

# Magnolia Junior 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

<b>School Name</b>	Magnolia Junior High School
<b>Street</b>	13150 Mountain Avenue
<b>City, State, Zip</b>	Chino, CA 91710-4130
<b>Phone Number</b>	909-627-9263
<b>Principal</b>	Joseph Duarte
<b>Email Address</b>	joseph_duarte@chino.k12.ca.us
<b>School Website</b>	chino.k12.ca.us/Magnolia
<b>County-District-School (CDS) Code</b>	36676786059372

## 2022-23 District Contact Information

<b>District Name</b>	Chino Valley Unified School District
<b>Phone Number</b>	(909) 628-1201
<b>Superintendent</b>	Norm Enfield, Ed.D.
<b>Email Address</b>	Email: There is a common format for e-mail addresses for every district employee:
<b>District Website Address</b>	www.chino.k12.ca.us

## 2022-23 School Overview

Magnolia Junior High School is a unique, diverse, learning community dedicated to providing a safe, respectful, and positive learning environment for academic and social success. Our teachers, staff, parents, and community members are committed to the education and socio-emotional wellbeing of our students. All Magnolia Mustangs are given learning opportunities that are necessary to be "Future Ready" and prepared for the academic, business, and working world. This means that each student will have access to a standards-based curriculum that is challenging, meaningful and student-centered. Our goals are to engage students in rigorous and relevant curriculum using common core standards to increase academic achievement, with the understanding that our utmost responsibility is to support our students in becoming self-motivated, life-long learners who will be college and/or career ready. We are dedicated to ensuring that students feel respected, safety, and eager to learn. Our dedication is reflected through the following functions:

1. Priorities- we prioritize student need based on feedback from parents, students, teachers, and instructional content.
2. Values: our school culture is built on the foundations of humility, civility, and service
3. Magnolia JHS Vision:  
United together, the District, Administration, Teachers, Staff, Parents/Guardian, and Community work collaboratively to ensure all students attain lifelong success, through a system distinguished by:
  - a. Maintaining high expectations and equitably learning opportunities for all.
  - b. Building relationships that foster a culture of trust and supports positive behavior intervention strategies.
  - c. Establishing a growth mindset that promotes continuous learning with a focus on smart goals.
  - d. Maintaining active and inclusive partnerships through collaborative learning rounds focused on district areas of emphasis.
  - e. Provides multiple opportunities for exploration and creativity within our professional learning communities.
  - f. Facilitates professional development that promotes quality teaching and learning through data analysis and best teaching strategies.

The Magnolia JHS Mission is as follows:

Magnolia strives to provide a safe learning environment where all students will realize their unlimited potential while being provided a rigorous and relevant education. Our Beliefs are that all students can learn. High academic expectations can be met through excellent teaching and active learning. Each of our students have unique strengths that are recognized and nurtured. Each of our students have unique needs that are recognized and addressed. On this campus, building Character is as

## 2022-23 School Overview

important as building minds. Parents/Guardians are our partners in the educational process. Magnolia provides excellent service to all students with a positive school climate supports student learning.

To ensure that our mission and goals are met, Magnolia uses several progress indicators:

- a. Parent, student, and staff surveys (K12 Insight survey; site surveys for feedback on programs and need)
- b. Essential Standards Assessments to assess academic growth
- c. Parent Engagement opportunities with feedback surveys following events
- d. Common Formative Assessments and reflections to give student voice to ongoing content curriculum access
- e. California Assessment of Student Performance and Progress as a measure of student learning and academic growth

The progress indicators are monitored regularly. This includes monthly feedback, reports, and analysis of data. District Assessments are given three times per year in preparation for the annual performance indicator.

Magnolia offers schoolwide programs aimed to meet our mission and goals. Those programs include:

