



Carmel Valley Middle School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

San Dieguito Union High School District

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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 15th year of excellence in education. CVMS serves approximately 1,500 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 schoolwide theme, "Carmel Valley Connects", focuses 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 collaborates 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.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 858-481-8221.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	794
Gr. 8	729
Total	1,523

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.1
Asian	33.9
Filipino	1.6
Hispanic or Latino	6.2
Native Hawaiian/Pacific Islander	0.2
White	55.4
Two or More Races	1.4
Socioeconomically Disadvantaged	3.2
English Learners	3.9
Students with Disabilities	7.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	61	62	63
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Carmel Valley Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.57	0.43
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 2013–2014 school year and whether those textbooks covered the California Content Standards.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our 15-year-old school accommodates approximately 1,500 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 use its gym and computer classroom. In 2010, new benches, lunch tables, and a shade structure were added to the grounds.

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.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 7/23/14					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	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	[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]	[]	[]		
Overall Rating	Exemplary	Good	Fair		Poor
	[X]	[]	[]		[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	95	95	94	85	86	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	91	92	91	81	82	82	54	56	55
Math	87	87	89	61	63	64	49	50	50
HSS	93	90	91	75	73	76	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	5.6	21.4	70.3

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	94
Male	95
Female	93
Black or African American	
American Indian or Alaska Native	
Asian	98
Filipino	80
Hispanic or Latino	88
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	82
Students with Disabilities	70
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	2	-1
Black or African American			
American Indian or Alaska Native			
Asian	0	-4	-2
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	8	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			20

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

CVMS is fortunate to have active parents, 60 percent of whom belong to the PTSA, which coordinates the volunteer program. More than 300 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 minigrant 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 GATE Committee, the Safety Committee, and the English Learner Advisory Committee. We invite you to visit our office for information about volunteering at CVMS. The contact person for parent involvement is Principal Cara C. Dolnik.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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. Disaster preparedness drills are conducted monthly.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.5	1.9	1.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	762

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30	29	29	8	8	8	12	19	23	33	27	27
Math	29.6	31	31	10	8	9	14	15	13	26	25	27
Science	32.3	33	33	0	1		21	11	18	24	33	30
SS	33.4	33	33	1	2	1	5	6	15	38	37	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$42,957
Mid-Range Teacher Salary	\$79,139	\$69,613
Highest Teacher Salary	\$99,546	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$128,174	\$120,526
Average Principal Salary (HS)	\$141,452	\$129,506
Superintendent Salary	\$215,000	\$207,044
Percent of District Budget		
Teacher Salaries	40	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,915	\$391	\$4,524	\$68,408
District	♦	♦	\$6,146	\$79,895
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-26%	-6%
Percent Difference: School Site/ State			-17%	-8%

Types of Services Funded at Carmel Valley Middle School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Carmel Valley Middle School

This year the district will hold two days of curriculum workshops: one before the start of the school year and one midyear. These two days focus on curriculum training, assessment, and best classroom practices. CVMS has two minimum days and six latestart days for professional learning community (PLC) collaboration and professional development activities. PLC topics include standards for teaching and learning, development of common curriculum-based assessments, test data analysis, California Content Standards, effective instructional strategies, technology, safety, schedules, and student concerns. The School Site Council provides funding for whole departments to work collaboratively on professional development activities.