



Pacific Trails Middle School

5975 Village Center Loop Road • San Diego, CA 92130 • 858-509-1000 • Grades 7-8

Mary Anne Nuskin, Principal
maryanne.nuskin@sduhsd.net
<http://pt.sduhsd.net/>

2018-19 School Accountability Report Card Published During the 2019-20 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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Superintendent

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Deputy Superintendent

Bryan Marcus
**Associate Superintendent,
Educational Services**

Tina Douglas
**Associate Superintendent, Business
Services**

Cindy Frazee
**Associate Superintendent, Human
Resources**

School Description

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

School Description:

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students and added the additional grade level in 2016. Currently, our enrollment is 805 students and has continued to show steady growth. We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further success in high school.

Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a daily homeroom class, which focuses on supporting students with their academics, community building, and making positive connections peer to peer and teacher to peer. Mini-lessons to support social-emotional learning also occur in homeroom. In addition, opportunities for enrichment and intervention are available during Homeroom. Other means of student support include sheltered English classes for English language learners and co-taught math and English for special education students.

Extracurricular activities and supports include before and after school tutoring, Math League, Science Olympiad, public speaking, and a variety of campus clubs. Many of the extracurricular opportunities are funded and supported by our PTSA and ASB. After school sports are run by the Boys & Girls Club.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	380
Grade 8	343
Total Enrollment	723

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	35.1
Filipino	0.8
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.1
White	49
Two or More Races	4.8
Socioeconomically Disadvantaged	9.3
English Learners	4.8
Students with Disabilities	7.3

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 for Pacific Trails Middle	17-18	18-19	19-20
With Full Credential	31		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for San Dieguito Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Pacific Trails Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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 2019-20)

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 adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	SDUHSD developed math materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	District piloting materials for adoption in 2020-21 year The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive! 7th grade 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)

Pacific Trails Middle School on of the newest middle school in the San Dieguito Union High School District. Our school opened 2015-16 and is in excellent condition.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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 Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	86	88	80	80	50	50
Math	83	84	72	72	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.4	22.4	51.2

Note: 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.

**School Year 2018-19 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	725	708	97.66	87.85
Male	357	348	97.48	83.33
Female	368	360	97.83	92.22
Black or African American	12	11	91.67	54.55
Asian	261	256	98.08	93.36
Filipino	--	--	--	--
Hispanic or Latino	62	59	95.16	72.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	343	98.56	86.88
Two or More Races	34	31	91.18	90.32
Socioeconomically Disadvantaged	76	75	98.68	61.33
English Learners	73	66	90.41	54.55
Students with Disabilities	52	51	98.08	45.10

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 2018-19 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	725	717	98.90	83.82
Male	357	355	99.44	84.23
Female	368	362	98.37	83.43
Black or African American	12	11	91.67	18.18
Asian	261	261	100.00	93.87
Filipino	--	--	--	--
Hispanic or Latino	62	60	96.77	65.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	345	99.14	80.87
Two or More Races	34	32	94.12	90.63
Socioeconomically Disadvantaged	76	75	98.68	54.67
English Learners	73	73	100.00	72.60
Students with Disabilities	52	51	98.08	37.25

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 2019-20)

There are many opportunities for parents to be involved in school activities at Pacific Trails Middle School. Membership in the Parent Teacher Student Association (PTSA) is open at the start of the school year and anyone can join. The PTSA meets monthly to support the vision of the school and all students. Anyone can attend general meetings held at Pacific Trails Middle School (see school calendar for dates). Parents who would like to be involved should contact the PTSA at ptmspts@gmail.com.

The English Learner Advisory Committee (ELAC) meets quarterly to discuss and develop school-wide needs and support parents of English language learners. All parents of English language learners are invited to attend. The meeting schedule is posted on the school calendar.

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

Pacific Trails Middle School has a comprehensive school safety plan, which is reviewed at the start of each academic year. This year's plan was approved by the School Site Council in September. The plan outlines provisions for handling natural and man-made crisis situations, including procedures for personal safety and security, ways to ensure smooth administrative control of operations during a crisis, procedures to establish a clear, effective communications system, and guidelines for public safety agent involvement. All school staff are familiar with the contents of the plan and all students are familiar with emergency procedures as they relate to fire, earthquake, and lockdown.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.5	1.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	1.8
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	723.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30	2	12	9	31	1	12	9	32	1	8	13
Mathematics	31	1	9	10	32	4	5	12	31	2	10	11
Science	31		17	3	32		15	6	32		8	14
Social Science	31		18	2	32		13	8	32		8	14

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The bell schedule at Pacific Trails Middle School supports regular teacher collaboration time and professional development. All teachers work closely with their professional learning community (PLC) to monitor and support student achievement. All departments have essential learning objectives and common formative assessments. While working in their PLC, teachers focus on student assessment data. This allows for an opportunity to share best instructional practices and discuss appropriate reteaching, interventions, and enrichment opportunities. This year, our professional development focus is in alignment with our Site Plan for Student Achievement (SPSA) goals. Goal 1: Maintain a campus that supports student connectedness and overall student safety. Goal 2: Annual increase in student achievement in English Language Arts (ELA) and math for all students. Goal 3: Increase teacher collaboration to implement state content standards and increase student learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,756	\$52,466
Mid-Range Teacher Salary	\$103,272	\$87,373
Highest Teacher Salary	\$126,426	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$155,705	\$142,025
Average Principal Salary (HS)	\$172,215	\$153,904
Superintendent Salary	\$241,610	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,633	\$426	\$6,369	\$83,628
District	N/A	N/A	\$6,229	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.2	-21.2
School Site/ State	-11.2	-2.6

Note: Cells with N/A values 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 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.

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>.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Pacific Trails Middle School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for San Dieguito Union High	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	31.95
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.