1. Positive Behavioral Interventions and Supports (PBIS)- establishes a culture of PRIDE and expectation on campus. PRIDE includes Perseverance, Respect, Integrity, Discipline, and Empathy.
2. Academic Interventions: this includes academic counseling, afterschool tutoring, scheduled intervention support courses for math and English
3. Enrichment: this includes but not limited to our Science Enrichment Academy (TNT), Debate Team, Fitness Club, ROX, etc. These programs enrich our students with skills outside the classroom and further allow them to explore interests.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	320
Grade 8	319
<b>Total Enrollment</b>	<b>639</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.0
Asian	2.3
Black or African American	3.8
Filipino	0.5
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.9
White	10.0
English Learners	10.6
Foster Youth	0.2
Homeless	5.5
Migrant	0.0
Socioeconomically Disadvantaged	60.7
Students with Disabilities	16.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	86.73	1103.10	90.57	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.40	0.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.18	33.50	2.75	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.84	13.30	1.10	12115.80	4.41
<b>Unknown</b>	3.80	11.20	59.50	4.89	18854.30	6.86
<b>Total Teaching Positions</b>	34.20	100.00	1218.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.80	88.54	1120.50	91.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.50	1.84	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.89	21.20	1.74	11953.10	4.28
<b>Unknown</b>	3.30	10.54	56.70	4.62	15831.90	5.67
<b>Total Teaching Positions</b>	31.50	100.00	1227.00	100.00	279044.80	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.

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

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

### 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	0.50	0.00
Local Assignment Options	0.10	0.20
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>0.20</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0.00
<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)	2.60	0.00

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

On October 6, 2022, the Chino Valley Unified School District's (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2022/2023-16 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in a foreign language and/or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2022/2023 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

\*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science and Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current History/Social Science and Science standards.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	7-8 Houghton Mifflin Harcourt; California Collections Student Edition (Adopted: 2018) 7-8 Houghton Mifflin; Scholastic; Read 180 (Adopted: 2015)*No (See note above)	Yes	0
<b>Mathematics</b>	7-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) 8 McGraw-Hill, Integrated Math I (Adopted: 2015) *No (See note above)	Yes	0
<b>Science</b>	7 Discovery Education, Inc.; Grade 7 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022) 7 Discovery Education, Inc.; Grade 7 Science Techbook: California Volume 2 Unit 3 and 4 (Adopted: 2022) 8 Discovery Education, Inc.; Grade 8 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022) 8 Discovery Education, Inc.; Grade 8 Science Techbook: California Volume 2 Unit 3 and 4 (Adopted: 2022)	No	0
<b>History-Social Science</b>	7-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007)*No (See note above)	No	0
<b>Foreign Language</b>			
<b>Health</b>	7 Chino Valley Unified School District, Comprehensive Sexual Health and HIV/AIDS Prevention Education, Department of Health Services (Adopted: 2019)*No (See note above)	No	0

Visual and Performing Arts

Science Laboratory Equipment  
(grades 9-12)

### School Facility Conditions and Planned Improvements

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and school grounds. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervises student dismissal. The staff and student workspaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playgrounds, and staff spaces in order to operate efficiently. A recently completed school improvement for this site is the installation of classroom ViewSonic's.

To ensure sites are clean, safe, and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff works diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place from October 21, 2022 through December 20, 2022, the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 30, 2022.

Year and month of the most recent FIT report

10/21/2022 - 12/20/2022

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 10: 4: (D) Ceiling tiles have holes or stains. Room 12: 4: (D) Ceiling tiles are missing.
<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			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	22	N/A	44	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
<b>All Students</b>	645	611	94.73	5.27	40.39
<b>Female</b>	322	305	94.72	5.28	50.82
<b>Male</b>	323	306	94.74	5.26	29.93
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	14	100.00	0.00	64.29
<b>Black or African American</b>	23	22	95.65	4.35	22.73
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	528	498	94.32	5.68	37.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	66	63	95.45	4.55	61.90
<b>English Learners</b>	68	65	95.59	4.41	4.62
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	31	26	83.87	16.13	15.38
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	389	371	95.37	4.63	35.23
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	110	99	90.00	10.00	7.14

## 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
<b>All Students</b>	645	600	93.02	6.98	22.17
<b>Female</b>	322	300	93.17	6.83	23.33
<b>Male</b>	323	300	92.88	7.12	21.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	13	92.86	7.14	61.54
<b>Black or African American</b>	23	22	95.65	4.35	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	528	488	92.42	7.58	18.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	66	63	95.45	4.55	41.27
<b>English Learners</b>	68	66	97.06	2.94	4.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	31	25	80.65	19.35	12.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	389	359	92.29	7.71	15.88
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	110	99	90.00	10.00	1.01

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	11.4	NT	35.24	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
<b>All Students</b>	317	308	97.16	2.84	11.4
<b>Female</b>	155	149	96.13	3.87	12.16
<b>Male</b>	162	159	98.15	1.85	10.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100	0	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	261	252	96.55	3.45	8.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	26	100	0	38.46
<b>English Learners</b>	39	39	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	13	86.67	13.33	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	190	185	97.37	2.63	4.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	49	49	100	0	2.04

## 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 7	91.8	93.9	92.7	92.7	92.7

## 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 Junior High School has an active Parent/Faculty Association (PFA) which meets monthly to plan events and activities to support our classrooms. Parents are encouraged to volunteer on PFA committees. Our student store, run by PFA volunteers, is open on Wednesdays during both lunches. PFA is open to all parents. The PFA runs a website, Instagram account and Facebook account to be able to connect with parents in a variety of ways.

