

Diablo View Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Diablo View Middle School
Street	300 Diablo View Lane
City, State, Zip	Clayton, CA 94517
Phone Number	(925) 672-0898
Principal	Peter Fong
Email Address	fongp@mdusd.org
School Website	https://dvms-mdusd-ca.schoolloop.com/
County-District-School (CDS) Code	07-61754-6111504

2022-23 District Contact Information

District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website Address	www.mdusd.org

2022-23 School Overview

About Our School

Recognized as a California Gold Ribbon School in 2017, Diablo View strives to have all students reach their academic potential. Our experienced staff encompasses the spirit that all students can learn in a safe, positive environment and grow to be respectful, responsible and ethical citizens. Middle school represents a period of tremendous changes and transformation. With this in mind, we are ever cognizant that we must nurture and support the whole child and utilize current research that embodies best practices in working with “tweeners” transitioning from elementary to high school. In fulfilling our goal, we recognize that today it takes the work of all shareholders, staff, parents, and students, to be actively involved in the process of educating our young people.

Technology is an important part of education today. Our focus has not been on merely adding technology, but more importantly that we have developed effective and meaningful integration of technology as a tool to promote a high level of student engagement in a challenging curriculum aligned to the new state adopted standards, CCSS and NGSS. Technology has been a tool for us to help prepare our students for college and career readiness, support teachers in their professional growth, increase achievement of special populations and encourage parent involvement and communication. These goals are aligned to our District LCAP goals and are also reflective in our Single Plan for Student Achievement goals.

Mission:

1. To provide a safe, positive learning environment where we prepare students to become respectful, responsible and ethical citizens.
2. Communicate high expectations so that ALL students can achieve their academic potential while nurturing individual talents.
3. Develop a learning environment where students, staff, and community members are partners committed to lifelong learning.

Five Main Goals to Achieving Our Mission:

2022-23 School Overview

1. Understanding Adolescence

All stakeholders will understand the emotional and physical changes that are characteristic of a middle school student.

2. Increasing Parent Involvement

Having more parents involved in programs such as PFC, Site Council, student activities and classroom support.

3. Increasing Academic Achievement and Enrichment Opportunities

Create support/enrichment programs for students who are struggling and for those who are excelling. Raise state test scores annually and develop on-site assessments that will monitor growth towards academic goals aligned to the CCSS standards in the areas of Mathematics and English.

4. Communication and Collaboration

Provide teachers with opportunities to meet and collaborate at a department level, grade level, and cross curricular level. Provide professional development opportunities for teachers that will help students to be actively engaged in their learning. Increase communication between school and home via newsletters, ParentSquare, Diablo Dispatch, teacher web sites, Remind app, School Messenger, Twitter, and e-mail.

5. Respect, Responsibility and Accountability

To develop a kinder more respectful culture by celebrating student successes in the areas of academics and citizenship.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	180
Grade 7	171
Grade 8	183
Total Enrollment	534

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	56.9
American Indian or Alaska Native	0.4
Asian	7.1
Black or African American	2.6
Filipino	3.7
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.8
White	38.0
English Learners	2.8
Foster Youth	0.2
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	25.3
Students with Disabilities	11.2

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)	18.90	77.10	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	7.53	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	11.92	58.00	4.33	12115.80	4.41
Unknown	0.80	3.38	71.00	5.30	18854.30	6.86
Total Teaching Positions	24.50	100.00	1340.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	
Local Assignment Options	1.90	
Total Out-of-Field Teachers	2.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	11.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Prentice Hall School Division: Times Voices, Times Themes - Adopted 2002 English Language Development - National Geographic: Inside by National Geographic, 2004 - Adopted 2009	Yes	0
Mathematics	Math 6 - Pearson: Digits 6 - Adopted 2016 Math 7 - Pearson: Digits 7 - Adopted 2016 Math 7 Accelerated - Pearson: Digits Accelerated Connected Math 7 - Adopted 2016 Math 8 - Pearson: Digits 8 - Adopted 2016 Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2016	Yes	0
Science	Grade 6 - STEMscopes - CA NGSS Grade 6 - Adopted 2022 Grade 7 - STEMscopes - CA NGSS Grade 7 - Adopted 2022 Grade 8 - STEMscopes - CA NGSS Grade 8 - Adopted 2022	Yes	0
History-Social Science	Grade 6: Holt, Rinehart & Winston: Ancient Civilizations - Adopted 2006 Grade 7: Holt, Rinehart & Winston: Medieval to Early Modern Times - Adopted 2006 Grade 8: Holt, Rinehart & Winston: Independence to 1914 - Adopted 2006	Yes	0
Foreign Language	Spanish: Carnegie Learning: Que Chevere	Yes	0

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Overall school facility is in good repair.

