



Carmel Valley Middle School

3800 Mykonos Lane • San Diego, CA 92130 • 858-481-8221 • Grades 7-8

Victoria Kim, Principal
victoria.kim@sduhsd.net
<http://cv.sduhsd.net/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year

San Dieguito Union High School District

710 Encinitas Blvd.
Encinitas, CA 92024
(760) 753-6491
www.sduhsd.net

District Governing Board

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School Description

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 CORE 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 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 celebrates its 20th year of excellence in education. CVMS currently serves approximately 1,135 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 30 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 collaborate on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School. This year, Carmel Valley Middle School was named a National Blue Ribbon School.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	573
Grade 8	585
Total Enrollment	1,158

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	34.0
Filipino	1.3
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.0
White	45.3
Socioeconomically Disadvantaged	6.2
English Learners	6.3
Students with Disabilities	7.5
Foster Youth	0.0

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			
Carmel Valley Middle School	16-17	17-18	18-19
With Full Credential	48	49	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Dieguito Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Carmel Valley Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "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 2018-19)

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. This year, there are upgrades being done to the Performing Arts Center and drama classroom. A new building is under construction which will house a state of the art music classroom and two additional classrooms for general use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	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.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	86.0	85.0	81.0	80.0	48.0	50.0
Math	84.0	83.0	71.0	72.0	37.0	38.0

Note: 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.

Note: 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	6.4	18.6	72.5

* 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.

School Year 2017-18 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	1161	1135	97.76	84.93
Male	582	569	97.77	81.37
Female	579	566	97.75	88.52
Black or African American	--	--	--	--
Asian	392	388	98.98	89.18
Filipino	--	--	--	--
Hispanic or Latino	130	124	95.38	76.61
White	529	513	96.98	83.04
Two or More Races	96	96	100.00	89.58
Socioeconomically Disadvantaged	88	83	94.32	62.65
English Learners	133	128	96.24	53.13
Students with Disabilities	83	80	96.39	42.50
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	1,161	1,133	97.59	82.6
Male	582	568	97.59	83.07
Female	579	565	97.58	82.12
Black or African American	--	--	--	--
Asian	392	388	98.98	93.81
Filipino	--	--	--	--
Hispanic or Latino	130	121	93.08	66.94
White	529	514	97.16	77.63
Two or More Races	96	96	100	86.32
Socioeconomically Disadvantaged	88	84	95.45	65.48
English Learners	133	128	96.24	69.53
Students with Disabilities	83	79	95.18	39.24
Students Receiving Migrant Education Services	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

CVMS is fortunate to have active parents, many of whom are part of the PTSA, which coordinates the parent volunteer program. More than 200 parents regularly volunteer on campus. We especially appreciate their coordination of Career Day, Spirit Day, the Reflections arts program, Science Olympiad, the Spelling Bee, Talent Show, Red Ribbon Week, community service projects, Giving PAWS, 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 also participate on the 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 Social Emotional Learning Committee, Special Education Parent Advisory Group, Parent Curriculum Advisory Committee, and Parent District Council. We invite you to visit our office for information about volunteering at CVMS. The contact person for parent involvement is Principal Vicki Kim.

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 strictly enforce school rules, which we send home annually and include in the agenda planner given to each student. The safety committee includes an assistant principal, teachers, a custodian, a parent, a student, and a San Diego Police Department School Resource Officer. The committee meets monthly, and it evaluates our site safety plan regularly and runs monthly safety drills. The administrative team, campus supervisors, staff volunteers, and parents supervise our closed campus before and after school and at lunch. Every classroom has a PA system, a telephone, and email. The safety plan is reviewed with staff on an annual basis with updates given throughout the year as needed. The Safety Plan for 2018-19 was reviewed on August 24, 2018 with all staff, and approved by our site Safety Committee on November 15, 2018. Emergency drills are attempted once a month.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	1.8	1.3
Expulsions Rate	0.1	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.8	2.0
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.2
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.6
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	709.4

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	29.0	31.0	30.0	7	5	2	30	13	22	15	23	15
Mathematics	30.0	31.0	31.0	7	4	4	17	16	16	21	17	18
Science	33.0	32.0	33.0		1		7	16	15	36	21	22
Social Science	33.0	33.0	34.0		1		10	7	4	31	27	30

* 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

This year the district will hold two district-wide days of curriculum workshops for all departments: one before the start of the school year and one midyear, as well as professional development days for departments/subjects throughout the year. These days focus on curriculum training in relation to state standards, assessment, and best classroom practices. CVMS has two minimum days and sixteen late start days for professional learning community (PLC) collaboration and professional development activities. PLC topics include standards for teaching and learning, development of formative curriculum-based assessments, test data analysis, California Content Standards, effective instructional strategies, technology, safety, schedules, and student concerns. Professional development is delivered through all staff meetings, department meetings, and course-alike PLCs. Teachers are also encouraged to attend conferences that are relevant to their content area or overall teaching. This year, CVMS is also planning a Wellness Fair for staff. The purpose of the Wellness Fair is to introduce resources and learning for staff around self-care, so that they may be able to better provide a positive learning environment for their students. Teachers are supported throughout implementation through the evaluation process, through classroom visits, and through an analysis of student performance data and survey data.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,449	\$50,747
Mid-Range Teacher Salary	\$102,758	\$86,127
Highest Teacher Salary	\$125,797	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$154,312	\$136,636
Average Principal Salary (HS)	\$169,041	\$150,286
Superintendent Salary	\$235,400	\$238,058
Percent of District Budget		
Teacher Salaries	42.0	34.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6391.47	\$296	\$6095.47	\$103,686
District	◆	◆	\$6,678	\$103,417
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-9.1	0.3
Percent Difference: School Site/ State			-15.6	18.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 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. CVMS offers courses to support students in general education curriculum who are struggling academically or social/emotionally. The classes offered to these students are College Readiness which specifically builds skills and knowledge with students to help them be more prepared for college prep curriculum, Math Skills which supports students in seventh grade math and also with general study skills needs, and Study Skills for eighth graders who need academic and emotional/social support to be successful in classes. CVMS also offers support through Academic Power Hour two days a week after school where teachers and high school tutors assist students.

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 <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).

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.