

Magnolia Junior High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 School Contact Information

School Name	Magnolia Junior High School
Street	13150 Mountain Avenue
City, State, Zip	Chino, CA 91710-4130
Phone Number	909-627-9263
Principal	Isabel Brenes, Ed.D.
Email Address	isabel_brenes@chino.k12.ca.us
School Website	chino.k12.ca.us/Magnolia
Grade Span	7-8
County-District-School (CDS) Code	36676786059372

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Magnolia Junior High School is committed to providing a safe, high-quality, inclusive, and equitable education for all students. Our mission is to challenge and empower students to achieve their highest academic, social, and emotional potential. Magnolia is committed to preparing students for success in high school, college, and future careers through rigorous instruction, active engagement, and personalized support. Magnolia Junior High School prioritizes strong collaboration between students, teachers, families, and the community to create an environment that supports learning, promotes positive behavior, and prepares students for the challenges of the future. Magnolia aims to foster a love of learning and create a culture of respect, responsibility, and resilience among its diverse student body. By providing differentiated instruction, intervention programs, and

2024-25 School Description and Mission Statement

robust family engagement opportunities, we aim to address the needs of every student, ensuring their growth and success.

Priorities:

1. **Academic Achievement for All Students:** Our primary goal is to improve student academic outcomes through high-quality instruction, data-driven decisions, and personalized learning experiences. We focus on supporting students through rigorous, standards-based courses in ELA, Math, and college/career preparation and AVID programs.
2. **Equity and Inclusion:** Magnolia Junior High School strives to ensure all students have access to the same opportunities and resources, particularly under-achieving students such as English Learners, students with disabilities, and socioeconomically disadvantaged students. We focus on closing achievement gaps by providing tailored interventions and resources.
3. **Family and Community Engagement:** A strong partnership between the school and the community is crucial to student success. We prioritize open, consistent communication with families through platforms like ParentSquare. In collaboration with the district's Family Engagement Center (FEC), we provide workshops, training, and resources for parents to support their child's academic success and well-being.
4. **Student Support Systems:** Our school provides comprehensive support to students who are under-achieving or facing personal challenges. We offer multiple intervention programs, including after-school programs, intervention software, and specialized academic support such as Read 180, Math 180, and Study Skills courses. Students in need of social services are connected to the district's HOPE Center, which provides support for students experiencing housing instability or financial hardship. Students receive support for their social-emotional development through programs like PBIS and MTSSB and academic counseling services.
5. **College and Career Readiness:** Providing students with the tools, opportunities, and experiences they need to succeed in high school and beyond, including increased access to college-preparatory courses, career awareness programs, and college-readiness initiatives like AVID.

Values:

1. **Perseverance:** As part of our PRIDE behavioral expectations, we ask students to demonstrate resilience and determination in the face of challenges, staying focused on goals, and never giving up, even when tasks are difficult or require extra effort.
2. **Respect:** We foster a school culture based on mutual respect, where students, staff, and families work together to create a positive and supportive learning environment.
3. **Integrity:** We encourage students to demonstrate honesty, responsibility, and ethical behavior both inside and outside the classroom. Upholding high standards of professionalism and accountability.
4. **Self-Discipline:** We believe that all students have the ability to stay focused on their tasks, make thoughtful decisions, and take responsibility for their actions, even when distractions arise or when doing the right thing isn't the easiest choice.
5. **Equity:** Magnolia Junior High is committed to providing all students with equal opportunities for success. We actively work to meet the diverse needs of our students, providing support to those who are underperforming or need additional resources to reach their full potential.
6. **Collaboration:** We believe in the power of collaboration—whether it's between students and teachers, parents and staff, or among community partners. Collaboration helps to create a strong support network for students and ensures that everyone is working towards the same goals.
7. **Engagement:** We value student engagement in the learning process. By creating an inclusive, dynamic learning environment, we encourage students to take ownership of their education and be active participants in their academic and personal growth.
8. **Continuous Improvement:** We believe in the importance of professional growth for all staff members. Ongoing training, collaboration, and reflection are key to improving instructional practices and fostering student achievement.

Vision:

The vision of Magnolia Junior High School is to become a school where every student is equipped with the skills, knowledge, and mindset to succeed in high school, college, and their future careers. We envision a school community where students feel supported, challenged, and inspired to pursue their dreams. Magnolia JHS will be recognized for its commitment to academic excellence, equitable opportunities, and active family and community engagement. Through a collaborative approach and by fostering a supportive and challenging environment we aim to inspire students to achieve their highest potential, develop a passion for lifelong learning, and contribute meaningfully to their communities.

