

# Carmel Valley 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

<b>School Name</b>	Carmel Valley Middle School
<b>Street</b>	3800 Mykonos Lane
<b>City, State, Zip</b>	San Diego, CA 92130
<b>Phone Number</b>	858-481-8221
<b>Principal</b>	Adam Bishop (Interim)
<b>Email Address</b>	adam.bishop@sduhsd.net
<b>School Website</b>	<a href="https://cv.sduhsd.net/">https://cv.sduhsd.net/</a>
<b>County-District-School (CDS) Code</b>	37-68346-6117352

## 2023-24 District Contact Information

<b>District Name</b>	San Dieguito Union High School District
<b>Phone Number</b>	(760) 753-6491
<b>Superintendent</b>	Anne Staffieri, Ed. D. Superintendent
<b>Email Address</b>	info@sduhsd.net
<b>District Website</b>	www.sduhsd.net

## 2023-24 School Description and Mission Statement

Our mission is to educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members. Carmel Valley Middle School Values: The pioneering spirit of Carmel Valley Middle School leads us to value... **STUDENT FOCUS:** We provide a caring, student-centered community that encourages students to become well-rounded, responsible members of society. **ACADEMICS:** We provide a challenging academic environment that empowers students to reach their potential, develop real-life applications, and embrace life-long learning. **PROFESSIONALISM:** We are a professional staff that practices respectful interactions, shared decision-making, and continuous collaboration. **COMMUNICATION:** We are committed to open, honest, and respectful communication among students, staff, parents, and the community. **SAFE AND SECURE ENVIRONMENT:** We provide an environment that is physically and emotionally safe and secure, one that fosters self-expression, respects individuality, and accepts diversity. **Principal's Message:** Carmel Valley Middle School (CVMS) opened in 1999 and currently serves students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our wellness goals focus on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 20 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborates on a regular basis using the formative process to inform instruction and address individualized student needs. In 2003, 2009 and 2013, CVMS was named a California Distinguished School. In 2018, Carmel Valley Middle School was named a National Blue Ribbon School.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	355
Grade 8	413
Total Enrollment	768

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.3%
Asian	35.2%
Black or African American	1.3%
Filipino	0.9%
Hispanic or Latino	12.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	11.6%
White	38.2%
English Learners	8.2%
Foster Youth	0.1%
Homeless	0.1%
Socioeconomically Disadvantaged	12.5%
Students with Disabilities	10%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.20	93.81	471.10	91.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.90	0.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.74	16.20	3.14	12115.80	4.41
<b>Unknown</b>	1.50	4.42	23.00	4.46	18854.30	6.86
<b>Total Teaching Positions</b>	34.40	100.00	515.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.20	90.24	479.80	91.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.29	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	1.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	3.40	12.70	2.45	11953.10	4.28
<b>Unknown</b>	2.10	6.36	19.80	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	33.40	100.00	521.80	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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	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.

## 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	0.20	0.00
Local Assignment Options	0.40	1.10
<b>Total Out-of-Field Teachers</b>	0.60	1.10

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.

## 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	0
<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)	0	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

We choose our textbooks from lists that have already been approved by state education officials.

**Year and month in which the data were collected** 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0

<b>Mathematics</b>	SDUHSD developed math materials	Yes	0
<b>Science</b>	Lab-Aids Science Program, Grade 7 and Grade 8, Adopted 2020	Yes	0
<b>History-Social Science</b>	7th Grade: History Alive! The Medieval World and Beyond, Adopted 2022 8th Grade: History Alive! The United States Through Industrialism, Adopted 2022	Yes	0
<b>Foreign Language</b>	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
<b>Health</b>			N/A
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

Our school accommodates approximately 1,160 students. The buildings are attractive and well equipped with furnishings and current technology. Maintenance of the school is ongoing and is excellent. We also have a full-size gym, fully equipped science lab classrooms, and a performing arts center. We share the site with a Boys and Girls Club and have joint use of the gym. In 2010, new benches, lunch tables, and a shade structure were added to the grounds. In the spring of 2018, there were upgrades done to the Performing Arts Center and drama classroom. A new building was opened for use in August 2018, which houses a state of the art music classroom and two additional classrooms for general use. The school year opened in 2019 with new solar panels installed in the parking lots, as well as our athletic fields and track remodeled. In the past couple of years, a phased plan to replace the roof has begun, as well as several buildings on our site being painted with carpets replaced. In the summer of 2022, the HVAC and roofing was replaced in the majority of the classrooms and buildings on campus, as well as the addition of entirely new landscaping in the front of the school to make the campus more colorful, lively, and welcoming. In addition, throughout the campus, large trees were replaced by more moderate sized palms to enhance the aesthetics of the campus.

