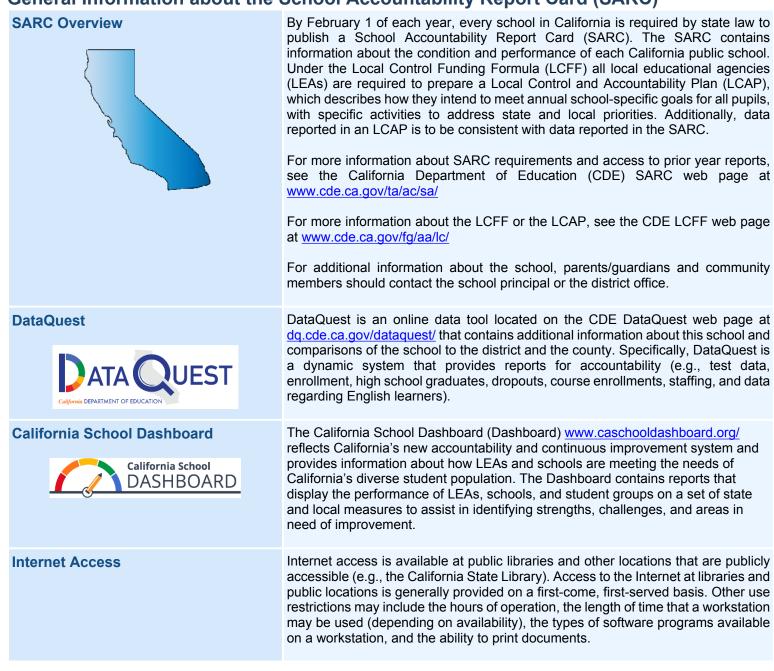# Diablo View Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	higginsc@mdusd.org
School Website	https://dvms-mdusd-ca.schoolloop.com/
County-District-School (CDS) Code	07-61754-6111504

2021-22 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

2021-22 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 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:

2021-22 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 AcademicAchievement 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	176
Grade 7	173
Grade 8	186
Total Enrollment	535

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.2
Asian	7.5
Black or African American	2.4
Filipino	3.5
Hispanic or Latino	22
Two or More Races	8.8
White	39
English Learners	3.3
Socioeconomically Disadvantaged	15.1
Students with Disabilities	10.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

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 - Prentice Hall School Division: California Focus on Earth Science - Adopted 2007	Yes	0

	Grade 7 - Prentice Hall School Division: California Focus on Life Science - Adopted 2007 Grade 8 - Prentice Hall School Division: California Focus on Physical Science - Adopted 2007		
History-Social Science	Grade 6: Holt, Rinehart & Winston: Ancient Civilazations - 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: Prentice Hall School Division: Realidades, Level A - Adopted 2004 Prentice Hall School Division: Realidades, Level B - Adopted 2004	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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	12/21/2020

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	RMS 502 & 506: CEILING STAINED NEEDS TO BE PAINTED & REPAIRED; W/O #198827, 198828; 600 WING LIBRARY: CARPET ENTRANCE NEEDS REPAIR W/O#198829; RM 805-CEILING GRATE MISSING W/O#198826; GYM: CLASSROOM-CLOCK MISSING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		RM 803-FAUCET LOOSE W/O#198825; GYM:RESTROOMS NEED REPAIR W/O#198821, 198822, 098823, 198824
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 202-DOOR IS OFF HINGES W/O#194567, 198820

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	564	449	79.61	20.39	61.74
Female	260	204	78.46	21.54	68.47
Male	303	245	80.86	19.14	56.15
American Indian or Alaska Native	--	--	--	--	--
Asian	42	39	92.86	7.14	61.54
Black or African American	15	12	80	20	58.33
Filipino	18	18	100	0	77.78
Hispanic or Latino	126	102	80.95	19.05	48.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	144	115	79.86	20.14	67.54
White	218	162	74.31	25.69	65.22
English Learners	15	14	93.33	6.67	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	94	77.05	22.95	48.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	33	53.23	46.77	18.18