The school envisions:

1. A community of learners where students develop the skills, knowledge, and mindset to thrive academically and personally.
2. A school where all students feel safe and supported with a focus on their academic, social, and emotional development.
3. A culture of high expectations for all students, where they are encouraged to achieve their best and aspire to succeed in their future educational and career paths.
4. A commitment to continuous improvement where students, staff, and families work together to ensure that the needs of every student are met, and their potential is maximized.

Progress Indicators:

2024-25 School Description and Mission Statement

The progress indicators at Magnolia Junior High School are based on data collected through various assessments, surveys, and ongoing monitoring of student performance. These include:

1. Student Achievement Data: Data from the CAASPP (California Assessment of Student Performance and Progress) is used to measure student progress in ELA and Math, with specific SMART goals set for improvement:
 - a. ELA SMART Goal: Increase the percentage of students scoring "Standards Met" and "Standards Exceeded" from 39% to 50% by 2024.
 - b. Math SMART Goal: Increase the percentage of students scoring "Standards Met" and "Standards Exceeded" from 21% to 30% by 2024.
2. Formative and Summative Assessments: Teachers regularly review student data from various assessments, including CVUSD Essential Standards Assessments (ESA), to monitor individual progress and adjust instruction accordingly.
3. Engagement and School Culture: Feedback from the School Quality Survey and Family Engagement Survey provides valuable insights into the school's climate and culture. Positive responses include high levels of staff support, but there are areas for growth, particularly in offering a wider variety of extracurricular activities.
4. Tiered Fidelity Inventory (TFI): The school regularly evaluates its implementation of Multi-Tiered System of Supports (MTSS) through the TFI, which measures the effectiveness of the school's PBIS (Positive Behavioral Interventions and Supports) system. In 2024, Magnolia JHS showed high implementation scores in Tier I and Tier II PBIS, with Tier III being an area for continued focus.
5. English Learner Progress: Data from the ELPAC (English Language Proficiency Assessments for California) is also used to track the progress of English Learners and their academic achievement.

Monitoring Frequency of Progress Indicators:

1. CAASPP Data: Analyzed annually, with mid-year data reviews and progress monitoring throughout the year.
2. Essential Standards Assessments (ESA): Taken three times a year to assess student progress and adjust instruction accordingly.
3. Tiered Fidelity Inventory (TFI): Administered three times a year to assess the implementation of PBIS.
4. PLC Meetings: Weekly meetings to analyze student data, review progress, and plan interventions.
5. Surveys: The School Quality Survey and Family Engagement Survey are administered annually in winter.

Schoolwide Programs at Magnolia Junior High School:

1. AVID Program: Magnolia JHS offers several AVID (Advancement Via Individual Determination) sections, which help students develop college-readiness skills through collaborative learning, organizational strategies, and critical thinking activities.
2. Math 180 & Read 180: These programs offer targeted interventions for students who are struggling in math and reading, respectively, to bring them up to grade level.
3. Study Skills and Intervention Courses: The school offers Study Skills classes and other interventions to support students who need extra academic help.
4. Extracurricular Activities: The school is working on expanding the availability of extracurricular activities, particularly clubs and student organizations, which are crucial for student engagement and development.
5. PBIS (Positive Behavioral Interventions and Supports): PBIS is implemented schoolwide, with a focus on creating a positive school culture and supporting students' social and emotional development.
6. Elective Courses: The school provides a range of electives, including our music program, CTE classes, life skills courses, and performing arts, to increase college and career readiness.
7. Summer Programs: Magnolia JHS participates in summer bridge programs and intervention courses to support students' academic growth over the summer and ensure they are prepared for the upcoming school year.
8. Professional Development: The school offers ongoing professional development for teachers, including training in best instructional practices, data analysis, and strategies for supporting English Learners, students with disabilities, and other at-risk groups.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	282
Grade 8	295
Total Enrollment	577

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.1
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	4
Black or African American	2.9
Filipino	3.1
Hispanic or Latino	78.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	9.4
English Learners	9.4
Foster Youth	0.3
Homeless	8.3
Socioeconomically Disadvantaged	81.5
Students with Disabilities	18.4

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

2022-23 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)	25.10	82.05	1093.50	91.97	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	0.93	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	25.50	2.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.78	21.60	1.82	11746.90	4.23
Unknown/Incomplete/NA	5.20	17.13	37.10	3.12	14303.80	5.15
Total Teaching Positions	30.70	100.00	1188.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00	0
Local Assignment Options	0.10	0.20	0.2
Total Out-of-Field Teachers	0.60	0.20	0.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 19, 2024, 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 2024/2025-21 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 2024/2025 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

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	7 Discovery Education, Inc.; Grade 7 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022)	No	0

	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)		
History-Social Science	7-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) *No (See note above)	No	0
Health	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

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

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 MPR audio/video system was upgraded..