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

05/18/23 - 05/19/23

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		X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	80	77	79	47	46
<b>Mathematics</b> (grades 3-8 and 11)	77	80	66	68	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
<b>All Students</b>	789	754	95.56	4.44	80.35
<b>Female</b>	378	367	97.09	2.91	83.88
<b>Male</b>	410	386	94.15	5.85	77.20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	290	275	94.83	5.17	83.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	97	90	92.78	7.22	71.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	89	87	97.75	2.25	90.80
<b>White</b>	296	288	97.30	2.70	78.40
<b>English Learners</b>	64	50	78.13	21.87	18.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	34	32	94.12	5.88	75.00
<b>Socioeconomically Disadvantaged</b>	105	96	91.43	8.57	62.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	67	87.01	12.99	44.78



## 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
<b>All Students</b>	789	753	95.44	4.56	80.08
<b>Female</b>	378	364	96.30	3.70	78.85
<b>Male</b>	410	388	94.63	5.37	81.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	290	282	97.24	2.76	91.49
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	97	86	88.66	11.34	56.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	89	85	95.51	4.49	90.59
<b>White</b>	296	286	96.62	3.38	74.13
<b>English Learners</b>	64	58	90.63	9.37	56.90
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	34	33	97.06	2.94	72.73
<b>Socioeconomically Disadvantaged</b>	105	93	88.57	11.43	52.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	65	84.42	15.58	41.54

## 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
<b>Science</b> (grades 5, 8 and high school)	72.93	69.14	57.46	59.99	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
<b>All Students</b>	424	413	97.41	2.59	67.80
<b>Female</b>	197	193	97.97	2.03	65.28
<b>Male</b>	227	220	96.92	3.08	70.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	145	144	99.31	0.69	77.78
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	49	90.74	9.26	46.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	43	42	97.67	2.33	78.57
<b>White</b>	172	169	98.26	1.74	64.50
<b>English Learners</b>	32	30	93.75	6.25	6.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	27	27	100.00	0.00	62.96
<b>Socioeconomically Disadvantaged</b>	62	57	91.94	8.06	45.61
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	34	89.47	10.53	32.35

## 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	92.39%	93.75%	93.48%	93.21%	93.48%

## 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

CVMS is fortunate to have active parents, many of whom are part of the PTSA, which coordinates the parent volunteer program. Many parents regularly volunteer through extra and co-curricular programs, student activities, and school committees. We especially appreciate PTSA's coordination and/or support of the Reflections Arts program, Talent Show, Red Ribbon Week, Family Fun Nights, Welcome Family Social, student dances, fundraiser celebrations, and eighth grade promotion. The PTSA supports teachers with a mini-grant program, Staff Appreciation Week, appreciation events throughout the year, and the funding of requests from departments. Parents volunteers also run successful programs like Science Olympiad and Math League, and these programs would not exist without a full commitment from the parents and high school coaches who volunteer their time to provide fantastic opportunities for our students to explore their passions in science and math. The Music Boosters Club exists to help our music program and provide many opportunities for our music students that they would not have without the additional funding that Music Boosters provides. Parents also participate on School Site Council, the Safety Committee, and the English Learner Advisory Committee. At the district level, parents serve as representatives for Carmel Valley Middle School on the Special Education Parent Advisory Group, Parent Curriculum Advisory Committee, and Parent District Council. We invite you to visit the front office for information about volunteering at CVMS. The contact person for parent involvement is Principal Vicki Kim. Carmel Valley Middle School views parents as partners in helping to support the academic journey of their child. Parents are invited to attend individual teacher meetings, SST meetings, 504 meetings, and IEP meetings. Parents are encouraged to support their child in becoming independent and a self-advocate during their middle school years, but to stay nearby as a support system. CVMS encourages parents to stay connected to the school by hosting monthly meetings with parents called Coffee with the Principal; two of the meetings are hosted at night and called Cocoa with the Principal. Finally, in an effort to increase connectivity to our school and build community, CVMS hosts a Family BBQ right after new student/parent orientation, and two Family Fun Nights - one per semester with the help of PTSA and ASB.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	811	69	8.5
Female	398	390	40	10.3
Male	424	420	28	6.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	303	299	10	3.3
Black or African American	10	10	4	40.0
Filipino	7	7	0	0.0
Hispanic or Latino	102	100	19	19.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	91	91	5	5.5
White	309	303	31	10.2
English Learners	87	84	6	7.1
Foster Youth	1	1	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	115	111	20	18.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	82	15	18.3

