

Chula 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	Chula Vista Middle School
Street	415 Fifth Avenue
City, State, Zip	Chula Vista, CA, 91910-4305
Phone Number	619-498-6800
Principal	Lora Bumatay
Email Address	lora.bumatay@sweetwaterschools.org
School Website	cvm.sweetwaterschools.org
County-District-School (CDS) Code	37684116059760

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

Chula Vista Middle (CVM) has a school population of 680 students and includes both seventh and eighth grades. The school is located in central Chula Vista, a culturally rich and diverse region in south San Diego County. Chula Vista Middle is also home to the School for the Creative and Performing Arts Program (SCPA) which attracts talented students from across San Diego county. Students can major in band, dance, drama, guitar, orchestra, piano and visual arts. CVM's arts program also gives the entire student body and community an opportunity to appreciate and learn from the creative and artistic talents of its students.

Staff, parents and students collaboratively developed the Chula Vista Middle School mission: Ensuring Every Cavalier Belongs and Thrives. The four LCAP goals are the foundation of our work:

- Goal 1: Quality First Instruction
- Goal 2: Positive Climate & Culture
- Goal 3: Parent Involvement
- Goal 4: Systems of Excellence

Chula Vista Middle (CVM) ensures a quality, standards-based curriculum for all students with access through special education, accelerated courses, well-balanced by a visual and performing arts curriculum open to all students. We also offer a social emotional class designed to teach students positive behavior responses to situations and goal setting. Chula Vista Middle has partnered with the Tareq Khamisa Foundation to enhance the meaning of being a peacemaker which aligns with our motto of Cavaliers C.A.R.E (are Courageous, Ambitious, Responsible and Empathetic). Additional skill-building instruction is offered through AVID Excel classes for Long Term English Learner students in need.

To enhance literacy skills, CVM uses the Achieve3000 program during a 35 minute Advisory period. School-wide incentives encourage students to become readers and achievers. In addition, many of the core classes at Chula Vista Middle integrate Achieve 3000 into their curriculum as well as vocabulary building skills, speaking, listening and writing functions. A variety of specialized instructional strategies and writing programs are specially designed to support students with IEPs and English Language Learners.

A comprehensive before and after-school program, Club Teen Connection (Club TC), offers CVM students opportunities for academic support linked with recreational activities. Clubs, high student-interest classes and athletic teams provide safe and

2023-24 School Description and Mission Statement

secure alternatives for students beyond school hours.

Through District Office resources, Chula Vista Middle also collaborates with the many community agencies including: BEACON Family Resource Center, San Ysidro Health Center; South Bay Community Services, and the McAlister Institute. Our goal is to involve parents as partners in the social development and education of their children, as well as to enhance parenting skills for local families. We strongly believe that an effective partnership between school and home impacts student learning.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	299
Grade 8	339
Total Enrollment	638

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4%
Male	47.6%
American Indian or Alaska Native	0.3%
Asian	0.8%
Black or African American	2.5%
Filipino	2%
Hispanic or Latino	81%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.4%
White	7.1%
English Learners	37.6%
Foster Youth	0.3%
Homeless	2.8%
Socioeconomically Disadvantaged	74.9%
Students with Disabilities	19%

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)	21.70	64.88	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)	0.40	1.20	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.38	57.40	3.48	12115.80	4.41
Unknown	10.20	30.51	443.50	26.88	18854.30	6.86
Total Teaching Positions	33.40	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)	26.40	79.19	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)	1.20	3.65	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.97	56.80	3.36	11953.10	4.28
Unknown	4.00	12.16	151.70	8.98	15831.90	5.67
Total Teaching Positions	33.30	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	0.40	1.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.20

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	1.00	1.60
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	1.10	1.60

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)	5.5	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.6	2.6

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, a cafeteria, 54 classrooms and a library. The main campus was built in 1929. Additions were constructed in 1937, 1944, 1950, 1954, 1962, 1969, 1982, 2001 and 2003. No portable classrooms were constructed. Forty-three permanent classrooms have been constructed.

The school opened in 1929 with an administration building, an auditorium, 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.

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.

We were part of the 2017-2018 HVAC project. Our 400 building, our auditorium, our adaptive gym, and room 601 had HVAC installations.

Year and month of the most recent FIT report

11/17/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			IDF room AC leaking WO#57801, Install mobile AC WO#53058, Heater not working. WO written, AC broken WO#58105,
Interior: Interior Surfaces	X			Worn carpet WO# 121, BROKEN BLINDS WO# 36589REPLACE 2 STAGE LIGHTS WO# 36539 HALLWAY ROOF LEAKING WO#50406 REPAIR OUTSIDE STUCCO WO# 59593, BROKEN MIRRORS WO# 57954
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Wall damage W/O written, BROKEN WINDOW WO# 57973, REPAIR OUTSIDE STUCCO WO# 59593,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			OUTSIDE LIGHTING WO# 57802, ROOF LEAK WO# 59206 ROTTEN DOOR WO# 54418, PAINT WO# 54422, REPAINT LOT LINES WO# 44192 BROKEN KONX SWITCH WO# 59218, CRACKS AND HOLES WO# 59205

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)	31	30	50	48	47	46
Mathematics (grades 3-8 and 11)	16	17	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	637	621	97.49	2.51	30.27
Female	329	320	97.26	2.74	36.88
Male	308	301	97.73	2.27	23.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71	14.29	25.00
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	528	516	97.73	2.27	28.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	52.17
White	48	46	95.83	4.17	32.61
English Learners	227	219	96.48	3.52	5.94
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	532	519	97.56	2.44	28.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	115	94.26	5.74	15.65

