

Diegueño Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Diegueño Middle School
Street	2150 Village Park Way
City, State, Zip	Encinitas, CA 92024
Phone Number	760-944-1892
Principal	Celeste Barnette, Ed.D.
Email Address	celeste.barnette@sduhsd.net
School Website	dg.sduhsd.net
County-District-School (CDS) Code	37-68346-610479

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

At Diegueño Middle School, we are committed to fostering a safe, welcoming, and engaging learning environment. Our students are guided by professional educators who help prepare them academically and socially to be prepared for high school, college, and beyond. Our focus at Diegueño Middle School is to provide both a caring and academically-challenging educational experience for every student.

Diegueño Middle School was recognized as a 2021 California Distinguished School for the fourth time since opening in 1985. The recognition was based on improvements in both academics and school climate as noted in the CA School Dashboard. Diegueño has also been recognized as a National Blue Ribbon School.

We are extremely proud to offer the only Dual Language Immersion (DLI) program in our district. Our DLI students are taught literacy and academic content in both English and Spanish. The goals of this program are for students to develop high levels of language proficiency and literacy in both languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

Diegueño Middle currently operates a Title I school. The focus of our school-wide Title I program is to ensure that all students, particularly those who are low-achieving, demonstrate progress toward state academic standard proficiency. The emphasis of this school-wide program is to serve all students, to improve structures that support student learning, and to allocate resources to achieve our common goals.

All Diegueño students have the opportunity to get one-on-one assistance from teachers and to make up missed assignments during the 30-minute Cougar Academic Time (CAT) which is offered four times per week. We also offer seven hours per week of free after school in-person homework support. For those needing more support, Diegueño offers a comprehensive intervention program and a wide range of support classes including College Readiness, Academic Lab, Read 180, and Math Skills courses. Our counseling team, administrators, and Intervention/Title I Coordinator meet weekly to monitor students who are not making adequate progress and to determine the effectiveness of interventions.

Our strong academic focus is balanced by our commitment to ensuring that all students feel welcome and connected.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	385
Grade 8	405
Total Enrollment	790

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52%
American Indian or Alaska Native	0.3%
Asian	1.9%
Black or African American	0.5%
Filipino	0.4%
Hispanic or Latino	20.9%
Two or More Races	9.5%
White	66.6%
English Learners	3.2%
Homeless	0.6%
Migrant	0.3%
Socioeconomically Disadvantaged	17.1%
Students with Disabilities	13.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.20	95.22	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.26	16.20	3.14	12115.80	4.41
Unknown	1.10	3.52	23.00	4.46	18854.30	6.86
Total Teaching Positions	31.70	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	92.26	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.07	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	2.45	11953.10	4.28
Unknown	1.50	4.67	19.80	3.81	15831.90	5.67
Total Teaching Positions	32.50	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.40	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0

Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	7th Grade: History Alive! The Medieval World and Beyond, Adopted 2022 8th Grade: History Alive! The United States Through Industrialism, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
Health			N/A
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Diegueño Middle School was built in 1985, but has been undergoing exciting modernization projects over the past few years. Most recently, our math classrooms, music and drama facilities, multipurpose room (AKA Cougar Hall), and nutrition services area were completely updated. Over the next few years, all remaining classrooms plus our locker rooms and counseling/administration buildings will be modernized.

Diegueño is dedicated to providing our students with an integrated technology experience across all curricular areas. In support of this, every student is issued a Chromebook and we offer wireless Internet access throughout our campus. Each classroom is also equipped with an audio visual project and/or smart board.

Diegueño uses district resources to continually maintain our campus as a safe and healthy learning environment.

Year and month of the most recent FIT report

05/16/23 - 05/19/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X		X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		X	
Electrical	X		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 Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	71	77	79	47	46
Mathematics (grades 3-8 and 11)	66	62	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	783	771	98.47	1.53	70.82
Female	375	367	97.87	2.13	75.20
Male	407	403	99.02	0.98	66.75
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	53.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	77	76	98.70	1.30	82.89
White	524	514	98.09	1.91	73.93
English Learners	20	20	100.00	0.00	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	73.91
Socioeconomically Disadvantaged	139	135	97.12	2.88	50.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	110	96.49	3.51	30.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	783	767	97.96	2.04	61.54
Female	375	363	96.80	3.20	58.95
Male	407	403	99.02	0.98	64.02
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	159	98.76	1.24	38.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	77	76	98.70	1.30	77.63
White	524	511	97.52	2.48	65.95
English Learners	20	20	100.00	0.00	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	56.52
Socioeconomically Disadvantaged	139	135	97.12	2.88	39.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	109	95.61	4.39	24.77

