

# Magnolia High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Magnolia High School
Street	2450 West Ball Road
City, State, Zip	Anaheim, CA 92804-5211
Phone Number	(714) 220-4221
Principal	Mike Pooley
Email Address	pooley_m@auhsd.us
School Website	<a href="https://magnolia.auhsd.us">https://magnolia.auhsd.us</a>
Grade Span	9-12
County-District-School (CDS) Code	30664313034204

## 2025-26 District Contact Information

District Name	Anaheim Union High School District (AUHSD)
Phone Number	(714) 999-3511
Superintendent	Jaron Fried, Ed.D.
Email Address	fried_ja@auhsd.us
District Website	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2025-26 School Description and Mission Statement

### Mission Statement:

"Magnolia's 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."

### Targeted Academic Programs

Magnolia currently has students taking Advanced Placement exams in English Language and Composition, English Literature, World History: Modern, U.S. History, U.S. Government, Psychology, Calculus, Chemistry, Physics 1, Physics C: Mechanics,

## 2025-26 School Description and Mission Statement

Computer Science A, Computer Science Principles, Environmental Science, Spanish Language and Culture, 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.

### 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 also maintains relationships with OCAPICA, ETS, Upward Bound and AVID.

Magnolia's Cybersecurity Institute offers Southern California's first Cybersecurity Career Pathway. We partner with Cypress College and the University of California, Irvine. Students have the opportunity to start the pathway at the Junior High School level, continue to Magnolia High School and then go on to Cypress College to complete industry certifications or go directly to a 4-year university. Students have opportunities to earn industry certifications throughout the Cybersecurity pathway. This exclusive Cybersecurity Pathway where students receive ongoing industry exposure, earn industry certifications and earn dual enrollment college credits. Cybersecurity students completing our CS32 Program will graduate from Magnolia High School with credits toward their AA degree and have the opportunity to earn a Bachelor of Science in Computer Science in three years and guaranteed acceptance into UCI, Cal State Fullerton, and Cal Poly Pomona.

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. Our 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. Magnolia offers three plural-lingual programs including Spanish, French, and Vietnamese. Students are equipped in their selected world language and world views. Many Magnolia students pursue the Seal of Biliteracy.

Magnolia High School also has the Magnolia Agriscience Community Center (MACC) - A 2.5 acre regenerative urban farm on campus. The farm serves as a learning lab for AUHSD students to understand how to grow food sustainably. We've harnessed the power of the MACC with our Community Schools to create a synergistic mechanism to address the whole child as well as the whole community, which is located in a food desert. The MACC directly addresses the needs of the students by providing access to fresh fruits and vegetables during lunch. In addition, farm-to-fork produce boxes, grown at the MACC, are sold to the public. With each box sold, another box is donated to the surrounding community. The MACC, no doubt, is an asset to the Magnolia community and is open to serve our entire district as well.

**MACC Theory to Action:** We will strive to educate students, families, and the community about sustainable agricultural practices, food nourishment, and community building. Through this project, we hope to see a social and cultural shift in how our AUHSD community approaches food habits because of their new scientific literacy of cultivating and using their own food grown in their neighborhood.

The following Career Technical Education (CTE) pathways: Cybersecurity, Software and Systems Development, Construction Careers, Health Careers, Digital Photo & Media Arts, Criminal Justice Careers, Protective Services, and Teaching Careers. Magnolia High School has the 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. At Magnolia High School, our freshman English and Biology classes collaborate to offer all students Civic Engagement opportunities. 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. Students then have the opportunity to earn the seal of Civic Engagement on their diploma upon graduation.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	419
Grade 11	359
Grade 12	401
<b>Total Enrollment</b>	<b>1662</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.4
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	13.9
Black or African American	1.6
Filipino	3.1
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.9
White	5
English Learners	26.7
Foster Youth	0.7
Homeless	10.4
Socioeconomically Disadvantaged	91.2
Students with Disabilities	15.5

