

# Pacific Trails 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/fq/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

<b>School Name</b>	Pacific Trails Middle School
<b>Street</b>	5975 Village Center Loop Road
<b>City, State, Zip</b>	San Diego, CA 92130
<b>Phone Number</b>	858-509-1000
<b>Principal</b>	Scott Wild
<b>Email Address</b>	scott.wild@sduhsd.net
<b>School Website</b>	<a href="https://pt.sduhsd.net/">https://pt.sduhsd.net/</a>
<b>County-District-School (CDS) Code</b>	37-68346-0131649

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens. Core Values: We are flexible, evolving, collaborative, and creative • We support innovative learning environments with integrated technology • We promote connectedness • We strive for continuous improvement • We value partnerships with parents, local businesses, feeder elementary, and district high schools • We embrace shared leadership.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	503
Grade 8	416
<b>Total Enrollment</b>	919

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	48.5%
American Indian or Alaska Native	0.2%
Asian	40.6%
Black or African American	1.3%
Filipino	1.2%
Hispanic or Latino	9.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.8%
White	37%
English Learners	5%
Homeless	0.4%
Socioeconomically Disadvantaged	10.4%
Students with Disabilities	9.6%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.10	93.17	471.10	91.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.90	0.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	4.82	16.20	3.14	12115.80	4.41
<b>Unknown</b>	0.60	1.98	23.00	4.46	18854.30	6.86
<b>Total Teaching Positions</b>	33.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.40	93.38	479.80	91.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.29	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	1.78	7.80	1.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.84	12.70	2.45	11953.10	4.28
<b>Unknown</b>	0.90	2.94	19.80	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	33.60	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	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.60

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	1.60	0.60
<b>Total Out-of-Field Teachers</b>	1.60	0.60

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.6
<b>No credential, permit or authorization to teach</b> (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

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

## School Facility Conditions and Planned Improvements

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

**Year and month of the most recent FIT report**

05/15/23 - 05/16/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		X	
<b>Interior:</b> Interior Surfaces	X	X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	86	86	77	79	47	46
<b>Mathematics</b> (grades 3-8 and 11)	81	85	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
<b>All Students</b>	931	911	97.85	2.15	85.84
<b>Female</b>	474	461	97.26	2.74	86.77
<b>Male</b>	453	446	98.45	1.55	84.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	385	375	97.40	2.60	92.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	81.82
<b>Hispanic or Latino</b>	94	93	98.94	1.06	65.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	91	98.91	1.09	91.21
<b>White</b>	336	328	97.62	2.38	84.45
<b>English Learners</b>	43	33	76.74	23.26	27.27
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	59	59	100.00	0.00	86.44
<b>Socioeconomically Disadvantaged</b>	102	100	98.04	1.96	65.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	96	92	95.83	4.17	47.83



## 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
<b>All Students</b>	931	921	98.93	1.07	84.91
<b>Female</b>	474	468	98.73	1.27	83.33
<b>Male</b>	453	449	99.12	0.88	86.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	385	383	99.48	0.52	95.82
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	90.91
<b>Hispanic or Latino</b>	94	94	100.00	0.00	56.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	91	98.91	1.09	83.52
<b>White</b>	336	329	97.92	2.08	81.76
<b>English Learners</b>	43	43	100.00	0.00	60.47
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	59	59	100.00	0.00	86.44
<b>Socioeconomically Disadvantaged</b>	102	100	98.04	1.96	57.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	96	92	95.83	4.17	45.65

## 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
<b>Science</b> (grades 5, 8 and high school)	75.74	72.37	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
<b>All Students</b>	417	410	98.32	1.68	72.37
<b>Female</b>	206	204	99.03	0.97	72.41
<b>Male</b>	208	203	97.60	2.40	71.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	168	168	100.00	0.00	82.74
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	50	100.00	0.00	60.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	42	95.45	4.55	71.43
<b>White</b>	145	140	96.55	3.45	66.19
<b>English Learners</b>	24	24	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	31	31	100.00	0.00	74.19
<b>Socioeconomically Disadvantaged</b>	50	49	98.00	2.00	44.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	43	95.56	4.44	25.58

## 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	98.64%	98.83%	97.28%	99.03%	
Grade 9					98.+64%

## 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

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. Parents, teachers, and students are invited to 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 [vpmembership@pacifctrailspts.org](mailto:vpmembership@pacifctrailspts.org). 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	946	941	66	7.0
Female	484	480	27	5.6
Male	458	457	37	8.1
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	2	2	0	0.0
Asian	391	388	11	2.8
Black or African American	11	11	5	45.5
Filipino	11	11	0	0.0
Hispanic or Latino	94	94	11	11.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	92	92	5	5.4
White	344	342	34	9.9
English Learners	56	56	2	3.6
Foster Youth	0	0	0	0.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	106	106	17	16.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	101	21	20.8

### 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	0.44	2.13	1.27	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.11	0.11	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	1.27	0.11
Female	0.62	0.21
Male	1.97	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.26	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	5.32	1.06
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.17	0
White	0.87	0
English Learners	5.36	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.89	0.94
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.94	0

## 2023-24 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.

## 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	32	2	11	16
Mathematics	30	1	17	12
Science	30	2	11	16
Social Science	34	2	14	13

## 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	28	6	12	14
Mathematics	26	10	9	15
Science	31	2	5	21
Social Science	31	2	8	18

## 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	25	4
Mathematics	28	8	6	19
Science	29	4	14	14
Social Science	29	4	16	12

## 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	483.68

## 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)	1.9
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	\$10,385	\$6,414	\$3,971	\$100,257
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-186.0	-8.9
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-62.8	2.4

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

## Professional Development

The bell schedule at Pacific Trails Middle School supports regular teacher collaboration time and professional development. Approximately 16 Mondays are scheduled as a "late start," which supports all teachers working 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 and continuous improvement. This allows for an opportunity to share best instructional practices and discuss appropriate reteaching, interventions, and enrichment opportunities. 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 for all students in English Language Arts (ELA) with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities. Goal 3: Annual increase in student achievement for all students in math with a focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4		