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 November 3, 2024 through November 19, 2024, the overall rating of this site’s most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2024.

Year and month of the most recent FIT report	11/03/2024 - 11/19/2024
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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			Room 29: 4: (D) Ceiling tiles have holes or stains Room 30: 4: (D) Ceiling tiles have holes or stains Room 32: 4: (D) Ceiling tiles have holes or stains Room 34: 4: (D) Ceiling tiles have holes or stains Room 49: 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 51: 5: (D) Light fixtures are NOT working properly Room 52: 5: (D) Light fixtures are NOT working properly

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Portable Staff Restrooms (Mens): 8: (D) Restrooms are NOT fully operational Restroom by room 22 BLDG-A (Boys): 8: (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional 9: (D) Water pressure is inadequate
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	38	60	60	46	47
Mathematics (grades 3-8 and 11)	24	24	46	48	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	570	564	98.95	1.05	37.77
Female	259	257	99.23	0.77	44.75
Male	310	306	98.71	1.29	32.03
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	53.85
Black or African American	15	15	100.00	0.00	26.67
Filipino	19	18	94.74	5.26	66.67
Hispanic or Latino	451	447	99.11	0.89	33.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	48	97.96	2.04	60.42
English Learners	52	51	98.08	1.92	3.92
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	26.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	461	456	98.92	1.08	34.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	101	97.12	2.88	6.93

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	570	560	98.25	1.75	23.57
Female	259	255	98.46	1.54	22.75
Male	310	304	98.06	1.94	24.01
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	42.31
Black or African American	15	13	86.67	13.33	15.38
Filipino	19	18	94.74	5.26	83.33
Hispanic or Latino	451	445	98.67	1.33	18.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	48	97.96	2.04	37.50
English Learners	52	51	98.08	1.92	1.96
Foster Youth	--	--	--	--	--
Homeless	57	56	98.25	1.75	17.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	461	453	98.26	1.74	20.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	100	96.15	3.85	3.00

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.

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.47	25.71	36.02	38.48	30.29	30.73

2023-24 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	290	286	98.62	1.38	25.26
Female	138	136	98.55	1.45	22.79
Male	151	149	98.68	1.32	27.70
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	221	98.22	1.78	19.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	57.69
English Learners	24	22	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	30	30	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	225	98.25	1.75	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	6.38

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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99	97	97	98	98.9

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.

2024-25 Opportunities for Parental Involvement

Parent and Family Engagement:

Magnolia Junior High School places a strong emphasis on family engagement as a key strategy to support student achievement and well-being. Our parent and family engagement initiatives are designed to build strong partnerships between the school and home, ensuring that parents have the resources and tools they need to actively support their child's education.

Magnolia Junior High School key initiatives include:

1. Workshops and Resources: The Family Engagement Center (FEC) provides monthly and weekly workshops on various topics to help parents support their child's academic and behavioral success. Topics include supporting English Learners, Special Education, mental health awareness, and how to support learning at home.
2. English Learner Parent Academy: The district offers a seven-week academy specifically for parents of English Learners, helping them better understand their child's academic journey and how to support their language development at home.
3. Parent Communication: We utilize tools like ParentSquare to keep families informed about school events, available resources, fundraising events and important updates. Our Partnerships for Learning Network ensures that all families have access to the school's Parent Engagement Policy and Home School Compact, which outlines expectations and responsibilities for both parents and the school community.
4. Support for Under-Achieving Students: In addition to academic support programs like Read 180 and Math 180, we provide parents with information about intervention resources, including tutoring and academic software. We also connect families to community resources through the HOPE Center for students facing housing instability or financial hardship.
5. Collaborative Decision-Making: Through committees like the School Site Council (SSC) and the English Language Advisory Committee (ELAC), parents have the opportunity to be actively involved in decision-making processes related to school policies, programs, and resources.
6. Parent Engagement Events: Magnolia Jr. HS coordinates events to increase family involvement through such days as Dia De Los Muertos, Lunar New Year, and the color run.

By strengthening the school-family partnership, Magnolia Junior High School ensures that every student receives the support they need to succeed, both academically and personally. Parents and families are vital to the school's success, and their involvement is a key component of Magnolia's overall mission and vision. This comprehensive approach to family and community engagement ensures that Magnolia Junior High School is not only focused on academic achievement but also on creating a strong, supportive community where students, parents, and staff work together to foster student success.

