

# CESAR E. CHAVEZ MIDDLE SCHOOL

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	CESAR E. CHAVEZ MIDDLE SCHOOL
<b>Street</b>	6650 North Magnolia Ave.
<b>City, State, Zip</b>	San Bernardino, CA 92407
<b>Phone Number</b>	(909) 386-2050
<b>Principal</b>	Robert Morales Ed.D.
<b>Email Address</b>	robert.morales@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://chavez.sbcusd.com/">https://chavez.sbcusd.com/</a>
<b>County-District-School (CDS) Code</b>	36678760109488

## 2022-23 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Ana M. Applegate, Administrator in Charge
<b>Email Address</b>	SUPT@sbcusd.k12.ca.us
<b>District Website Address</b>	www.sbcusd.com

## 2022-23 School Overview

Cesar E. Chavez Middle School (CCMS) is a 6-8 grade middle school with 49 classrooms, a library, nine teacher workrooms, a multi-purpose room, locker room facilities, music room/s and a main office. The school opened in 2005, and the facility strongly supports teaching and learning through its ample classroom, athletic, and professional work space.

### School Culture:

SBCUSD's International Baccalaureate (IB) Middle School, Cesar E. Chavez, creates a community that builds student capacity through choice and voice. Using a unique global perspective, CCMS' diverse culture fosters open-minded, resilient, and compassionate lifelong learners who are needed for today's 21st-century careers. With trained Middle Years Program (MYP) teachers and student-focused staff, CCMS is a place where your child will find an education that strengthens the academic, social, and emotional skills of the whole student through relevant and meaningful learning experiences.

### Academics:

CCMS' IB Middle Years Program offers a robust set of courses that exceeds IB, state, and District requirements such as:

- IB Diploma Pathway (a gateway to high school);
- IB Middle Years Courses: ELA, Math, Science, History, Spanish, and Physical Education;
- MYP Design Choices: general design, coding and robotics, animatronics, environmental design, and publications;
- MYP Fine Arts Choices: piano, guitar, chorus, music appreciation, orchestra, band, ability-tiered visual arts, digital media arts, and theater arts.

### Extra Curricular and After-school Activities:

CAPS, Sports, Clubs, Drum-line, Academic Support and Community Service.

Our mission at Cesar E. Chavez Middle School is to create an inclusive environment for all students to build healthy relationships on their path towards academic success.

Through innovative approaches to learning and promoting curiosity, students will become knowledgeable and service-minded citizens in preparation for college and career.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	92
Grade 7	464
Grade 8	497
Total Enrollment	1,053

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.4
Asian	1.7
Black or African American	6.0
Filipino	0.3
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.5
White	8.5
English Learners	14.4
Foster Youth	0.5
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	84.9
Students with Disabilities	8.7

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.60	82.30	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.13	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	7.45	66.10	2.93	12115.80	4.41
Unknown	3.80	8.11	163.10	7.22	18854.30	6.86
<b>Total Teaching Positions</b>	<b>47.00</b>	<b>100.00</b>	<b>2258.80</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

## 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	
Local Assignment Options	2.50	
<b>Total Out-of-Field Teachers</b>	3.50	

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core middle school textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. All materials are standards-based and rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle. The district has exercised local control to assure that textbooks not from the most recent State adopted list of materials are aligned with state standards.

In addition to core curriculum materials, the district purchases supplementary materials for use in middle school visual and performing arts programs. Sufficient materials are available for students participating in the visual and performing arts programs.

Each school purchases textbooks for all students to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April each year to prepare for the following year.

### Williams Visit Findings

Visit Date: 08/19/2022

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed:  
None.

Year and month in which the data were collected

June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 6-8: Houghton Mifflin Harcourt: California Collections (2016)	Yes	0
<b>Mathematics</b>	Grades 6-8; Pearson: CA Digits (2015)  Grade 8: Pearson: CA Integrated High School Mathematics I, Common Core (2015)	Yes	0
<b>Science</b>	Grade(s) 6-8: Amplify Education, Inc.: Integrated Science (2020)	Yes	0
<b>History-Social Science</b>	Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World(2018)  Grades 7: Teachers' Curriculum Institute: History Alive! The Medieval World and Beyond (2018)  Grade 8: Teachers' Curriculum Institute History Alive! The United States through Industrialism (2018)	Yes	0
<b>Foreign Language</b>	Vista Higher Learning: Senderos 1 (2021)	Yes	0

	Vista Higher Learning: Encuentros 1A Comunicacion y Cultura (2021)		
	Vista Higher Learning: Encuentros 1B Comunicacion y Cultura (2021)		
	McGraw-Hill: El español para nosotros, Curso para hispanohablantes Nivel 1 (2021)		
	Vista Higher Learning: Yabisi Espanol libro de texto 6 (2021)		
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002)	No	0
	MacMillan/McGraw-Hill: Music: Its Role and Importance in Our Lives (2002)		
<b>Science Laboratory Equipment (grades 9-12)</b>			0

## School Facility Conditions and Planned Improvements

### General

Cesar Chavez Middle School is a 6-8 middle school with 49 classrooms, a library, nine workrooms, a multi-purpose room and an office. The school opened in 2005, and the facility strongly supports teaching and learning through its ample classroom, athletic, and professional work space.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place January, 2022. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

### Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

### Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

### School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2021-22 school year are listed below:

Replacement of indoor and outdoor lunch tables as needed.

