

Cesar E. Chavez 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	Cesar E. Chavez Middle School
Street	440 Arthur Rd.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 761-7699
Principal	Benjamin Benavidez
Email Address	benjamin_benavidez@pvusd.net
School Website	https://cesarchavez.pvusd.net/
County-District-School (CDS) Code	44-69799-0109595

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Cesar E. Chavez Middle School (CCMS), which opened in August 2005, is a neighborhood school that provides students with a safe place to learn, outstanding teachers, and a rigorous academic environment. 99 percent of our student live within a 2 mile radius of the school, and as a result, are able to walk to school. Most importantly, graduating students leave CCMS ready to complete grade-level and higher-level academic work in high school and beyond.

Here is our Mission/Vision Statement:

Our school is a safe, secure and welcoming environment that provides a collaborative and rigorous academic setting. Our school provides opportunities for students and staff to innovate, take risks, and learn from success, failure, effort, and feedback..

Our school understands the importance of character and how the development of character can help shape students and staff to live a more successful and fulfilling life.

Our goal is for all our students to be prepared for high school.

Academically, all students take a full year of math, language arts, PE, science, and social studies. We offer Band, Choir, and Art to our 6th, 7th, and 8th grade students. We offer enrichment activities either in the regular classroom or in the afterschool program. Physical activity and athletics play an important and critical role in our program, and all students have the opportunity to participate in one or more of our many sports activities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	198
Grade 7	178
Grade 8	176

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
Asian	0.2%
Hispanic or Latino	96.2%
White	3.6%
English Learners	39.5%
Homeless	10.5%
Migrant	5.3%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	16.7%

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)	22.50	79.44	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.40	12.08	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	2.30	8.42	59.80	6.70	18854.30	6.86
Total Teaching Positions	28.40	100.00	893.30	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)	21.60	81.20	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	2.26	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	12.74	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.00	3.76	43.40	4.93	15831.90	5.67
Total Teaching Positions	26.60	100.00	880.20	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	1.00	1.00
Misassignments	2.40	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.40	3.30

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

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

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

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)	6.7	9.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	3.8

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

Computers

All students have been provided a Chromebook and if necessary, a hotspot.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013-14 school year and whether those textbooks covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Last year, the state of California began a transition to a new set of standards in language arts, math, and science. This transition is known as the Common Core Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017 myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	iReady, Curriculum Associates;2023	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language			0%

Health	Positive Prevention Plus/2018		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Cesar Chavez Middle School was constructed in the early 1950's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

9/25/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			P1-5: air filter P1-6: carpet seam trip hazard P3-2: replace dirty ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			8: broken window electrical wires visible P1-8: secure file cabinets (2) electrical wires visible in light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			P1-2: drinking fountain doesn't work
Safety: Fire Safety, Hazardous Materials	X			Healthy Start: expired fire extinguisher
Structural: Structural Damage, Roofs		X		1: secure file cabinet 2: secure file cabinet 6: secure file cabinet 9: secure file cabinet/ bookcase Café: the ramp entrance to café needs a hand rail P1-1: secure file cabinet + bookcase P1-7: secure file cabinet (3) P1-8: secure file cabinets (2) electrical wires visible in light fixtures P2-1: secure file cabinet/ side of ramp missing board P4-1: secure file cabinet P4-3: ramp needs repair/ floor tile split in RR P4-5: P4-7: secure file cabinet P4-8: secure racks (2) + file cabinets (2) missing base board

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		8: broken window electrical wires visible P1-4: trip hazard outside 4 towards 5 / replace air filter

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)	17	16	28	26	47	46
Mathematics (grades 3-8 and 11)	8	10	17	17	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	546	528	96.70	3.30	15.97
Female	255	249	97.65	2.35	17.67
Male	291	279	95.88	4.12	14.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	527	510	96.77	3.23	16.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	17	94.44	5.56	5.88
English Learners	198	189	95.45	4.55	3.72
Foster Youth	0	0	0	0	0
Homeless	59	58	98.31	1.69	12.07
Military	0	0	0	0	0
Socioeconomically Disadvantaged	501	483	96.41	3.59	14.97
Students Receiving Migrant Education Services	28	28	100.00	0.00	3.57
Students with Disabilities	88	83	94.32	5.68	4.82

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	545	520	95.41	4.59	10.38
Female	254	246	96.85	3.15	9.35
Male	291	274	94.16	5.84	11.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	526	502	95.44	4.56	10.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	17	94.44	5.56	5.88
English Learners	198	186	93.94	6.06	1.61
Foster Youth	0	0	0	0	0
Homeless	59	55	93.22	6.78	7.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	501	476	95.01	4.99	9.45
Students Receiving Migrant Education Services	28	27	96.43	3.57	11.11
Students with Disabilities	88	82	93.18	6.82	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	5.65	9.70	16.22	16.11	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	174	165	94.83	5.17	9.70
Female	72	71	98.61	1.39	12.68
Male	102	94	92.16	7.84	7.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	168	162	96.43	3.57	9.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	152	95.60	4.40	9.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	17	70.83	29.17	5.88