### 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	0.64	2.61	3.04	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.12	0.24	0.00	0.04	0.10	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.04	0.24
Female	0.75	0
Male	5.19	0.47
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.31	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.9	0.98
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.2	0
White	3.56	0.32
English Learners	6.9	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.48	0.87
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.24	0

## 2023-24 School Safety Plan

The CVMS Comprehensive School Safety Plan (CSSP) was updated this fall and is in the process of final review and authorization at this time. The administrative review and update of the CSSP was completed by the Assistant Principal in October 2021. Hard copies of the school site safety plans are available for each teacher online and in their classroom emergency binders, and an abbreviated version for public viewing in the main office. The 2021-2022 CVMS safety plan was duplicated and distributed to all classroom teachers and staff on October 26, 2021. The CVMS Safety Committee includes an assistant principal, a teacher, a custodian, a front office staff representative, a parent representative, and a campus supervisor. The committee meets bi-monthly (after each district safety meeting), and it evaluates our site safety plan regularly. The final draft of the CSSP is agendaized to be reviewed and authorized by the CVMS Safety Committee in our next meeting on January 14, 2022. Once authorized by the CVMS Safety Committee, the 21-22 CSSP will then be reviewed by the CVMS site council on February 15, 2022. The CVMS site council includes CVMS administration, teacher representatives, student representatives, and parent representatives. The safety plan is reviewed with staff (and specific emergency team members) on a regular basis with updates given throughout the year as needed. CVMS is currently implementing all aspects of the 2021-22 CSSP, including running all required safety drills. All staff members are invited to provide feedback after each safety drill and/or safety incident on campus. This feedback provides essential data, useful as part of our process of continual review of the CSSP. Through safety drills and collecting staff feedback, CVMS administration is able to ensure that all members of the staff are fully trained in safety protocols, procedures are logistically sound, and that all means of communication (alarms, PA, telephones, email, etc.) are functional in the event of an emergency.

## 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	30	4	9	17
Mathematics	31	5	6	17
Science	32		14	13
Social Science	32		14	13

## 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	25	8	14	9
Mathematics	27	8	11	10
Science	31	2	9	14
Social Science	31	2	8	15

## 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	5	9	13
Mathematics	28	7	8	12
Science	29	3	16	7
Social Science	30	3	6	16

## 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	768

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

## 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	\$12,641	\$7,845	\$4,796	\$116,255
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-183.2	5.9
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-45.3	17.2

## Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

## 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
<b>Beginning Teacher Salary</b>	\$64,557	\$57,234
<b>Mid-Range Teacher Salary</b>	\$107,956	\$95,467
<b>Highest Teacher Salary</b>	\$132,169	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$162,117	\$153,476
<b>Average Principal Salary (High)</b>	\$177,590	\$173,198
<b>Superintendent Salary</b>	\$288,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	37.44%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	5.58%	4.46%

## Professional Development

Staff members attend various trainings throughout the year. Administrators and other staff have attended various trainings such as CPI training, restorative practices trainings, co-teacher training, and IEP training. Our site is committed to the continuous education of our staff, and staff are encouraged to attend workshops and trainings that they feel would be beneficial to their practice. All requests to attend trainings other than those offered through the district are requested and approved by the site principal. Finally, SDUHSD provides a plethora of optional trainings that staff members are invited to participate in, and paid for if they attend outside of their work day.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			