Magnolia High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/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).

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.

2022-23 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	Aaron Chau
Email Address	chau_a@auhsd.us
School Website	https://magnolia.auhsd.us
County-District-School (CDS) Code	30664313034204

2022-23 District Contact Information

District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2022-23 School Overview

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 pull 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, 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. 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. The GEAR UP program, through Cal State Fullerton, has partnered with Magnolia to provide support for the Class of 2024. GEAR UP actively engages students, parents, teachers, faculty, and administrators to infuse a college-going culture on junior high and high school campuses. GEAR UP is designed to increase the number of students progressing onto higher education, and to equip them to be successful in the baccalaureate and beyond.

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 has begun a four-year partnership with Cal State Fullerton's GEARUP program, which will focus on the Class of 2024 throughout their four years of high school, and will provide targeted services to those students such as mentoring, tutoring, virtual and in-person field trips, special programs and workshops, and more. 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.

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.

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	455
Grade 10	451
Grade 11	355
Grade 12	410
Total Enrollment	1,671

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.7
American Indian or Alaska Native	0.2
Asian	10.5
Black or African American	2.3
Filipino	2.8
Hispanic or Latino	77.0
Native Hawaiian or Pacific Islander	1.2
Two or More Races	1.0
White	4.5
English Learners	29.1
Foster Youth	0.4
Homeless	13.2
Migrant	0.0
Socioeconomically Disadvantaged	89.2
Students with Disabilities	19.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.30	69.34	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	1.98	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown	20.00	28.66	226.00	18.73	18854.30	6.86
Total Teaching Positions	69.70	100.00	1206.40	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 14, 2021.

Year and month in which the data were collected	September 2021

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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, 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 for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School 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

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 12, 2022. 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.

Year and month of the most recent FIT report	October, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Gym - Water getting into cracks in the walls. Holes in wall title by room 307 door. Bricks separating between room 307 and Room 308. 305 has crack in wall.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Raised sidewalk by 105. Holes in wall title by room 307 door. Bricks separating between room 307 and Room 308. 305 has crack in wall.

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	23	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	304	288	94.74	5.26	46.88
Female	140	136	97.14	2.86	52.94
Male	164	152	92.68	7.32	41.45
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	57.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	223	96.12	3.88	43.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	16	76.19	23.81	43.75
English Learners	75	67	89.33	10.67	2.99
Foster Youth	--	--	--	--	--
Homeless	54	51	94.44	5.56	31.37
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	254	95.85	4.15	46.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	34	80.95	19.05	5.88

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	304	289	95.07	4.93	9.00
Female	140	136	97.14	2.86	7.35
Male	164	153	93.29	6.71	10.46
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	30.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	223	96.12	3.88	5.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	17	80.95	19.05	5.88
English Learners	75	68	90.67	9.33	2.94
Foster Youth	--	--	--	--	--
Homeless	54	52	96.30	3.70	5.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	255	96.23	3.77	8.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	34	80.95	19.05	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	22.41	16.06	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	697	664	95.27	4.73	16.06
Female	339	328	96.76	3.24	13.8
Male	357	336	94.12	5.88	18.26
American Indian or Alaska Native	--	--	--	--	--
Asian	69	67	97.1	2.9	29.85
Black or African American	13	12	92.31	7.69	16.67
Filipino	21	20	95.24	4.76	30
Hispanic or Latino	531	511	96.23	3.77	13.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	41	36	87.8	12.2	11.11
English Learners	165	150	90.91	9.09	0.67
Foster Youth	--	--	--	--	--
Homeless	111	103	92.79	7.21	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	614	588	95.77	4.23	15.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	109	93	85.32	14.68	5.43

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1165
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.47
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.90

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	60%	62%	62%	61%	62%

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.

2022-23 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 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 School Site Council, English Learners Advisory Committee, AVID, 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 becoming 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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.2	9.3		3.2	3.6		8.9	7.8
Graduation Rate		91.4	86		92.3	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	399	343	86.0
Female	194	172	88.7
Male	205	171	83.4
American Indian or Alaska Native	0	0	0.0
Asian	42	38	90.5
Black or African American	--	--	--
Filipino	14	12	85.7
Hispanic or Latino	309	267	86.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	16	10	62.5
English Learners	141	108	76.6
Foster Youth	--	--	--
Homeless	84	69	82.1
Socioeconomically Disadvantaged	389	334	85.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	78	51	65.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1811	1772	567	32.0
Female	855	833	285	34.2
Male	954	937	281	30.0
American Indian or Alaska Native	5	5	2	40.0
Asian	189	182	20	11.0
Black or African American	42	41	11	26.8
Filipino	50	49	11	22.4
Hispanic or Latino	1397	1369	460	33.6
Native Hawaiian or Pacific Islander	20	20	11	55.0
Two or More Races	18	18	11	61.1
White	81	79	37	46.8
English Learners	542	528	204	38.6
Foster Youth	13	13	6	46.2
Homeless	272	267	119	44.6
Socioeconomically Disadvantaged	1610	1580	513	32.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	342	336	146	43.5

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.69	1.86	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.70	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.70	0.00
Female	2.22	0.00
Male	5.03	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.53	0.00
Black or African American	4.76	0.00
Filipino	4.00	0.00
Hispanic or Latino	4.01	0.00
Native Hawaiian or Pacific Islander	10.00	0.00
Two or More Races	0.00	0.00
White	2.47	0.00
English Learners	5.90	0.00
Foster Youth	0.00	0.00
Homeless	5.15	0.00
Socioeconomically Disadvantaged	3.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.31	0.00

2022-23 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 School Site Council in order to determine any needed changes.
Our present School Safety Action Plan was presented by Assistant Principal Brian Covey on February 28, 2022, 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 2023.

We completed an earthquake drill on October 20, 2022 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 2022.

Additional safety measures include lock blocks on all doors, installation of perimeter fencing due to recent construction Magnolia has received, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	37	15	28
Mathematics	29	20	10	29
Science	27	13	12	21
Social Science	25	19	5	26

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	26	39	12	29
Mathematics	27	23	13	30
Science	31	8	4	31
Social Science	23	22	3	27

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	36	37	8
Mathematics	22	29	30	14
Science	24	17	27	11
Social Science	24	17	15	19

2021-22 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	557

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	$17,042	$6,952	$10,090	$86,842
District	N/A	N/A	10,543	$98,524
Percent Difference - School Site and District	N/A	N/A	-4.4	-12.6
State	N/A	N/A	$6,594	$85,856
Percent Difference - School Site and State	N/A	N/A	41.9	1.1

2021-22 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 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 VAPA 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. GEAR UP through Cal State Fullerton provides funding to support the Class of 2024 in preparing for college. 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. New this year, Magnolia is a now a Community School, and will be providing services for families and students for the duration of the grant and beyond.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$54,602	$55,947
Mid-Range Teacher Salary	$93,635	$90,080
Highest Teacher Salary	$119,824	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$144,438	$146,364
Average Principal Salary (High)	$156,492	$164,633
Superintendent Salary	$284,644	$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.6

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
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

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. New teachers are also required to participate in a teacher induction 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 Thursday 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10