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	72.8	86.1	1094.6	83.18	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.5	0.65	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	5.1	6.13	73.2	5.56	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.8	0.95	32.8	2.5	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	5.7	6.79	106.8	8.11	15831.9	5.67
<b>Total Teaching Positions</b>	84.6	100	1316.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	71.6	86.54	1131.1	84.42	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.6	0.8	12.1	0.9	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.8	1	55.4	4.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.1	2.65	41.3	3.09	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7.4	8.99	99.8	7.45	14303.8	5.15
<b>Total Teaching Positions</b>	82.7	100	1340	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65	82.63	1010.1	82.4	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.8	1.09	6.6	0.54	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.7	7.24	66.4	5.42	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	31.5	2.57	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	7	9.01	111	9.06	13705.8	4.91
<b>Total Teaching Positions</b>	78.7	100	1225.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.70	0	1.8
<b>Misassignments</b>	3.40	0.8	3.9
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	5.10	0.8	5.7

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.80	0	0
<b>Local Assignment Options</b>	0.00	2.1	0
<b>Total Out-of-Field Teachers</b>	0.80	2.1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.7	1.6	5.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	0.9	0.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 12, 2024.

Year and month in which the data were collected

September 11, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0
Mathematics	Mathematics textbooks, by Mc Graw Hill for 9-12 grades was adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. All were adopted during the 2020-2021 school year. Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	0
Science	Science textbooks, California Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. The following books were adopted for the 24-25 school year: Living Earth: "Experience Biology: The Living Earth" Publisher Miller & Levine, Savvas Chemistry of the Living Earth : "Experience Chemistry in the Earth System" Savvas Physics of the Universe uses OpenSciEd.org online resource	0

	There is one textbook available per student.	
<b>History-Social Science</b>	<p>History/Social science textbooks were adopted in 2018-19, 2019-20 and 2020-2021 for 12th grade textbooks.</p> <p>10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition</p> <p>11th grade- McGraw-Hill- United States History and Geography- Conflict and Change</p> <p>12th grade- McGraw-Hill- Principles of American Democracy.</p> <p>Savvas- California Economics Principles in Action</p> <p>There is one textbook available per student.</p>	0
<b>Foreign Language</b>	<p>Foreign Language textbooks were adopted last year. We are currently utilizing Senderos and Chemins from Vista Higher learning. Spanish for Spanish Speakers have adopted 4 new novels to assist with Ethnic Studies. We are currently offering Ethnic studies for SSS2 and SSS3. Our book is online and there are classroom sets for all levels in the classroom. All students have access to the online content as we are a one to one school.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p> <p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p>	0

	<p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214(Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature &amp; Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language &amp; Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Ti?ng Vi?t M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Ti?ng Vi?t M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Ti?ng Vi?t M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Ti?ng Vi?t M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>	
<b>Health</b>	Health textbooks, GW Comprehensive Health Skills for High School 2025 was adopted in 2025. There is one textbook available per student and also available for electronic version.	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Science labs at Anaheim Union High School District have the equipment appropriate for the courses being taught in the room including tables with chemical-resistant tops, whiteboards/chalkboards for demonstrations, course appropriate charts, an LCD projector and ELMO projector, or equivalent projection technology. Additional equipment within the science department includes a complete set of glassware , linear measuring devices (meter sticks, 12"/6' rulers, etc), hot plates,	0

triple-beam and/or top-loading balances, thermometers, and other lab materials appropriate for the courses being taught.

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

## School Facility Conditions and Planned Improvements

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.

Magnolia high school is receiving 58 Million dollars in construction starting with the complete redesign of our main quad and speed line/cafeteria area that is complete with an outdoor stage and covered eating areas and increased seating capacity. Our tennis courts have been completely redone, our pool will be refurbished and our locker rooms ( shower lockers) and wrestling room will be completely redone. Starting in June of 2022, we will break ground on our new Cybersecurity building that will house main office, registrar, health office, attendance office and 8 state of the art classrooms. We are also scheduled to have a new theatre that will be built after the Cybersecurity building is complete.

The most recent site inspection was completed on October 13 - October 17, 2025.