Year and month of the most recent FIT report

2/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			EXERCISE ROOM: VENT COVER IS MISSING. UNISEX REST ROOM: EXHAUST FAN IS NOT WORKING.
Interior: Interior Surfaces			X	PRINCIPAL: CEILING TILES HAVE WATER STAINS. NURSE: CEILING TILES HAVE WATER STAINS. STAFF LOUNGE: CEILING TILES HAVE WATER STAINS. ELECTRICAL: UNSECURED ITEMS STORED TOO HIGH. 201: CEILING TILES HAVE WATER STAINS. PREP/STORAGE: CEILING TILES HAVE WATER STAINS. 202: MULTIPLE CEILING TILES HAVE WATER STAINS. 203: CEILING TILES HAVE WATER STAINS. 204: CEILING TILES HAVE WATER STAINS. 302: MULTIPLE DRAWERS ARE MISSING/BROKEN.

School Facility Conditions and Planned Improvements

			<p>401: CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: CEILING HAS STAINS (POSSIBLE FOOD). GIRLS REST ROOM: SUBSTANCE ON STALL WALL. CLASSROOM: CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: HOLES IN WALL (FOYER). CONCESSIONS: CEILING TILES HAVE WATER STAINS. GIRLS LOCKER ROOM: CEILING TILES HAVE WATER STAINS. BOYS LOCKER ROOM: CEILING TILES HAVE WATER STAINS. AOSL OFFICE: HOLE IN WALL. 800 COMMONS: HOLE IN THE WALL (FOYER). 802: UNSECURED ITEMS STORED TOO HIGH. STAFF UNISEX REST ROOM: VENT IS DIRTY. 801: UNSECURED ITEMS STORED TOO HIGH. 706: PENCIL SHARPENER COVER IS MISSING. 705: HOLE IN FLOOR CEATING A TRIP HAZARD. 500 COMMONS: RUBBER MOLING IS MISSING. 502: RUBBER MOLING IS MISSING. 504: PENCIL SHARPENER IS BROKEN. 506: FORMICA IS CHIPPING ON CUPBOARD. EXERCISE ROOM: CEILING TILES ARE DAMAGED. 503: CABINET DOOR IS BROKEN. .</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>MPR: STAINS FROM FOOD ON WALL. KITCHEN: UNSECURED ITEMS STORED TOO HIGH. 805: UNSECURED ITEMS STORED TOO HIGH. 704: STORAGE CLOSET IS CLUTTERED. 505: UNSECURED ITEMS STORED TOO HIGH. 401: UNSECURED ITEMS ARE STORED TOO HIGH. 706: UNSECURED ITEMS STORED TOO HIGH. 401: UNSECURED ITEMS ARE STORED TOO HIGH. 804: UNSECURED ITEMS STORED TOO HIGH 503: UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		X	<p>UNISEX REST ROOM: LIGHT DIFFUSER IS MISSING. FILE ROOM: LIGHT DIFFUSER IS MISSING. GYM: LIGHT CAGES ARE MISSING IN STORAGE ROOMS. ELECTRICAL: USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. STAFF UNISEX REST ROOM: LIGHT DIFFUSER IS MISSING. 803: OUTLET COVER IS MISSING. 702: CLOCK IS NOT WORKING. LIBRARY: CORDS CREATING TRIP HAZARD. 601: MULTIPLE LIGHT DIFFUSERS ARE MISSING. UNISEX REST ROOM: LIGHT DIFFUSER IS MISSING. BOYS REST ROOM: ONE LIGHT PANEL IS OUT. AOSL OFFICE: CLOCK IS NOT WORKING. 805: CORDS ARE CREATING TRIP HAZARDS. STAFF UNISEX REST ROOM: LIGHT DIFFUSER IS MISSING. 704: ONE LIGHT PANEL IS OUT. 504: OUTLET COVER IS MISSING. 505: CORD IS CREATING A TRIP HAZARD. 401: CLOCK IS NOT WORKING. Classroom: CLOCK IS MISSING. ETHER NET COVER IS MISSING. Exercise Room: ELECTRICAL COVER IS MISSING. 503: ELECTRICAL COVER IS MISSIING. ETHERNET COVER IS BROKEN. LIGHT DIFFUSER IS LOOSE.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Staff Lounge: FAUCET LEAKS AT HANDLE. GIRLS REST ROOM: ONE FAUCET IS LOOSE AT BASE.</p>

