

Bonita Vista Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|--|
| School Name | Bonita Vista Middle School |
| Street | 650 Otay Lakes Road |
| City, State, Zip | Chula Vista |
| Phone Number | 619-397-2225 |
| Principal | Dr. Salazar |
| Email Address | alexander.salazar-arbelaez@sweetwaterschools.org |
| School Website | bvm.sweetwaterschools.org |
| County-District-School (CDS) Code | 37684116059745 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------------|
| District Name | Sweetwater Union High |
| Phone Number | (619) 691-5555 |
| Superintendent | Moises Aguirre, Ed.D |
| Email Address | Moises.aguirre@sweetwaterschools.org |
| District Website | www.sweetwaterschools.org/ |

2023-24 School Description and Mission Statement

Located in the eastern region of Chula Vista, Bonita Vista Middle serves more than 900 students in grades seven and eight. We employ a credentialed staff of 43 to support our students. Our campus reflects our community's cultural and socioeconomic makeup and serves an ethnically diverse student population. Bonita Vista Middle School, built in 1968 and partially renovated in 2009, was named a California Distinguished School in 1988, 1994, 1999, and 2013. It is situated in a growing suburban upper-middle-class community 12 miles from the U.S.-Mexico border and serves a diverse ethnic population with a rich history of parental involvement and high academic expectations and results. Our ethnically diverse population of 922 students, 474 seventh graders, and 448 eighth graders provides an enriched campus atmosphere. Our population makeup consists of: Hispanic: 69.7%, White: 11.6%, Asian: 8.2%, Two or More Races: 5.7%, and African American: 2.6%. Pacific Islander: 0.8%, and American Indian: .1%.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century. In support of the district's mission, our school's motto is "Preparing Tomorrow's Leaders."

Mission Statement:

Bonita Vista Middle School Values the whole person. Our mission is to prepare individuals for academic, personal, and professional success. We foster an environment that supports self-directed lifelong learners who adapt to innovations in society, have a sense of compassion and empathy, and make a positive contribution to the world.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 447 |
| Grade 8 | 392 |
| Total Enrollment | 839 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.7% |
| Male | 51.3% |
| American Indian or Alaska Native | 0.1% |
| Asian | 2% |
| Black or African American | 3.6% |
| Filipino | 7.2% |
| Hispanic or Latino | 63.4% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 6% |
| White | 15.4% |
| English Learners | 12% |
| Foster Youth | 0.4% |
| Homeless | 1.1% |
| Socioeconomically Disadvantaged | 39.3% |
| Students with Disabilities | 12.4% |

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) | 27.20 | 72.96 | 1140.10 | 69.11 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.50 | 0.15 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 6.00 | 0.37 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 0.32 | 57.40 | 3.48 | 12115.80 | 4.41 |
| Unknown | 9.90 | 26.70 | 443.50 | 26.88 | 18854.30 | 6.86 |
| Total Teaching Positions | 37.30 | 100.00 | 1649.70 | 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) | 31.80 | 89.41 | 1443.50 | 85.46 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 12.40 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.45 | 24.50 | 1.45 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 56.80 | 3.36 | 11953.10 | 4.28 |
| Unknown | 3.60 | 10.12 | 151.70 | 8.98 | 15831.90 | 5.67 |
| Total Teaching Positions | 35.50 | 100.00 | 1689.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.10 | 0.00 |
| Total Out-of-Field Teachers | 0.10 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 9.7 | 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) | 8.1 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | November 2022 | |
|---|---|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted | Yes | 0.0 |

| | | | |
|---|--|-----|-----|
| | consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http:// curriculum.suhsd.k12.ca.us/ | | |
| Mathematics | Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| Science | Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http:// curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| History-Social Science | Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| Foreign Language | Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| Health | Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| Visual and Performing Arts | Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0.0 |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The school has an adaptive room, an administration building, 61 classrooms, a multipurpose room and a library. The main campus was built in 1968. Additions were constructed in 1975, 1987, 1989 and 1992. Nine portable classrooms were constructed in 1987 and 1989 for classroom use. Nineteen permanent classrooms have been constructed. The school opened in 1968 with an administration building, 40 classrooms and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our school is generally in good repair. No repairs are needed in facility categories identified in the Williams Settlement.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

11/07/22

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | AC unit in 704, 705, 706 are getting replaced for new units, work order #53359 to address leaks. |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | work order #56946 to address termites in registrars office. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | work order #57882 to replace all sprinkler heads out on the field currently in progress. |

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 58 | 57 | 50 | 48 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 34 | 38 | 26 | 26 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 844 | 781 | 92.54 | 7.46 | 57.62 |
| Female | 408 | 384 | 94.12 | 5.88 | 61.98 |
| Male | 436 | 397 | 91.06 | 8.94 | 53.40 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 16 | 16 | 100.00 | 0.00 | 81.25 |
| Black or African American | 31 | 26 | 83.87 | 16.13 | 42.31 |
| Filipino | 59 | 59 | 100.00 | 0.00 | 81.36 |
| Hispanic or Latino | 541 | 500 | 92.42 | 7.58 | 52.40 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 62 | 56 | 90.32 | 9.68 | 64.29 |
| White | 129 | 119 | 92.25 | 7.75 | 63.03 |
| English Learners | 92 | 81 | 88.04 | 11.96 | 4.94 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 35 | 33 | 94.29 | 5.71 | 66.67 |
| Socioeconomically Disadvantaged | 362 | 319 | 88.12 | 11.88 | 48.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 112 | 81 | 72.32 | 27.68 | 14.81 |