2024-25 Opportunities for Parental Involvement

School/Family 2024-2025 Engagement Opportunities:

August

1. Welcome Back Ice Cream Social - Students
2. PBIS Assembly - Students, Staff, Family
3. Back to School Night - Family

September

1. East Coast Trip Meeting - Students, Family
2. AVID Chocolate Fundraiser - Students, Family
3. Welcome Back Dance – Students
4. AVID College Tour - Students, Staff, Family
5. Dine Out Opportunity – Family
6. CHS BST program recruitment – Students
7. Student Advisory Council – Students
8. Motivational Speaker/Assembly - Students, Staff, Family

October

1. School Site Council Meeting - Staff, Family
2. CAASPP Awards Ceremony - Students, Family
3. CAASPP Field Trip – Students
4. ELAC Meeting – Family
5. Great CA Shakeout – Students
6. Spirit Week – Students
7. Dine Out Opportunity - Students, Family
8. School Site Council Meeting - Staff, Family
9. Parent Engagement Dia De Los Muertos Lunch - Students, Family
10. Costume Contest - Students

November

1. Intermural Football - Students
2. Safe School Ambassadors Training - Students, Staff
3. Dine Out Opportunity - Students, Staff, Family
4. PFA Meeting – Family, Students, Staff
5. Veteran's Day Banners & Messages - Students, Staff, Family
6. AVID College Tour- UCLA - Students, Family
7. Monthly w/the principal - Family
8. Lockdown/Active Shooter Drill - Students, Staff
9. ASB Officers Conference - Students

December

1. Winter Dance - Students
2. Debate Competition - Students, Family
3. Toy Drive - Students, Family
4. CHS Music Performance – Students, Staff, Family
5. Chino Christmas Parade - Students, Family
6. Spirit Week - Students, Staff
7. Assembly-1st Trimester Rally - Students, Staff, Family
8. Chili Cookoff - Staff

January

1. Student Lead Conferences - Students, Staff, Family
2. Dine Out Opportunity - Students, Staff, Family

February

1. Disneyland AVID field trip - Students
2. Motivational Speaker- Students, Staff, Family
3. Festival of the Arts - Students, Staff, Family
4. Parent Engagement – After School Lunar New Year - Students, Staff, Family

2024-25 Opportunities for Parental Involvement

March

1. Autism Awareness - Family
2. Reclassification Ceremony – Students, Staff, Family
3. Dine Out Opportunity - Family
4. Incoming 6th grade Student Orientation - Students, Staff, Family

April

1. Academic Rally - Students, Staff, Family
2. Dine Out Opportunity - Students, Staff, Family
3. Debate Competition - Students, Family

May

1. Color Run
2. Debate Competition - Students, Family
3. Minute to Win It Competiton/Spirit Week – Students
4. Parent Engagement Family Fun Nights Evening - Students, Staff, Family
5. Parent Appreciation - Family
6. Promotion Ceremony - Students, Staff, Family

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	619	604	139	23.0
Female	279	273	69	25.3
Male	339	330	70	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	3	11.5
Black or African American	22	19	10	52.6
Filipino	20	19	2	10.5
Hispanic or Latino	485	474	110	23.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	54	12	22.2
English Learners	72	71	21	29.6
Foster Youth	--	--	--	--
Homeless	59	57	17	29.8
Socioeconomically Disadvantaged	505	491	124	25.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	115	38	33.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.32	7.7	11.31	2.67	2.87	2.8	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.15	0.15	1.13	0.06	0.09	0.14	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.31	1.13
Female	9.32	1.43
Male	12.98	0.88
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	11.54	0.00
Black or African American	18.18	0.00
Filipino	5.00	0.00
Hispanic or Latino	11.34	1.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	1.85
English Learners	16.67	1.39
Foster Youth	0.00	0.00
Homeless	16.95	0.00
Socioeconomically Disadvantaged	12.48	1.39
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.03	0.85

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

2024-25 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 February 2024, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of

2024-25 School Safety Plan

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).

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	13	19	2
Mathematics	23	8	16	3
Science	24	8	15	3
Social Science	22	8	18	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	16	16	1
Mathematics	22	9	16	2
Science	21	11	14	2
Social Science	21	10	15	2

2023-24 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	577

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$18,915	\$5,663	\$13,253	\$94,505.63
District	N/A	N/A	\$11,664	\$96,308
Percent Difference - School Site and District	N/A	N/A	12.8	-1.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	20.7	-0.1

Fiscal Year 2023-24 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.cvsd.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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,282	\$56,573
Mid-Range Teacher Salary	\$88,367	\$87,186
Highest Teacher Salary	\$117,849	\$119,665
Average Principal Salary (Elementary)	\$136,284	\$148,486
Average Principal Salary (Middle)	\$137,721	\$154,835
Average Principal Salary (High)	\$158,540	\$170,008
Superintendent Salary	\$329,628	\$338,699
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	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 2024-25 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 with New Mentor training, followed by monthly mentor targeted support meetings. These mentor meetings provide coaching support for mentors to address local needs and are organized around supporting new teachers regarding equity, 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 setting professional goals and 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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2