38 | 39 |

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 349 | 337 | 96.56 | 3.44 | 41.79 |
| Male | 185 | 181 | 97.84 | 2.16 | 35.75 |
| Female | 164 | 156 | 95.12 | 4.88 | 48.72 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 25 | 96.15 | 3.85 | 48.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 280 | 272 | 97.14 | 2.86 | 40.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 20 | 95.24 | 4.76 | 50.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 327 | 318 | 97.25 | 2.75 | 41.01 |
| English Learners | 120 | 115 | 95.83 | 4.17 | 7.83 |
| Students with Disabilities | 61 | 55 | 90.16 | 9.84 | 11.11 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 106 | 103 | 97.17 | 2.83 | 42.72 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 348 | 326 | 93.68 | 6.32 | 13.19 |
| Male | 184 | 173 | 94.02 | 5.98 | 16.18 |
| Female | 164 | 153 | 93.29 | 6.71 | 9.80 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 25 | 96.15 | 3.85 | 36.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 280 | 265 | 94.64 | 5.36 | 9.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 19 | 90.48 | 9.52 | 15.79 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 326 | 308 | 94.48 | 5.52 | 12.34 |
| English Learners | 120 | 111 | 92.50 | 7.50 | 4.50 |
| Students with Disabilities | 61 | 50 | 81.97 | 18.03 | 2.00 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 105 | 99 | 94.29 | 5.71 | 11.11 |

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

Career Technical Education Programs (School Year 2018-19)

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 2017-18 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.

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 First Best Instruction. 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 2018-19)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 945 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 80.3 |

| Measure | CTE Program Participation |
|---|---------------------------|
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.23 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 42.97 |

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 20.7 | 25.3 | 16.2 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Magnolia High School is proud to offer a family-friendly environment for our students and their families. All parent and family engagement opportunities are listed on our school's website, school marquee and school calendar. Activities and events are advertised to families through recorded telephone messages, emails and flyers. Parent events include PTA meetings, Coffee with the Principal, Cookies with Counselors, Parent Leadership Academy and Positive Discipline parenting classes. Additionally, we host Aeries Fiestas, Parent Learning Walks, Parent Saturday Academy, Cash for College Nights, and Parent Nights. Parents are also invited to participate in School Site Council, English Learners Advisory Committee, AVID and Puente Advisory meetings. All family events and activities are offered in English and Spanish.

At the beginning of the year, all families are invited to attend our annual Back to School Night and at the end of the school year, we invite them to our Open House. We also host various award nights such as English Language Development Awards, Sports Awards Nights, and Senior Awards Night.

Our Parent Center is open daily during the regular school year until 4:00pm and is staffed by our Family and Community Engagement Specialist (FACES). All families are welcome to come to the Parent Center to use the computers or to obtain academic or community resources.

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 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 8.6 | 11 | 6.8 | 6.3 | 6.8 | 6.2 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 88.1 | 84.1 | 87.9 | 88.6 | 86.2 | 85.5 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 6.8 | 5.6 | 4.1 | 5.8 | 4.8 | 3.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The goal of the Magnolia High School/Anaheim Union High School District's Disaster/Safety Preparedness Plan is to prepare employees, students, parents and stakeholders to respond properly in emergency situations. This plan will hopefully provide a foundation for uniform planning throughout the school-site in order to minimize injury and loss of life. The safety and protection of students, employees, and facilities is of primary importance.

Our present School Safety Action Plan was presented by Assistant Principal Howe on February 27th of 2019 and approved by our school-site council. We will be revising our current plan and proposing all changes in an upcoming school-site meeting in March of 2020.

Component 1 Goal #1

- 16.7% chronic absenteeism (all day/by period/both) – try to reduce
- Lunch detention has helped some
- Home visits (many this year – AP and APD)

Component 1 Goal #2

- Less vapes w/THC liquid cartridges (more potent, more addictive)
- Cookies/chocolate/Gatorade
- Parent info needed to educate
- TUPE – inform teachers; 5 hours – pathways
- 9th grade parent orientation (1 week before school)
- Restrooms monitored more between periods
- Activity off campus before 1st

More problems with vapes

Component 2 Goal #1

- Drills, build on practicing
- In WELD at beginning of year
- Locks, gates fixed
- Maps/kits/repaint
- Work on summer

Component 2 Goal #2

- Clean graffiti, grounds
- Some near BB field, band room
- Orange County patrols (weekends)
- Demolished snack bar (homeless)
- Continue to get to know kids
- Security cameras, security fencing
- Center of Excellence building coming

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 26 | 26 | 17 | 31 | 25 | 29 | 10 | 36 | 23 | 31 | 15 | 31 |
| Mathematics | 21 | 16 | 4 | 13 | 25 | 19 | 19 | 26 | 26 | 19 | 14 | 28 |
| Science | 27 | 14 | 12 | 23 | 26 | 14 | 20 | 17 | 27 | 11 | 8 | 26 |
| Social Science | 28 | 17 | 6 | 28 | 23 | 20 | 15 | 22 | 24 | 19 | 12 | 23 |

*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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 425.5 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Resource Specialist (non-teaching) | |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$13,529 | \$4,457 | \$9,071 | \$89,970 |
| District | N/A | N/A | \$9,085 | \$93,017.00 |
| Percent Difference - School Site and District | N/A | N/A | -0.2 | -3.3 |
| State | N/A | N/A | \$7,506.64 | \$88,538.00 |
| Percent Difference - School Site and State | N/A | N/A | 18.9 | 1.6 |

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 School 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 Coach works with all teachers to provide support in First Best Instruction and the 5Cs across all disciplines. Additionally, Perkins funding supports several Career Technical Education (CTE) pathway programs. Title IV supports VAPA, STEAM, and Physical Education programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,841 | \$52,466 |
| Mid-Range Teacher Salary | \$94,336 | \$87,373 |
| Highest Teacher Salary | \$111,534 | \$109,803 |
| Average Principal Salary (Elementary) | \$0 | \$ |
| Average Principal Salary (Middle) | \$137,671 | \$142,025 |
| Average Principal Salary (High) | \$148,730 | \$153,904 |
| Superintendent Salary | \$260,000 | \$241,221 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 4 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 3 | N/A |
| Social Science | 6 | N/A |
| All courses | 16 | 14.2 |

Note: 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)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

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 and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Magnolia High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.