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 844 | 781 | 92.54 | 7.46 | 37.82 |
| Female | 408 | 384 | 94.12 | 5.88 | 34.99 |
| Male | 436 | 397 | 91.06 | 8.94 | 40.55 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 16 | 16 | 100.00 | 0.00 | 81.25 |
| Black or African American | 31 | 27 | 87.10 | 12.90 | 33.33 |
| Filipino | 59 | 58 | 98.31 | 1.69 | 60.34 |
| Hispanic or Latino | 541 | 505 | 93.35 | 6.65 | 31.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 62 | 52 | 83.87 | 16.13 | 44.23 |
| White | 129 | 118 | 91.47 | 8.53 | 46.61 |
| English Learners | 92 | 82 | 89.13 | 10.87 | 6.10 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 35 | 33 | 94.29 | 5.71 | 30.30 |
| Socioeconomically Disadvantaged | 362 | 323 | 89.23 | 10.77 | 27.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 112 | 83 | 74.11 | 25.89 | 8.43 |

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

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 32.92 | 33.60 | 25.00 | 25.05 | 29.47 | 30.29 |

2022-23 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 | 396 | 375 | 94.70 | 5.30 | 33.60 |
| Female | 187 | 177 | 94.65 | 5.35 | 31.64 |
| Male | 209 | 198 | 94.74 | 5.26 | 35.35 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 12 | 92.31 | 7.69 | 16.67 |
| Filipino | 26 | 26 | 100.00 | 0.00 | 61.54 |
| Hispanic or Latino | 258 | 243 | 94.19 | 5.81 | 27.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 17 | 89.47 | 10.53 | 47.06 |
| White | 69 | 67 | 97.10 | 2.90 | 38.81 |
| English Learners | 41 | 37 | 90.24 | 9.76 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 16 | 94.12 | 5.88 | 25.00 |
| Socioeconomically Disadvantaged | 184 | 169 | 91.85 | 8.15 | 24.85 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 50 | 83.33 | 16.67 | 6.00 |

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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 | 95% | 93% | 95% | 95% | 96% |

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.

2023-24 Opportunities for Parental Involvement

Bonita Vista Middle School has developed a written parental involvement policy with input from School Site Council parents. As parents are equal partners in the education of their children, it shall be the policy of Bonita Vista Middle School to develop the policy with parent input. It has distributed the policy to all parents. Bonita Vista Middle School will provide information to parents through sponsored meetings, and events, as well as through Infinite Campus and the school website: bvm.sweetwaterschools.org The policy describes the means for carrying out the following parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the School

To involve parents at Bonita Vista Middle School the following practices have been established:

The school convenes an annual meeting to inform parents of the School Site Council, and ELAC, including information about the requirements of each parent group and about the right of parents to be involved in the parent group.

Coffee with the Principal (Monthly)

School Site Council

- o Once a month (8 meetings minimal during the school year)

ELAC (English Language Acquisition Committee)

- o Once a month

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. Bonita Vista Middle School invites all parents to participate in programs affecting their child, including ELAC and SSC, where the Single Plan for Student Achievement, which includes all categorically funded

2023-24 Opportunities for Parental Involvement

program components and requirements, is discussed.

The school provides parents with timely information about the school's programs. Bonita Vista Middle School will communicate regularly via personal contact, phone calls by administrators, teachers, counselors, resource personnel, and support staff, as well as through email, the Week-At-A-Glance newsletter, Infinite Campus, Jupiter Grades, BVM APP, and our website: bvm.sweetwaterschools.org. Additionally, there is a principal's newsletter, The Crusader Times, sent out weekly that includes upcoming events, current trends at school, and student recognition.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Bonita Vista Middle School will provide parents with course descriptions, individual class syllabi, test scores, and homework completion via Jupiter grades.

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Bonita Vista Middle School promotes and values the input of parents regarding school programs, resource allocation, and decisions affecting student achievement and well-being. We embrace an "open door" policy on the part of school administrators and program personnel in dealing with the concerns of parents and members of the community.