New carpet in P-1.

E-wing roof repair and gutter abandonment.

## School Facility Conditions and Planned Improvements

### School Facility Good Repair Status

#### Williams Visit Findings

Visit Date: 08/19/2022

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None observed.

The following good repair deficiencies were observed:

#### Section 5. Overall Cleanliness

Grounds: Area has unabated graffiti (remedied 8/19/22)

#### Section 8. Restrooms

Boy's Locker Room: Toilet is not working (remedied 8/19/22)

C Wing Boy's Restroom: Restroom not stocked with menstrual products (remedied 8/19/22)

#### Section 9. Sinks/Fountains

Girl's Locker Room: Sink/fountain is not working properly (remedied 8/19/22)

B Wing Girl's Restroom: Sink/fountain is not working properly (remedied 8/19/22)

### School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

#### Year and month of the most recent FIT report

01/12/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	a-20 workroom - replace 2 stained ceiling tiles a-20 workroom - replace 2 stained ceiling tiles-north wall admin - paint touch up by tv. Reset 1 ceiling tile admin office - paint touch up by tv. Reset 1 ceiling tile b-01 - reset 1 ceiling tile b-12 - stained ceiling tile. Paint touch up on east wall by door b-wing boys rr - paint touch up 4th stall above ceramic tile c-01 - stained ceiling tile by east wall c-09 - stained vct floor tiles c-11 - attach bookshelves to wall by fire extinguisher d-02 - paint touch up west wall lower portion d-06 - reset 1 ceiling tile



## School Facility Conditions and Planned Improvements

			<p>d-08 - can not insert key into lock-south door. Paint touch up by north door</p> <p>e-08 - attach bookcase . Drinking fountain has high pressure</p> <p>g-6 - stained ceiling tile. Loose spout on faucet</p> <p>health office - replace stained ceiling tiles north wall</p> <p>health office - stained ceiling tiles-north wall</p> <p>kitchen staff dinning - reset 1 ceiling tile</p> <p>p-4 - loose section of rubber base molding</p> <p>p-5 - adjust door closer. Panic bar cap is bent. Reset and replace ceiling tiles. Stained carpet squares</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		<p>boys locker room - hand dryer push button is broken</p> <p>d-07 - install light fixture diffuser-diffuser is in the classroom</p> <p>g-3,4 - repair light fixture over projection screen</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>b-9 - toilet bowl does not run water from front of bowl-clogs on regular basis</p> <p>basketball court - drinking fountain by basketball court is not draining</p> <p>b-wing team workroom - loose toilet seat</p> <p>c-07 - sinks have low pressure</p> <p>c-wing boys rr - 2nd urinal flush handle sticks. 6th urinal is bagged</p> <p>c-wing girls rr - repair or replace liquid soap dispenser-missing the top lid</p> <p>e-08 - attach bookcase. Drinking fountain has high pressure"</p> <p>exterior of locker rooms - exterior drinking fountain by locker rooms are off</p> <p>g-2 - faucet leaking at base</p> <p>g-6 - stained ceiling tile. Loose spout on faucet</p> <p>playground - holes adjacent to sidewalk</p> <p>truck ruts-southwest side</p> <p>gopher holes-northwest end</p> <p>drinking fountain by baseball backstop damaged</p> <p>irrigation backflow device leaking-northeast corner</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>d-08 - can not insert key into lock-south door. Paint touch up by north door</p> <p>front parking lot - gophers north of admin building</p> <p>girls locker room - weather stripping needs repair</p> <p>p-5 - adjust door closer. Panic bar cap is bent. Reset and replace ceiling tiles. Stained carpet squares</p> <p>playground - holes adjacent to sidewalk</p> <p>truck ruts-southwest side</p> <p>gopher holes-northwest end</p> <p>drinking fountain by baseball backstop damaged</p> <p>irrigation backflow device leaking-northeast corner</p>

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	18	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1044	1012	96.93	3.07	31.32
<b>Female</b>	519	504	97.11	2.89	40.87
<b>Male</b>	525	508	96.76	3.24	21.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	20	100.00	0.00	55.00
<b>Black or African American</b>	62	59	95.16	4.84	20.34
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	846	820	96.93	3.07	30.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	20.00
<b>White</b>	86	83	96.51	3.49	40.96
<b>English Learners</b>	131	119	90.84	9.16	1.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	66	65	98.48	1.52	18.46
<b>Military</b>	27	27	100.00	0.00	37.04
<b>Socioeconomically Disadvantaged</b>	904	876	96.90	3.10	29.22
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	94	89	94.68	5.32	5.62