School Facility Conditions and Planned Improvements

			<p>806: DRINKING FOUNTAIN HAS NO FLOW AND IS LOOSE AT BASE. 703: DRINKING FOUNTAIN IS LOOSE AT BASE. PREP/STORAGE: FAUCET HAS A DRIP. 202: FAUCET IS LOOSE AT BASE. KITCHEN: FAUCET CONSTANTLY DRIPS. 803: FAUCET IS LOOSE AT BASE. 506: DRINKING FOUNTAIN HAS NO FLOW. 805: DRINKING FOUNTAIN HAS LOW FLOW. 704: DRINKING FOUNTAIN IS LOOSE AT BASE. 505: FAUCET IS BROKEN. 401: FAUCET LEAKS AT HANDLE. 201: MULTIPLE FAUCETS BROKEN. 204: FAUCET IS LOOSE AT BASE. FAUCET LEAKS FROM TOP OF GOOSENECK 401: FAUCET LEAKS AT HANDLE. Concessions: FAUCET LEAKS AT HANDLE Boys Locker Room: FAUCET HAS A HIGH FLOW. 804: ONE LIGHT PANEL IS OUT 705: DRINKING FOUNTAIN IS NOT WORKING</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>OFFICE MANAGER: PLUG IN CANDLE WARMER. 303: PAINT IS PEELING ON FACIA BOARDS. 701: FIRE EXTINGUISHER IS MISSING. 602: EXCESSIVE AMOUNT OF OBJECTS ARE HANGING FROM LIGHT FIXTURES. 602A/ PREP: FIRE SPRINKLER ESCUTCHEON IS MISSING. 603: TWO FIRE SPRINKLER ESCUTCHEONS ARE MISSING. 203: PAINT IS PEELING ON INTERIOR WALL. MPR: EMERGENCY EXIT IS BLOCKED. 800 COMMONS: PAINT IS PEELING ON INTERIOR WALL. 802: FIRE EXTINGUISHER IS MISSING. 806: FIRE EXTINGUISHER IS MISSING. 801: FIRE EXTINGUISHER IS MISSING. 702: FIRE EXTINGUISHER IS MISSING. LIBRARY: ACCESS TO FIRE EXTINGUISHER IS BLOCKED. AOSL OFFICE: ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 803: FIRE EXTINGUISHER IS MISSING. 706: FIRE EXTINGUISHER IS MISSING. 506: FIRE EXTINGUISHER IS MISSING. 805: FIRE EXTINGUISHER IS MISSING. 704: FIRE EXTINGUISHER IS MISSING. 505: FIRE EXTINGUISHER IS MISSING. 201: FIRE EXTINGUISHER HAS NO SIGNATURES. 204: PAINT IS PEELING ON INTERIOR WALL. 401: PAINT CHIPPING ON WALL CORNER EXPOSING METAL Classroom: EVACUATION MAP IS NOT POSTED. FIRE SENSOR IS LOOSE FROM CEILING Classroom: PAINT IS PEELING ON STAIRWAY RAILING. Concessions: PESTICIDES ARE PRESENT Concessions: FIRE EXTINGUISHER IS BLOCKED. 804: FIRE EXTINGUISHER IS MISSING 705: FIRE EXTINGUISHER IS MISSING. 703: FIRE EXTINGUISHER IS MISSING. 506: FIRE EXTINGUISHER IS MISSING. 505: PESTICIDES ARE PRESENT. 503: FIRE EXTINGUISHER IS MISSING, PAINT IS PEELING ON CABINET DOOR.</p>
<p>Structural: Structural Damage, Roofs</p>		X	
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>MPR: DOOR CLOSER COVER IS MISSING. Gym: THRESHOLD IS DAMAGED (STORAGE).</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	35	N/A	33

2021-22 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	540	517	95.74	4.26	61.32
Female	231	220	95.24	4.76	68.18
Male	308	297	96.43	3.57	56.23
American Indian or Alaska Native	--	--	--	--	--
Asian	41	39	95.12	4.88	66.67
Black or African American	14	14	100.00	0.00	50.00
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	118	115	97.46	2.54	45.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	128	93.43	6.57	70.31
White	205	196	95.61	4.39	64.29
English Learners	17	14	82.35	17.65	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	123	117	95.12	4.88	46.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	61	52	85.25	14.75	15.38

2021-22 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	540	517	95.74	4.26	42.55
Female	231	220	95.24	4.76	40.91
Male	308	297	96.43	3.57	43.77
American Indian or Alaska Native	--	--	--	--	--
Asian	41	39	95.12	4.88	53.85
Black or African American	14	14	100.00	0.00	21.43
Filipino	21	21	100.00	0.00	33.33
Hispanic or Latino	118	115	97.46	2.54	29.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	128	93.43	6.57	52.34
White	205	196	95.61	4.39	44.90
English Learners	17	14	82.35	17.65	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	123	117	95.12	4.88	26.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	61	52	85.25	14.75	11.54

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	35.33	43.02	32.08	29.32	28.5	29.47

2021-22 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	184	179	97.28	2.72	43.02
Female	79	77	97.47	2.53	40.26
Male	105	102	97.14	2.86	45.1
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100	0	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	47	97.92	2.08	57.45
White	71	68	95.77	4.23	44.12
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	34	94.44	5.56	20.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	16	84.21	15.79	6.25

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	96.0%	97.16%	97.16%	97.16%	97.16%

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.