Parents act as partners in parent/teacher conferences.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| All Students | 905 | 894 | 135 | 15.1 |
| Female | 442 | 437 | 63 | 14.4 |
| Male | 463 | 457 | 72 | 15.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 18 | 18 | 2 | 11.1 |
| Black or African American | 32 | 32 | 5 | 15.6 |
| Filipino | 60 | 60 | 4 | 6.7 |
| Hispanic or Latino | 580 | 575 | 88 | 15.3 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 1 | 20.0 |
| Two or More Races | 55 | 52 | 11 | 21.2 |
| White | 138 | 135 | 17 | 12.6 |
| English Learners | 118 | 116 | 22 | 19.0 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 9 | 9 | 2 | 22.2 |
| Socioeconomically Disadvantaged | 400 | 396 | 82 | 20.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 124 | 121 | 25 | 20.7 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 6.38 | 7.62 | 0.05 | 5.57 | 6.15 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.11 | 0.00 | 0.07 | 0.08 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 7.62 | 0.11 |
| Female | 6.79 | 0 |
| Male | 8.42 | 0.22 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 5.56 | 0 |
| Black or African American | 12.5 | 0 |
| Filipino | 1.67 | 0 |
| Hispanic or Latino | 7.93 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 14.55 | 1.82 |
| White | 4.35 | 0 |
| English Learners | 7.63 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 10.5 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 12.9 | 0 |

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the School Board for approval each year in February for approval. Staff orientation and training is completed by November 30th each year. Disaster and evacuation drills are scheduled periodically throughout the school year. Additionally, we meet weekly as a safety team to discuss macro and micro safety concerns occurring at the time (every Friday at 10:30 am).

Key Elements of the Plan:

- Update and review Site Safety Plan
- Train all staff on emergency procedures during faculty meetings, PD days, and pre-service days
- Conduct all safety drills for first and second semester
- Identify strategies and programs that provide safety on campus

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 | 43 | 7 | 4 | 20 |
| Mathematics | 37 | 6 | 8 | 18 |
| Science | 31 | 8 | 20 | 6 |
| Social Science | 36 | 1 | 6 | 20 |

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 | 28 | 8 | 7 | 16 |
| Mathematics | 31 | 4 | 10 | 13 |
| Science | 28 | 5 | 22 | 3 |
| Social Science | 31 | 6 | 5 | 16 |

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 | 28 | 9 | 3 | 19 |
| Mathematics | 30 | 4 | 10 | 14 |
| Science | 27 | 5 | 23 | 3 |
| Social Science | 29 | 5 | 12 | 12 |

2022-23 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 | 419.5 |

2022-23 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) | 2 |
| Library Media Teacher (Librarian) | 0.2 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 4.7 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 7253.47 | 172.10 | 7081.38 | 87,617.00 |
| District | N/A | N/A | 9754.53 | \$91,566 |
| Percent Difference - School Site and District | N/A | N/A | -31.8 | -1.1 |
| State | N/A | N/A | \$7,607 | \$97,850 |
| Percent Difference - School Site and State | N/A | N/A | -17.6 | -5.1 |

Fiscal Year 2022-23 Types of Services Funded

- General Operations - services, materials, and support to the general education program.
- AEC - Academic Enrichment Center: After-school academic support; targeted support, tutoring services.
- ARC – Academic Recovery Center: Students up missing assignments, targeted support.
- Saturday Scholars – Identified students attend core subject re-teaching with core teachers before major progress reports.
- Targeted Math and English reteach tutorial sessions.
- School-wide reteach-reassess sessions at PLC discretion.
- Resource teachers: Attendance, EL Monitor, Restorative Practices, A-G Math Resource, Dual Language Immersion Program Coordinator, Middle Years Program Coordinator

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$48,003 | \$57,234 |
| Mid-Range Teacher Salary | \$82,293 | \$95,467 |
| Highest Teacher Salary | \$107,730 | \$122,669 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$157,167 | \$153,476 |
| Average Principal Salary (High) | \$167,100 | \$173,198 |
| Superintendent Salary | \$260,000 | \$277,572 |
| Percent of Budget for Teacher Salaries | 32.97% | 31.17% |
| Percent of Budget for Administrative Salaries | 4% | 4.46% |

Professional Development

2021-22

The focus for professional development this year is on Social Emotional Learning and support for students and teachers returning from distance learning. Students and staff need additional support due to issues from the pandemic. There is also a renewed focus on the work of PLCs, guided by and driven by the Office of Curriculum and Instruction. Finally, BVM has partnered with the San Diego chapter of the NAACP to train staff and students in cultural awareness and biases.

2022-23

Professional development will focus on enhancing rigor in the classroom and transition to becoming a Middle Years Program (MYP) school. MYP is a pre-International Baccalaureate program aimed at offering challenging, high-quality educational programs to students. Teachers will be given the time and professional development to collaborate on lesson design with a focus on active learning and rigorous instruction.

2023-204

We continue to focus on increasing rigor in the classroom through the implementation of pilot units as we enter our "Consideration" year of the Middle Years Program (MYP). MYP is a pre-International Baccalaureate program aimed at offering challenging, high-quality educational programs to students. This year our English 8 and Science 8 (General Science 2) departments have started implementing pilot units. At Faculty Meetings, Department Pullouts, and International Baccalaureate Training, our teachers continue to receive professional development training. We have also had the opportunity to invest in our AVID program and have been able to send 3 of our teachers, including our AVID Coordinator, to AVID training this year.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 30 | 34 |