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1043	1010	96.84	3.16	15.84
<b>Female</b>	519	503	96.92	3.08	16.10
<b>Male</b>	524	507	96.76	3.24	15.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	20	100.00	0.00	20.00
<b>Black or African American</b>	62	58	93.55	6.45	8.62
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	845	819	96.92	3.08	14.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	15.00
<b>White</b>	86	83	96.51	3.49	32.53
<b>English Learners</b>	130	120	92.31	7.69	0.83
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	66	65	98.48	1.52	7.69
<b>Military</b>	27	27	100.00	0.00	14.81
<b>Socioeconomically Disadvantaged</b>	903	875	96.90	3.10	13.83
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	93	89	95.70	4.30	4.49

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	21.55	21.14	17.39	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	494	479	96.96	3.04	21.55
<b>Female</b>	238	230	96.64	3.36	22.17
<b>Male</b>	256	249	97.27	2.73	20.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	28	27	96.43	3.57	7.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	402	389	96.77	3.23	19.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	44	43	97.73	2.27	41.86
<b>English Learners</b>	71	65	91.55	8.45	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	34	34	100	0	11.76
<b>Military</b>	14	14	100	0	14.29
<b>Socioeconomically Disadvantaged</b>	418	406	97.13	2.87	19.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	49	96.08	3.92	2.04

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.2%	93.7%	96.3%	93.9%	97.0%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Each school provides multiple options for parents to participate in the educational process. Middle school is a critical time in a student's life. They need intensive support from parents and other positive adult role models. Therefore, we welcome volunteers at our school. Volunteers can provide time and support in a number of ways at CCMS. The following are possible ways to volunteer:

- Field Trip Chaperones;
- Speaking during Career Day;
- Set-up for events;
- Involvement in parent committees such as (SSC, ELAC, AAPAC);
- Assisting in the library;
- Assisting teachers
- and many other opportunities that may arise throughout the course of the year.

Communication to our school community is provided with the use of our on-line platform called Parent Square. Additionally, our school utilizes Instagram. Our account name is: ccms.rattlers

All questions regarding volunteering can be directed toward our office staff.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1134	1105	333	30.1
Female	559	546	153	28.0
Male	575	559	180	32.2
American Indian or Alaska Native	4	4	0	0.0
Asian	21	21	4	19.0
Black or African American	69	67	22	32.8
Filipino	3	3	2	66.7
Hispanic or Latino	920	894	272	30.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	16	16	3	18.8
White	92	92	28	30.4
English Learners	181	177	63	35.6
Foster Youth	7	5	1	20.0
Homeless	72	72	29	40.3
Socioeconomically Disadvantaged	998	973	313	32.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	100	42	42.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.97	3.66	2.45
<b>Expulsions</b>	0.16	0.07	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	10.41	0.01	4.68	0.20	3.17
<b>Expulsions</b>	0.00	0.09	0.00	0.18	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	10.41	0.09
<b>Female</b>	6.44	0.18
<b>Male</b>	14.26	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	4.76	0.00
<b>Black or African American</b>	15.94	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	10.98	0.11
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	12.50	0.00
<b>White</b>	1.09	0.00
<b>English Learners</b>	11.05	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	13.89	0.00
<b>Socioeconomically Disadvantaged</b>	10.72	0.10
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	15.89	0.00

## 2022-23 School Safety Plan

Date of Last Review/Update: Nov. 17, 2022  
Date Last Reviewed with Faculty: Dec. 6, 2022

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	11	15	22
Mathematics	28	9	21	16
Science	30	2	21	14
Social Science	29	3	25	10

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	15	20
Mathematics	27	8	19	16
Science	30	4	6	25
Social Science	30	4	8	23

## 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	20	20	11
Mathematics	24	14	23	7
Science	27	5	27	4
Social Science	27	5	24	7

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	351

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,900	\$464	\$6,436	\$77,637
District	N/A	N/A	\$7,322	\$82,280
Percent Difference - School Site and District	N/A	N/A	-12.9	-5.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-2.4	-9.5

## 2021-22 Types of Services Funded

The common goal of all categorically- funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students—including English learners, Low-Income, Foster Youth, African American, Students with Disabilities, and other underrepresented and underachieving student groups attain mastery of the State standards

The educational program at each site is based on an improvement planning process that includes members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These Educational Partners form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success. Sites are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards within their SPSA.

Some students have difficulty mastering academic state and local content standards. They may be at- risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- \* Every Student Succeeds Act (ESSA) Title I, Part A funding
- \* Local Control Funding Formula (LCFF) Supplemental and Concentration funding

Additionally, categorical programs have been established at the district-level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- \* Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- \* ESSA Title II, Part A – Supporting Effective Instruction
- \* ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

The California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Focus Schools)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,455	\$51,081
<b>Mid-Range Teacher Salary</b>	\$84,896	\$77,514
<b>Highest Teacher Salary</b>	\$113,646	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,672	\$133,421
<b>Average Principal Salary (Middle)</b>	\$149,188	\$138,594
<b>Average Principal Salary (High)</b>	\$164,595	\$153,392
<b>Superintendent Salary</b>	\$351,055	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	31%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, and 3 days in 2022-23.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3