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	637	623	97.80	2.20	17.39
Female	329	322	97.87	2.13	17.50
Male	308	301	97.73	2.27	17.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71	14.29	8.33
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	528	518	98.11	1.89	15.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	39.13
White	48	46	95.83	4.17	17.39
English Learners	227	220	96.92	3.08	8.72
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	532	521	97.93	2.07	17.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	114	93.44	6.56	12.28

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)	16.56	13.59	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	328	318	96.95	3.05	14.78
Female	178	171	96.07	3.93	15.79
Male	150	147	98.00	2.00	13.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	275	269	97.82	2.18	13.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	16.67
English Learners	116	112	96.55	3.45	4.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	296	288	97.30	2.70	14.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	57	93.44	6.56	12.28

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	88%	92%	92%	91%	91%

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

Opportunities for CVM parent involvement include participation in the following:

- English Language Advisory Committee (ELAC)
- District English Language Advisory (DELAC)
- School Site Council (SSC)
- School Safety Committee
- District Parent Advisory Committee (DPAC)
- SMART Food Distribution (Every 3rd Thursday)
- Monthly Family Nights
- Volunteering in the library

We continue to work in tandem with Chula Vista High School to facilitate as many parent trainings as possible.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	716	692	230	33.2
Female	381	365	116	31.8
Male	335	327	114	34.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	5	5	0	0.0
Black or African American	20	18	6	33.3
Filipino	13	13	2	15.4
Hispanic or Latino	591	570	197	34.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	11	10	2	20.0
White	51	51	20	39.2
English Learners	281	272	92	33.8
Foster Youth	2	2	0	0.0
Homeless	19	19	7	36.8
Socioeconomically Disadvantaged	596	580	205	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	136	131	50	38.2

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	0.26	17.15	18.02	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.40	0.00	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	18.02	0
Female	17.85	0
Male	18.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	25	0
Filipino	0	0
Hispanic or Latino	18.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	18.18	0
White	13.73	0
English Learners	23.84	0
Foster Youth	0	0
Homeless	26.32	0
Socioeconomically Disadvantaged	19.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	24.26	0

2023-24 School Safety Plan

School safety is the number one priority at Chula Vista Middle. Each year, we review and update our Comprehensive School Safety Plan. The plan is submitted to the Superintendent annually by mid-October. Staff orientation and training must be completed by October 30th each year.

Key Elements of the Plan:

Character Development through Daily Words of Wisdom, Cavaliers CARE and Restorative Practices initiatives through Advisory Class. We have partnered with the Tareq Khamisa Foundation to work with our 7th grade students to teach them the principles of Restorative Practices, to be peacemakers and how to effectively deal with the life challenges through a series of ten workshops. Students will complete the trainings during the second semester of 2023-2024 school year. The culminating activity will be a celebration assembly.

Continued involvement with District resources and Chula Vista Police Department.

Annual Safety Team Training

Disaster and evacuation drills are scheduled periodically throughout the school year to train students and staff. Fire Drills & regular evacuation site on campus 2 per semester; Earthquake Drill & regular evacuation site on campus, 1 per year; Clear room drill; Heightened Security Drill & Lock-down Drill, 1 per semester.

Emergency folders updated each semester for every teacher.

Provide security updates regularly at Faculty meetings as well as security updates to staff.

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	31	12	9	12
Mathematics	37	9	7	13
Science	26	9	6	13
Social Science	27	10	5	11

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	23	17	7	9
Mathematics	25	8	14	4
Science	26	8	9	8
Social Science	26	8	6	10

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	23	12	13	6
Mathematics	26	9	5	11
Science	24	10	11	5
Social Science	25	8	10	7

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	319

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.4

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	8712.69	751.30	7961.39	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-20.2	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-5.9	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support towards the general education program.

Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential.

Special Education - specialized learning assistance for students with cognitive or physical needs.

Categorical Programs - monies from State and Federal sources and from grants are earmarked for specific services. Supplemental resources and services are targeted to enhance the acquisition of Student Language and literacy skills. Designated funds are used to support and promote safe and healthy learning environments, and to support an extensive after school program (tutoring, support groups, and structured recreational opportunities) in collaboration with community-based agencies.

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/cs/>.

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

Chula Vista Middle staff participates in a continuation of a professional development plan from the previous year.

Our focus for the 2021-22 school year was on Connection - forming a positive Climate and Culture with our students coming back to in-person schooling from the pandemic in May.

Our focus for the 2022-23 school year was on developing a school-wide Teaching and Behavior Matrix called C.A.R.E. Cavaliers are Courageous, Ambitious, Responsible and Empathetic. Students received trainings from the TKF foundation, Here Now Suicide Prevention Program, as well as Creating Safe Spaces for our LGBTQ community.

This year, 2023-24 our focus is on Collaboration, teachers working in Professional Learning Communities to strengthen lessons and assessments and encouraging students to empower their voices.

Chula Vista Middle has been focusing on the district's LCAP Goals 1, 2 and 3 for the past three years:

Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence.

Goal 3: Parent and Community Engagement

Our District has provided guidance and training through District-wide meetings. Teachers have attended training in QTEL, AVID, specific Arts workshops, Solution Tree conferences, Content specific conferences, WEB training, Restorative Practices Training and monthly tech trainings that teachers request.

Teachers are also supported by in-class coaching, collaboration with District TOSAs, teacher-principal meetings, PLC meetings, and review of data regularly. Chula Vista Middle has provided family events such as Self-Care, Finding your Love Language, and annual Community Resource Fairs.

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	5	5	5