



Diegueño Middle School

2150 Village Park Way • Encinitas, CA 92024 • 760-944-1892 • Grades 7-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Dieguito Union High School District

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District Governing Board

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School Description

At Diegueño Middle School, all students are prepared academically and socially to reach their potential as life-long learners. Students are guided by professional educators in an engaging and creative environment with relevant curriculum focused on 21st century skills.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	473
Grade 8	529
Total Enrollment	1,002

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	4.4
Filipino	0.3
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.2
White	75.3
Two or More Races	4.9
Socioeconomically Disadvantaged	9.6
English Learners	2.6
Students with Disabilities	12.8
Foster Youth	0.1

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.

Teacher Credentials			
Diegueño Middle School	15-16	16-17	17-18
With Full Credential	44	44	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Diegueño Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Textbooks and Instructional Materials Year and month in which data were collected: 2008	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	SDUHSD developed materials Percent of students lacking their own assigned textbook: 0
Science	Focus on Life Science, Adopted 2007; Focus on Physical Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook:

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Diegueño Middle School was built in 1985. Our campus is an attractive, clean, positive learning environment. There are three computer labs on campus, including the lab in our Learning Commons. Every classroom has a network connection that allows access to the Internet, and all teachers have a computer document camera and live-streaming Safari Montage. Wireless Internet has also been installed throughout the campus to ensure both students and staff members have the technology needed for both present and future learning. In a joint collaborative effort with the PTSA, every classroom has been equipped with mounted LCD projectors. Also, we have Chromebook carts available for use in our Learning Commons, as well as in each of the core-curriculum buildings, in addition to having installed motion sensors for lights in the majority of classrooms in order to conserve energy.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	77	79	80	81	48	48
Math	74	74	71	71	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	87	83	85	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	6.2	20	68.8

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	467	458	98.1	83.0
Male	254	251	98.8	82.9
Female	213	207	97.2	83.1
Asian	25	25	100.0	84.0
Hispanic or Latino	58	57	98.3	71.9
White	367	359	97.8	84.4
Socioeconomically Disadvantaged	39	38	97.4	63.2
Students with Disabilities	52	50	96.2	58.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,002	976	97.41	79.41
Male	532	514	96.62	73.54
Female	470	462	98.3	85.93
Black or African American	--	--	--	--
Asian	43	43	100	97.67
Filipino	--	--	--	--
Hispanic or Latino	146	140	95.89	60.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	753	733	97.34	81.31
Two or More Races	49	49	100	87.76
Socioeconomically Disadvantaged	103	99	96.12	56.57
English Learners	56	52	92.86	40.38
Students with Disabilities	121	112	92.56	41.07
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,002	971	96.91	73.71
Male	532	509	95.68	74.07
Female	470	462	98.3	73.32
Black or African American	--	--	--	--
Asian	43	43	100	90.7
Filipino	--	--	--	--
Hispanic or Latino	146	139	95.21	55.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	753	730	96.95	75.75
Two or More Races	49	49	100	79.59
Socioeconomically Disadvantaged	103	101	98.06	46
English Learners	56	54	96.43	35.85
Students with Disabilities	122	110	90.16	34.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We have a very supportive and involved PTSA, which provides financial support for materials, supplies, and student experiences, as well as providing an incredible number of volunteers on campus. Our School Site Council, which includes parent members and students, approves our school's Single Plan for Student Achievement, site goals, and various budget expenditures. Our English Language Advisory Committee helps parents of students learning English feel welcome at our school. The contact person for parent involvement is Principal Jeff Copeland.

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.

School Safety Plan

We hold fire, lockdown, earthquake, and evacuation drills regularly. There is one full-time campus supervisor on site, and we work closely with the Encinitas Sheriff's Department, when necessary. We also work closely with other schools in our district. All students participate in an assembly with the assistant principal at the start of the school year and learn about behavior expectations and our progressive-discipline plan. All staff members are provided with the school site safety plan that is updated yearly. Our goal is to provide students and staff members with a safe school environment.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.6	3.7
Expulsions Rate	0.1	0.2	0.2
District	2014-15	2015-16	2016-17
Suspensions Rate	1.4	1.6	2.8
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.4
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	672

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	27	27	8	9	7	22	15	21	9	16	11
Mathematics	26	26	28	7	8	4	19	22	20	10	8	12
Science	31	31	30	1	2	3	17	9	8	13	21	22
Social Science	30	29	29	3	5	3	13	9	15	16	20	16

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Staff development opportunities are provided year round. The week before school starts in August and the two days between semesters in January are devoted to staff development. We have 16 late-start days throughout the year devoted to staff collaboration, and teachers are also invited to attend various district and non-district trainings and conferences during the year. Teacher input on staff development ideas is encouraged. All staff development activities focus on the goals of the district-wide Strategic Plan.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,245	\$50,221
Mid-Range Teacher Salary	\$97,401	\$83,072
Highest Teacher Salary	\$119,238	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$138,738	\$128,094
Average Principal Salary (HS)	\$152,948	\$146,114
Superintendent Salary	\$235,400	\$226,121
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; 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 as well as CTE courses and pathways.

Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers.

Restricted funding for DMS includes Title I, Part A funds used to upgrade the entire educational program of the school through a Schoolwide Program. Title I funded programs and services include; supplemental support courses in English and math, Intervention Coordinator, supplemental instructional materials, professional development for staff as well as parent engagement activities.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,779	\$569	\$5,209	\$93,466
District	♦	♦	\$5,464	\$97,644
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-4.8	-4.4
Percent Difference: School Site/ State			-23.2	12.1

* Cells with ♦ do not require data.