2022-23 Opportunities for Parental Involvement

Diablo View Middle School's Parent Faculty Club has a variety of opportunities for parent involvement (fundraising, chaperoning dances, etc). Media Center, Site Council, Career Day, and the Educational Enhancement Fund are just a few of the programs in which parents may become involved. Parents are also highly encouraged by the Diablo View administration to attend the monthly Parent Faculty Club meetings.

Parents are encouraged to attend weekly Principal Coffee events to connect with school leadership.

Parents are encouraged to sign up for Homelink that enables them to monitor their child's progress.

Parents are invited to attend presentations of topics related to middle school students including appropriate use of technology for their children.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	551	93	16.9
Female	238	236	34	14.4
Male	316	314	58	18.5
American Indian or Alaska Native	2	2	1	50.0
Asian	41	41	6	14.6
Black or African American	15	15	7	46.7
Filipino	22	21	2	9.5
Hispanic or Latino	125	123	26	21.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	46	46	9	19.6
White	209	208	31	14.9
English Learners	26	26	9	34.6
Foster Youth	1	1	1	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	150	149	48	32.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	25	35.2

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.84	3.33	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.47	0.04	3.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.47	0.00
Female	1.68	0.00
Male	13.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	20.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.87	0.00
White	9.09	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.72	0.00

2022-23 School Safety Plan

Our comprehensive safety plan was reviewed, updated and approved on February 27, 2022. Referrals and suspensions are very low as we continue to focus on maintaining a positive school climate that helps reduce the number of suspensions. Teachers and administrators make positive connections with students to support their developmental needs. Attendance rate was 97.28%.

The key elements for the safety plan included:

1. A focus on a positive safe climate through our character initiative program "Do the Right Thing"
2. Seventh graders participate in Project Alert.
3. Students are encouraged to develop healthy relationships and prevent bullying and harassment with an emphasis on being an upstander not a bystander.
4. Staff received training on the School Crisis Plan.
5. In partnership with Clayton Police Department, continued to monitor and improve safe ingress and egress to school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	3	12	2
Mathematics	30	2	6	6
Science	35		4	8
Social Science	30		11	3

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	25	3	12	1
Mathematics	28	2	5	7
Science	33	1	2	9
Social Science	30		11	2

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	24	3	11	1
Mathematics	27	3	6	5
Science	27	2	8	3
Social Science	25	2	11	1

2021-22 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	534

2021-22 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)	1.0
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,561.15	\$5,518.82	\$7,042.33	\$85,114.45
District	N/A	N/A	\$6,896.11	\$80,403.91
Percent Difference - School Site and District	N/A	N/A	2.1	5.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	6.6	-0.3

2021-22 Types of Services Funded

Diablo View Middle School has one class for Severely Handicapped. Other Special Education students are integrated into general education classes with collaborative support from special education teachers. Diablo View has a school psychologist and a nurse one day per week. OT and speech teachers serve students needing those services. There is a one day a week certificated librarian, with a part-time assistant one day a week. A counselor is on site every day.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$51,081
Mid-Range Teacher Salary		\$77,514
Highest Teacher Salary		\$105,764
Average Principal Salary (Elementary)		\$133,421
Average Principal Salary (Middle)		\$138,594
Average Principal Salary (High)		\$153,392
Superintendent Salary		\$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The academic core subjects, English, History, Science and Math attended professional development days throughout the year provided by the District Student Achievement and School Support department. Focus of these days were on learning acceleration, social emotional health, equity and closing achievement gaps. Additionally, administrators and lead teachers attended the MTSS and TNTP trainings provided by the District. Weekly professional development time is held on early release day where teachers collaborate together following the Professional Learning Community (PLC) model to analyze student achievement data and develop best instructional practices. Using the iReady benchmark assessments throughout the year, teachers are able to measure student progress and growth and plan appropriate interventions for those students in need of extra support. A District math and ELA coach supports teachers in implementation of best practices. Administrators regularly observed classes to support teachers and provide necessary materials to help maintain forward academic progress. District schedules three professional development days with site time, as well as professional development with all district middle schools.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3