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	564	439	77.84	22.16	45.10
Female	260	200	76.92	23.08	45.00
Male	303	239	78.88	21.12	45.19
American Indian or Alaska Native	--	--	--	--	--
Asian	42	39	92.86	7.14	46.15
Black or African American	15	12	80.00	20.00	33.33
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	126	101	80.16	19.84	36.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	144	112	77.78	22.22	51.79
White	218	156	71.56	28.44	45.51
English Learners	15	14	93.33	6.67	7.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	93	76.23	23.77	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	33	53.23	46.77	12.12

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	35.33	N/A	32.08	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	167	80.68	19.32	35.33
Female	100	73	73.00	27.00	35.62
Male	107	94	87.85	12.15	35.11
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	41	93.18	6.82	29.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	26	76.47	23.53	42.31
White	100	72	72.00	28.00	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	30	76.92	23.08	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	16	76.19	23.81	12.50

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	582	18	3.1
Female	270	270	7	2.6
Male	315	311	11	3.5
American Indian or Alaska Native	1	1	0	0.0
Asian	44	43	1	2.3
Black or African American	15	15	1	6.7
Filipino	20	20	0	0.0
Hispanic or Latino	128	128	7	5.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	51	1	2.0
White	228	227	7	3.1
English Learners	20	19	2	10.5
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	133	132	5	3.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	64	2	3.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.88	0.00	4.41	0.04	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our comprehensive safety plan was reviewed, updated and approved on February 27. 2020. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	3	11	6
Mathematics	26	4	8	6
Science	36		1	12
Social Science	31		10	6

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

2020-21 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	577

2020-21 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
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$11,380.78	$3,886.27	$7,494.51	$83,422.46
District	N/A	N/A	$7,818.57	$79,735.29
Percent Difference - School Site and District	N/A	N/A	-4.2	4.5
State				$84,531
Percent Difference - School Site and State	N/A	N/A	-14.7	-1.3

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$53,339	$50,897
Mid-Range Teacher Salary	$73,641	$78,461
Highest Teacher Salary	$98,346	$104,322
Average Principal Salary (Elementary)	$112,644	$131,863
Average Principal Salary (Middle)	$122,410	$137,086
Average Principal Salary (High)	$139,718	$151,143
Superintendent Salary	$280,600	$297,037
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 implementation of the new Common Core standards. Additionally, administrators and lead teachers attended the Marzano Art & Science trainings provided by the District. W eekly 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. English teachers have participated in Distrit trainings in the New York W riting Project. Reading teacheers are receiving professional development in the Reading Project. Science teachers have participated in trainings in the implementation of the NGSS standards. District schedules three professional development days with site time, as well as professional development with all district midddle schools.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Mt. Diablo Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15817	12723	80.44	19.56	44.74
Female	7723	6332	81.99	18.01	47.73
Male	8087	6385	78.95	21.05	41.73
American Indian or Alaska Native	16	11	68.75	31.25	18.18
Asian	1175	1053	89.62	10.38	62.26
Black or African American	511	377	73.78	26.22	30.52
Filipino	611	558	91.33	8.67	61.16
Hispanic or Latino	6977	5415	77.61	22.39	26.94
Native Hawaiian or Pacific Islander	103	66	64.08	35.92	24.19
Two or More Races	2117	1759	83.09	16.91	56.27
White	4307	3484	80.89	19.11	60.03
English Learners	3132	2367	75.57	24.43	6.41
Foster Youth	69	42	60.87	39.13	19.05
Homeless	462	286	61.90	38.10	15.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7379	5668	76.81	23.19	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1407	63.32	36.68	15.76

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15819	12519	79.14	20.86	36.41
Female	7723	6193	80.19	19.81	34.40
Male	8089	6320	78.13	21.87	38.39
American Indian or Alaska Native	16	12	75.00	25.00	9.09
Asian	1175	1035	88.09	11.91	59.28
Black or African American	511	354	69.28	30.72	19.77
Filipino	611	558	91.33	8.67	49.82
Hispanic or Latino	6977	5303	76.01	23.99	18.00
Native Hawaiian or Pacific Islander	103	72	69.90	30.10	13.24
Two or More Races	2119	1744	82.30	17.70	48.32
White	4307	3441	79.89		51.57
English Learners	3132	2296	73.31	26.69	6.80
Foster Youth	71	40	56.34	43.66	15.00
Homeless	462	280	60.61	39.39	5.80
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7381	5553	75.23	24.77	18.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1355	60.98	39.02	13.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.