**Year and month of the most recent FIT report**

OCTOBER, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		ROOM 110- COUNTER TOP PEELING. ACTION TAKEN OR PLANNED: REPAIR THE COUNTER TOP THAT IS PEELING, IN ROOM 110.  ROOM 313 – RUBBER COMING OFF LINING OF CARPET. ACTION TAKEN OR PLANNED: REPAIR THE RUBBER COMING OFF LINING OF CARPET, IN ROOM 313.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X	LITTLE THEATER HAS HOLE IN THE WALL. ACTION TAKEN OR PLANNED: REPAIR THE HOLE IN THE WALL, IN THE LITTLE THEATER.  CAFETERIA– HOLE IN WALL. ACTION TAKEN OR PLANNED: REPAIR THE HOLE IN WALL, IN THE CAFETERIA.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	RIGHT SIDE OF THEATER HAS A HOLE IN CEMENT. ACTION TAKEN OR PLANNED: REPAIR THE HOLE IN CEMENT, ON THE RIGHT SIDE OF THEATER.  ROOM 206 - UNEVEN BLACKTOP. ACTION TAKEN OR PLANNED: REPAIR THE UNEVEN BLACKTOP, IN ROOM 206.  ROOM 503 – WINDOW HAS BIG HOLE. ACTION TAKEN OR PLANNED: REPAIR THE WINDOW HAS BIG HOLE, IN ROOM 503.  ROOM 806 – HOLE IN DOOR. ACTION TAKEN OR PLANNED: REPAIR THE HOLE IN DOOR, IN ROOM 806.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	54	42	43	47	48
Mathematics (grades 3-8 and 11)	22	23	24	25	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	346	325	93.93	6.07	53.85
Female	164	155	94.51	5.49	62.58
Male	180	168	93.33	6.67	45.24
American Indian or Alaska Native	--	--	--	--	--
Asian	71	68	95.77	4.23	64.71
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	90.91
Hispanic or Latino	228	215	94.30	5.70	47.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	50.00
English Learners	85	82	96.47	3.53	19.51
Foster Youth	--	--	--	--	--
Homeless	46	40	86.96	13.04	37.50
Military	23	22	95.65	4.35	45.45
Socioeconomically Disadvantaged	309	289	93.53	6.47	51.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	35	71.43	28.57	20.00

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	325	93.66	6.34	22.77
Female	165	153	92.73	7.27	22.22
Male	180	170	94.44	5.56	22.94
American Indian or Alaska Native	--	--	--	--	--
Asian	71	68	95.77	4.23	50.00
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	27.27
Hispanic or Latino	229	217	94.76	5.24	12.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	27.78
English Learners	85	82	96.47	3.53	7.32
Foster Youth	--	--	--	--	--
Homeless	46	41	89.13	10.87	14.63
Military	23	22	95.65	4.35	9.09
Socioeconomically Disadvantaged	310	289	93.23	6.77	22.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	36	73.47	26.53	5.56

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	21.19	27.19	28.3	26.77	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	748	723	96.66	3.34	25.31
<b>Female</b>	347	331	95.39	4.61	22.36
<b>Male</b>	398	389	97.74	2.26	27.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	134	130	97.01	2.99	52.31
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	23	22	95.65	4.35	36.36
<b>Hispanic or Latino</b>	524	511	97.52	2.48	18.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	9	81.82	18.18	--
<b>White</b>	36	32	88.89	11.11	28.13
<b>English Learners</b>	151	146	96.69	3.31	1.37
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	75	70	93.33	6.67	25.71
<b>Military</b>	45	44	97.78	2.22	18.18
<b>Socioeconomically Disadvantaged</b>	547	524	95.80	4.20	25.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	108	93	86.11	13.89	10.75

## 2024-25 Career Technical Education Programs

Magnolia High School has six career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2023-24 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 Cybersecurity.