We also have a School Site Council that includes parents, students, teachers, administration, and support staff as active representatives. This group meets monthly to discuss and plan for the spending of available funds. Other parent groups include our English Learner Advisory Council (ELAC), our Band and Color Guard Boosters, AVID, and GATE. Parents are active in all these groups. They attend meetings and provide valuable feedback to school stakeholders and affect change and implementation at the site to improve meeting the needs for all students.

Parents are encouraged to attend Meet Your Teacher Night in the fall, participate in our Career Day in the springs, and attend our student-led conferences at the end of the year. These events give parents deeper insight into their students' academic environment. Parents are able to engage staff and understand how their student is progressing academically.

Magnolia understands that parents are our parents in educating students. We provide a variety of events inclusive to parent participation to nurture this relationship. The following is a fluid list of activities that include parents at Magnolia Junior High:

##### School/Family Engagement Opportunities 2022-23

###### August

Welcome Back Ice Cream Social Students  
PBIS Assembly Students, Staff, Family  
Step It Up Fundraiser Students, Family  
Back to School Night Family

###### September

## 2022-23 Opportunities for Parental Involvement

East Coast Trip Meeting Students, Family  
AVID Chocolate Fundraiser Students, Family  
Welcome Back Dance Students  
AVID College Tour- CSUF Students, Staff, Family  
ACT on Drugs Forum Students, Family  
Dine Out Opportunity Family  
CHS BST program recruitment Students  
Student Advisory Council Students  
Motivational Speaker/Assembly Students, Staff, Family  
Bakeshop Club Students

### October

School Site Council Meeting Staff, Family  
Bakeshop Club Students  
CAASPP Awards Ceremony Students, Family  
CAASPP Field Trip Students  
Day Of Awesomness Students  
Magnolia Muscle Club Students  
Odyssey of the Mind Students  
ELAC Meeting Family  
Great CA Shakeout Students  
Spirit Week Students  
Pumpkin Decorating Students  
Dine Out Opportunity- Pieology Students, Family  
TNT Science Academy Students  
School Site Council Meeting Staff, Family  
Costume Contest Students

### November

Odyssey of the Mind Students  
BioMedical Club Students  
Dance Club Students  
Intermural Football Students  
Hygiene for Hope Drive Staff, Family  
Safe School Ambassadors Training Students, Staff  
Dine Out Opportunity-Mc Teacher Night Students, Staff, Family  
PFA Meeting via zoom Family  
Veteran's Day Banners & Messages Students, Staff, Family  
AVID College Tour- UCLA Students, Family  
Monthly w/ McCain Family  
Lockdown/Active Shooter Drill Students, Staff  
Bakeshop Club Students  
ASB Officers Conference Students  
TNT Science Academy Students

### December

Dance Club Students  
WinterDance Students  
Debate Competition Students, Family  
Toy Drive Students, Family  
Lunch on the Lawn Students, Family  
CHS Music Performance Students, Staff, Family  
Chino Christmas Parade Students, Family  
Baking Club Students  
Spirit Week Students, Staff  
Assembly- 1st Trimester Rally Students, Staff, Family  
Chili Cookoff Staff  
TNT Science Academy Students  
Gingerbread Contest Students

## 2022-23 Opportunities for Parental Involvement

### January

Dance Club Students  
Student Lead Conferences Students, Staff, Family  
Dine Out Opportunity Family

### February

Disneyland AVID field trip Students  
Motivational Speaker- Keith Hawkins Students, Staff, Family  
Festival of theArts Students,Family

### March

Autism Awareness Family  
TNT Science Academy Students  
Dine Out Opportunity Family  
Incoming Student Orientation Family

### April

Academic Rally Students, Staff, Family  
Dine Out Opportunity-Raising Cane's Family  
Debate Competition Students,Family  
TNT Science Academy Students