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	90.9	92.6	92	91.4	93.14

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

Parents participate in a variety of ways at Cesar Chavez Middle School. Foremost is their involvement in groups such as the School Site Council (SSC), the Migrant Parent group, and the English Language Advisory Committee (ELAC). Our ELAC committee operates under the umbrella of the School Site Council. The School Site Council meets monthly to discuss school issues, how to improve the school, and how to improve student achievement. Parents can also access information regarding their child's progress and school activities by using the CCMS School website (<https://cesarchavez.pvUSD.net/>). In addition, Back to School Night and Open House are well attended by parents. We also schedule many parent conferences throughout the year to discuss academic and socio-emotional progress of the students. At the end of the year, eighth-grade parents help plan and organize the eighth-grade dance and end-of-year activities. To find out how you can volunteer at our school, please call the school office, (831) 761-7699.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	568	230	40.5
Female	275	267	111	41.6
Male	307	301	119	39.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	560	546	218	39.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	21	21	12	57.1
English Learners	254	246	99	40.2

Foster Youth	0	0	0	0.0
Homeless	65	63	19	30.2
Socioeconomically Disadvantaged	537	523	220	42.1
Students Receiving Migrant Education Services	31	29	9	31.0
Students with Disabilities	100	98	46	46.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.57	2.92	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.34	0.17	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.92	0.17
Female	2.91	0
Male	2.93	0.33
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.5	0.18
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	14.29	0
English Learners	1.97	0.39
Foster Youth	0	0
Homeless	7.69	1.54

Socioeconomically Disadvantaged	2.98	0.19
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3	0

2023-24 School Safety Plan

Supervision of students begins every morning at 7:30 A.M. Students remain under adult supervision throughout the day until 6 p.m. The campus is surrounded by sturdy fencing and is monitored by staff and security cameras. Visitors must report to the office and sign in before meeting with anybody on campus. Our campus supervisor walks the halls and provides constant supervision at all times. During passing periods and for short periods of time during breaks and lunch, teachers supervise and monitor student activities. During break time and lunch time, administration and support staff supervise the children. In addition, the computer lab and the gymnasium are open for students. We visit with the students on a quarterly basis and review the school rules and behavior expectations for students. We regularly practice evacuation, earthquake, and fire drills. Our safety plan is reviewed with our staff, and our safety team has been trained in strategies for handling a crisis, turning off water and power, and distributing emergency supplies. The Comprehensive School Safety Plan is reviewed annually at a staff meeting within the first month of school. The Comprehensive School Safety Plan is updated yearly. The school assistant principal meets with district personnel each January to review and update the plan.

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	24	10	6	6
Mathematics	28	3	3	9
Science	28	2	5	7
Social Science	29	2	6	6

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	7	12	1
Mathematics	25	4	9	2
Science	28	1	9	3
Social Science	28	1	12	

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	21	12	7	4
Mathematics	25	4	5	6
Science	27	2	7	4
Social Science	30	0	6	5

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	0

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)	
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	\$13,432.72	\$2,839.97	\$5,734.42	\$63,888.18
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	16.5	-12.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-28.1	-34.6

Fiscal Year 2022-23 Types of Services Funded

CCMS uses money provided by the state and federal government for special purposes to improve the academic skills of its students. Our school site council (SSC) determines how these monies are spent at their monthly meetings and through the writing and confirmation of our School Site Learning Plan. This year, monies are allocated for targeted instructional improvement, programs supporting low-performing students and English Learners. These funds pay for student planners, computer equipment, and various instructional materials. Other state funds pay for teachers who perform extra duties, including opening the library and computer lab during lunch.

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	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447
Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Staff training at CCMS focuses on improving the ability for teachers to transition to the Common Core Standards in English and Math and the Next Generation Science Standards and on implementing Learning Goals, Success Criteria, Feedback, Academic Discourse, and Integration of Technology into the core curriculum. To accommodate this, Fridays in the 2023-24 school year were given to professional development in these areas.

Also, other Early Release Fridays were designed to give teachers the chance to talk and plan activities that will help the students in their academic life. On these Early Release Fridays students are dismissed at 1:15 p.m. and the entire afternoon is structured to accommodate staff with planning activities. Like other schools, CCMS uses staff training days to learn about areas of instruction and curriculum, such as English language development, mathematics, and writing. In order to provide time for collaboration for the language arts and math teachers, seven collaboration days were provided to teachers of language arts and math during the 2021-2022 school year. In 2022-2023, CCMS focused on improving teaching techniques using the book, *Teach Like a Champion Vol. 3.*

The focus of the 2023 - 2024 professional development is on following practices: Professional Learning Communities and Social Emotional Learning. This year, 10 Early Release Fridays have been set aside for teacher collaboration and an additional 6 Early Release Fridays were set aside for district wide professional development.

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	10