Magnolia 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.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1041
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.66
Graduates Who Completed All Courses Required for UC/CSU Admission	59.31

## B. Pupil Outcomes

### 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 area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97	97	97	97	97

## 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 regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

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, Ready, Set, Go!, Parent Leadership Academy and Positive Discipline parenting

## 2025-26 Opportunities for Parental Involvement

classes. Additionally, we host Aeries Fiestas, Parent Learning Walks, Parent Saturday Academy, Cash for College Nights, and various Parent Nights. Parents are also invited to participate in Community School Site Council, English Learners Advisory Committee, Puente Advisory meetings and Cybersecurity Parent Leadership meetings. All family events and activities are offered in English and Spanish, and translation in other languages such as Vietnamese and Arabic is available as well. Our campus is proud to host movie nights that parents can attend with students and younger siblings. Parents are also encouraged to become involved in our Magnolia Agriscience Community Center (MACC) as parent volunteers or as participants in our Saturday Academy at the MACC. We have invited parents to tour our campus for learning walks in the classrooms and to be involved with the MACC.

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, and our Open House/Steamapalooza in the spring. Both of these events also include resource fairs that provide our families with a variety of services and information. We also host various award nights such as English Language Development Awards, Sports Awards Nights, and Senior Awards Night. This year we plan to host an honor roll dinner and movie night for students and their families. We also have special Cybersecurity Awards Ceremonies and we honor parents for completing the parent leadership academy training and for volunteering and supporting our school.

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). We also have a Community School Coordinator as additional support for our parents. All families are welcome to come to the Parent Center to use the computers or to obtain academic and community resources. Magnolia's Family and Community Engagement Specialist, or FACES, assists all parents by providing resources for families and parents to increase the academic achievement of their students. The FACES helps facilitate training and workshops for parents designed to help under-achieving students, such as Ready, Set, Go, Love and Logic and Disciplina Positiva, and the Parent Leadership Academy. Magnolia is a Community School, with a Community School Coordinator and a teacher lead. The Community Schools Coordinator plans a Community Resource Fair twice a year to provide information and resources to struggling parents. The FACES trains parents on using Aeries and eKadence to monitor students' grades and progress. Magnolia has one Social Worker and sometimes interns available to students daily. District has also provided an additional counselor. The district also assists by providing other workshops and Parent Leadership Academies in languages other than Spanish, and by providing professional development to teachers and staff. The Anaheim Achieves program provides tutoring to students, as well as other after-school options for students. Magnolia also has the following programs to assist under-achieving students: ETS, Upward Bound, Project Say, OCAPICA.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	5.9	9.3	4.1	4.1	4.1	3.4	8.2	8.9	8
<b>Graduation Rate</b>	90.1	89.3	93.5	91	93.2	94.3	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acqrinfo.asp](http://www.cde.ca.gov/ds/ad/acqrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	369	345	93.5
<b>Female</b>	165	155	93.9
<b>Male</b>	204	190	93.1
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	66	64	97.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	11	7	63.6
<b>Hispanic or Latino</b>	261	245	93.9
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	15	13	86.7
<b>English Learners</b>	105	89	84.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	69	66	95.7
<b>Socioeconomically Disadvantaged</b>	350	331	94.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	58	44	75.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1748	1709	512	30.0
Female	790	771	254	32.9
Male	956	936	258	27.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	235	232	19	8.2
Black or African American	31	27	12	44.4
Filipino	51	51	10	19.6
Hispanic or Latino	1286	1261	422	33.5
Native Hawaiian or Pacific Islander	17	16	5	31.3
Two or More Races	17	17	7	41.2
White	95	89	28	31.5
English Learners	486	476	157	33.0
Foster Youth	13	12	4	33.3
Homeless	195	189	63	33.3
Socioeconomically Disadvantaged	1584	1551	472	30.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	290	278	116	41.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.72	1.99	3.2	3.78	4.06	3.03	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.20	0.00
Female	1.39	0.00
Male	4.71	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.28	0.00
Black or African American	6.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.97	0.00
Foster Youth	7.69	0.00
Homeless	3.59	0.00
Socioeconomically Disadvantaged	3.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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 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 School Safety Plan is reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups (Anaheim Police Department and Anaheim Fire Department) along with the Community School Site Council in order to determine any needed changes.

Our present School Safety Action Plan was presented by Assistant Principal Quoc Nguyen in February of 2025, and approved by our School Site Council. We are currently revising our existing plan and will be sharing all changes in an upcoming school-site meeting in January 2026.