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.05	54.39	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	405	399	98.52	1.48	54.39
Female	181	177	97.79	2.21	50.28
Male	223	221	99.10	0.90	57.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91	1.09	35.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	56.76
White	268	263	98.13	1.87	60.08
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	82	80	97.56	2.44	26.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	53	92.98	7.02	24.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.34%	97.65%	97.65%	96.08%	97.65%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Diegueño Middle School is blessed with an active parent community. We are grateful for a very supportive and involved PTSA which coordinates our volunteer program. Some examples of parent involvement at Diegueño include Cougar Camp (for new students), "Mosey Monday" (the day before school starts), family nights, spirit days, Red Ribbon Week, music boosters, and 8th grade promotion. In addition to volunteer opportunities, our PTSA supports teachers and classroom needs with a \$10,000 mini-grant program and staff appreciation week.

At Diegueño, we are committed to ensuring our parents have a voice in our educational community. Parents are actively engaged with our School Site Council, English Learner Advisory Committee, and Title I Program. Principal Celeste Barnette hosts monthly coffee chats and communicates with families weekly through our family newsletter, The Cougar Connection. The newsletter is emailed home, posted on our website, and linked to our Instagram page.

We invite you to visit, call our office (760-944-1892), and access our school website (dg.sduhsd.net) and PTSA website (www.dieguenoptsa.org) for information about becoming involved at Diegueño. We also have a very active social media presence on Instagram ([instagram.com/dieguenoms](https://www.instagram.com/dieguenoms)) where you can get a behind-the-scenes perspective of daily campus life.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	803	800	117	14.6
Female	386	384	59	15.4
Male	416	415	58	14.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	14	14	0	0.0
Black or African American	4	4	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	168	166	22	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	79	79	9	11.4
White	533	532	84	15.8
English Learners	26	26	4	15.4
Foster Youth	0	0	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	145	144	37	25.7
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	118	118	27	22.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	3.51	4.36	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.36	0
Female	1.04	0
Male	7.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.55	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.53	0
White	4.13	0
English Learners	7.69	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.59	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.32	0

2023-24 School Safety Plan

School safety is the number one priority for Diegueño Middle School. All visitors are required to sign in at the administration office and to wear a visitor's pass while on campus. Our comprehensive safety plan is developed through collaboration with local first responders, district, and site safety committees. The plan is updated annually and is approved by the School Site Council at the first meeting of the year. All staff members are responsible for implementing and monitoring safety on our campus. Students and staff work cooperatively to maintain a safe and orderly campus. Two campus supervisors help the principal and assistant principal to supervise the safety of every student. We hold scheduled fire, earthquake, and lockdown drills to prepare our students and staff for emergency situations. All students participate in Expectation Talks early in the fall semester and again, as a refresher, in the spring semester. Students are all trained to follow "See Something, Say Something." Our goal is to provide students and staff members with a safe school environment.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	12	14
Mathematics	30	4	9	15
Science	32		12	13
Social Science	32		13	12

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	15	10
Mathematics	27	8	3	18
Science	31	1	9	15
Social Science	31	1	11	13

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	15	11
Mathematics	26	9	14	8
Science	30	1	15	10
Social Science	32	1	10	14

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	395

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,719	\$7,514	\$5,205	\$117,379
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-181.8	6.9
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-37.5	18.1

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,557	\$57,234
Mid-Range Teacher Salary	\$107,956	\$95,467
Highest Teacher Salary	\$132,169	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$162,117	\$153,476
Average Principal Salary (High)	\$177,590	\$173,198
Superintendent Salary	\$288,000	\$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

Professional Development

Diegueño Middle School is committed to fostering high quality teaching and learning. We use district and site resources to keep teachers informed of the latest research and effective teaching strategies. Site-based professional development is grounded in late start Monday Professional Learning Communities. This important collaboration time is dedicated to sharing effective practices, reflection, data analysis, and goal monitoring. Our teachers also participate in the extensive professional development opportunities offered by our district.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5