### May

Color Run  
Debate Competition Students,Family  
Minute to Win It Competition/ Spirit Week Students  
Parent Appreciation Family  
Promotion Ceremony Students, Staff, Family



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	683	673	233	34.6
Female	343	337	113	33.5
Male	340	336	120	35.7
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	5	29.4
Black or African American	29	27	9	33.3
Filipino	4	4	2	50.0
Hispanic or Latino	552	545	200	36.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	9	9	4	44.4
White	68	67	13	19.4
English Learners	80	80	28	35.0
Foster Youth	6	6	2	33.3
Homeless	54	52	24	46.2
Socioeconomically Disadvantaged	429	424	162	38.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	113	47	41.6

### 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	4.74	1.61	2.45
Expulsions	0.26	0.08	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	2.05	7.32	0.36	2.67	0.20	3.17
Expulsions	0.00	0.15	0.00	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.32	0.15
Female	3.50	0.00
Male	11.18	0.29
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.24	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.25	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.41	0.00
English Learners	1.25	0.00
Foster Youth	0.00	0.00
Homeless	9.26	0.00
Socioeconomically Disadvantaged	8.16	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.21	0.00

## 2022-23 School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2022, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

## 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	23	13	18	6
Mathematics	23	10	18	5
Science	27	6	11	10
Social Science	27	4	15	8

## 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	9	72	11	1
Mathematics	11	53	9	2
Science	11	41	6	9
Social Science	11	46	15	

## 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	14	14	6
Mathematics	21	14	11	6
Science	21	9	20	1
Social Science	22	9	15	6

## 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	639

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 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	\$14,551	\$4,297	\$10,253	\$89,330
District	N/A	N/A	\$9,647	\$88,458
Percent Difference - School Site and District	N/A	N/A	6.1	1.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	43.4	4.5

## 2021-22 Types of Services Funded

The District's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on [www.cvusd.k12.ca.us](http://www.cvusd.k12.ca.us)

Each school in the District receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

## 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/>.

## 2020-21 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,914	\$51,081
<b>Mid-Range Teacher Salary</b>	\$79,938	\$77,514
<b>Highest Teacher Salary</b>	\$106,608	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$123,494	\$133,421
<b>Average Principal Salary (Middle)</b>	\$124,556	\$138,594
<b>Average Principal Salary (High)</b>	\$139,243	\$153,392
<b>Superintendent Salary</b>	\$288,509	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

The Chino Valley Unified School District is committed to high-quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to the Essential Standards, Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities.

For the 2022-23 school year, the Areas of Emphasis are Student Engagement through Collaborative Communication and Professional Learning Communities. Student Engagement through Collaborative Communication includes preparing to engage, listening, engaging, and responding, and self-reflection. Professional Learning Communities address the following 4 description questions/student observables: (1) What do we want all students to learn?/Students are aware of the essential standards/learning targets/success criteria (2) How do we know if the students are learning it?/Students use rubrics, reflection sheets, success criteria, to self-assess their learning, and students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities (3) What will we do if the students are not learning it?/Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual) (4) What will we do when students have learned it?/Students participate in extension based on the mastery of learning targets.

Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users.

Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site-based PD offerings, and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches. Additionally, professional development is provided for new special education teachers covering areas such as compliance, development of Individualized Education Programs (IEPs), classroom management, and effective instructional strategies. The Special Education Department supports school site staff with Crisis Prevention Intervention (CPI) training regularly as well as options for trainings in areas such as Universal Design for Learning, Collaboration and Coteaching, Writing IEPs for Educational Benefit, and Special Education Training for Administrators. The Chino Valley Teacher Induction Program provides initial and on-going mentor training to its large quantity of in-house teacher-mentors and limited structured professional development for its induction teacher candidates. All mentors are provided one, 5-hour day of synchronous training, followed by five bi-monthly new mentor on-going support meetings, as well as alternating monthly mentor meetings, for a total of 15 hours of targeted mentor training. These mentor meetings provide coaching support for mentors to address the local need for teachers that are organized around supporting new teachers regarding social-emotional learning, promoting teacher self-awareness, providing positive behavioral supports for students, multi-tiered systems of support for students, and universal design for learning. Induction candidates are provided with three hours of targeted program support, fifteen hours of required self-selected professional development, and weekly, one-hour, mentor-facilitated opportunities for individual support with a focus on offering structured feedback and coaching as part of their induction program.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>		3	2