We completed an earthquake drill on October 16, 2025 where we reviewed all evacuation procedures with staff and students. We ordered and distributed additional classroom posters with lockdown procedures and protocols and made sure that all newly hired staff were properly trained in emergency procedures. We will have an additional lock down drill and another disaster drill scheduled for the spring of 2026. We purchased disaster emergency buckets for all classrooms and offices.

Additional safety measures include lock blocks on all doors, installation of perimeter fencing due to recent construction Magnolia has received, additional Campus Safety Aide, CSA, and additional lighting of pathways and parking lots. All people checking in to the campus must present ID and scan into the Raptor system.

Air purifiers continue to be used in classrooms and office spaces. Hand sanitizer, hand wipes and masks are encouraged and provided.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	32	23	18
Mathematics	23	26	20	20
Science	24	18	16	18
Social Science	24	15	7	23

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	32	22	24
Mathematics	24	25	10	31
Science	28	13	4	30
Social Science	24	20	3	27

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	40	24	22
Mathematics	21	33	10	28
Science	26	15	4	25
Social Science	23	22	5	24

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	277

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	2
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,705	\$4,789	\$9,916	\$106,640
<b>District</b>	N/A	N/A	10,142	\$118,909
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.3	-3.8
<b>State</b>	N/A	N/A	\$11,146	\$113,595
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8.3	1.3

## Fiscal Year 2024-25 Types of Services Funded

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 Community School Site Council, through the development of the School Plan for Student Achievement (SPSA), approves the expenditures associated with Title I and LCFF. Additionally, Perkins funding supports several Career Technical Education (CTE) pathway programs. Title IV supports Safe Schools and Physical Education programs, and TUPE supports Tobacco Use Prevention Education.

The EMT, Educational Monitoring Team, provides academic support services for struggling students. The 5Cs Coach works with all teachers to provide support in the Career Preparedness Systems Framework, which includes the 5Cs, hard and soft skills, and the Capstone Project, across all disciplines. Magnolia also receives grant money to provide for the MACC - the Magnolia Agriscience Community Center. Other community partners providing funding include AIME Mentorship program, OCAPICA, Project Say, Anaheim Achieves, Upward Bound, and more. Magnolia is also the recipient of California Community School Partnership funding. Magnolia is a Community School, and will be providing services for families and students for the duration of the grant and beyond.

## Fiscal Year 2024-25 Types of Services Funded

Categorical funds help to enable underperforming students to meet standards by supporting after-school tutoring, providing for bilingual classroom aides and tutors, providing for the FACES in the parent center to facilitate all family engagement, funding professional development conferences, workshops, pull out days and extra hours for teachers and staff, paying for substitutes for those teachers being trained, paying half of the 5 Cs Coach who provides coaching and support for teachers, providing curricular technology and supplies, and providing additional staffing for support classes. These funds also support our Community Schools Program, which is a model program for the state.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,781	\$67,238
<b>Mid-Range Teacher Salary</b>	\$109,375	\$106,841
<b>Highest Teacher Salary</b>	\$139,964	\$136,881
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>	\$149,574	\$167,233
<b>Average Principal Salary (High)</b>	\$163,653	\$193,950
<b>Superintendent Salary</b>	\$328,935	\$314,304
<b>Percent of Budget for Teacher Salaries</b>	26.83%	29.51%
<b>Percent of Budget for Administrative Salaries</b>	3.71%	4.87%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	12.8
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	2
<b>Social Science</b>	3
<b>Total AP Courses Offered</b>	10
Where there are student course enrollments of at least one student.	

## Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. Activities include departments PLCs, PTA development & calibration, and cross-curricular articulation. Teachers who are new to the teaching profession are also required to participate in a teacher induction program, which is supported by the District and mentor teachers. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers implement Performance Task Assessments (PTAs) and reflective practices that culminate in a Capstone Interview in a students' senior year. 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 that align with state curriculum and content standards through the lens of the 5Cs (Critical Thinking, Collaboration, Communication, Creativity, and Character & Compassion) . Research-based instructional strategies are reviewed and implemented.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4