

Bernardo Heights Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Bernardo Heights Middle School |
| Street | 12990 Paseo Lucido |
| City, State, Zip | San Diego, CA 92128-4479 |
| Phone Number | 858-485-4850 |
| Principal | Tim Biland |
| E-mail Address | tbiland@powayusd.com |
| Web Site | http://www.powayusd.com/bhms |
| CDS Code | 37682966107460 |

| District Contact Information | |
|------------------------------|---------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Mel Robertson, Ed.D |
| E-mail Address | elehew@powayusd.com |
| Web Site | www.powayusd.com |

School Description and Mission Statement (School Year 2016-17)

Bernardo Heights Middle School, one of six middle schools in the Poway Unified School District, is located on the boundary lines of Rancho Bernardo and the City of Poway and is approximately 25 miles northeast of San Diego. Our community and school is a destination for families seeking maximum opportunities for their children to realize their full potential. Our school serves a culturally and ethnically diverse population of approximately 1,500 students whose households represent 41 different languages and a diverse variety of values and belief systems. Our community consists of an established middle and upper-middle income area and a planned retirement community and continues to expand in diversity of cultural and socio-economic backgrounds with current changes in housing and family income. Our students come to us from four feeder elementary schools (Chaparral, Highland Ranch, Turtleback, and Westwood) and most of our eighth graders will attend Rancho Bernardo High School which is located immediately next to BHMS. Some students will have an option to attend Del Norte High School located in 4S Ranch. We have been recognized as a California Distinguished School and as a National Blue Ribbon School. To achieve high academic standards and to support the progress of all learners, the school staff, parents, district, and members of the community work together to meet the needs of all students so that they are on target for College and Career readiness.

With a student population of nearly 1,500 students, Bernardo Heights Middle is the largest middle school in our District. Students experience a rigorous and challenging academic curriculum. Results of state assessments are consistently above the state-wide average. Last year, approximately 90% of all students scored near, at or above standards in Language Arts and Math. Our school continues to work together with the support of District and County resources to support the progress of all students and to close the gap in student achievement that exists for traditionally under-represented populations such as students with disabilities, English Language Learners, and those from households of low socio-economic status. About 33% of our students participate in special programs: Gifted and Talented Education (15%), English Learner (7%), and Special Education (12%). The ethnic representation of BHMS is 54% white, 16% Asian, 14% Hispanic, 6% Filipino, and 3% African American and 6% Multi-ethnic. Approximately 11% of the student body qualifies for low socio-economic status. The BHMS staff is comprised of 70 teachers, two full-time counselors, three administrators, one part-time librarian, one school psychologist, one speech pathologist, and 42 classified staff. Actively involved parents volunteers of PTSA, the BHMS Education Foundation members, and participants on the School Site Council and English Language Advisory Council serve as partners in our meeting the needs of our school.

Bernardo Heights offers an inclusive and nurturing environment in which to foster the development of our students' values, interests, and skills to prepare them to be contributing members of a democratic society. We are committed to fostering school engagement and connection our school. Our instrumental and choir music programs are articulated between elementary and high school and regularly receive recognition for excellence in local and state performances and competitions. Our technology elective, Project Lead the Way, exposes students to applications of technology to academics and industry and regularly benefits for partnerships with regional technology industry. Advancement Via Individual Determination (AVID) elective provides a targeted population of traditionally under-represented students as well as any self-selecting students extensive preparation for coursework with an emphasis on college readiness academic focus and skills. Other offerings include Spanish Language, Art, Drama, Leadership, Associated Student Body (ASB), California Junior Scholarship Federation (CJSF), and Musical Theater. In addition to our elective offerings and school day programs, our staff, parent community, and high school students provide our students the opportunity to explore of personal interests and leadership skills by serving as mentors and advisors for over 15 student-initiated academic, co-curricular, and extra-curricular clubs and activities. Many of these clubs change from year to year; currently offerings include Speech and Debate, Musical Theater, Color Guard, Best Buddies, Math Olympiad, Science Olympiad, Astronomy Club, Magic the Gathering, Leo Club, Fellowship of Christian Athletes, and Yugioh Club. The average daily attendance of our students over the last few years is 96%. The BHMS average dropout rate for the same period is 0%.

Our school website is: <http://www.powayusd.com/pusdbhms/>

BHMS Mission Statement:

TO ENSURE OUR STUDENTS ARE COLLEGE AND CAREER READY, BERNARDO HEIGHTS MIDDLE SCHOOL WILL:

- * Maintain a partnership among students, parents, teachers, staff, and community
- * Provide a safe, positive, and challenging environment for all children to succeed
- * Offer diverse opportunities for intellectual and personal growth for all members of the school community
- * Develop multiple literacy skills to ensure our students are effective users of ideas, information, communication, and technology
- * Promote productive, responsible, respectful, and healthy citizens for a global society
- * Encourage a passion and curiosity for life-long learning

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 488 |
| Grade 7 | 492 |
| Grade 8 | 494 |
| Total Enrollment | 1,474 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 2.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 16.1 |
| Filipino | 5.7 |
| Hispanic or Latino | 14 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 54.1 |
| Two or More Races | 6 |
| Socioeconomically Disadvantaged | 15.4 |
| English Learners | 7.9 |
| Students with Disabilities | 11.2 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 59 | 55 | 61 | 1468 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|---|
| Reading/Language Arts | Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Mathematics | Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Science | Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| History-Social Science | Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Foreign Language | Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: 03/11/16 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Many of the deficiencies with the interior surfaces will be addressed through the submission of work orders . |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Primarily looses toilets and sink fixtures need to be addressed through the work order system so they can be repaired. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 03/11/16 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 71 | 74 | 72 | 75 | 44 | 48 |
| Mathematics | 62 | 61 | 65 | 67 | 34 | 36 |

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 488 | 478 | 98.0 | 72.1 |
| | 7 | 497 | 485 | 97.6 | 75.8 |
| | 8 | 506 | 491 | 97.0 | 74.6 |
| Male | 6 | 251 | 244 | 97.2 | 64.5 |
| | 7 | 246 | 241 | 98.0 | 68.3 |
| | 8 | 252 | 244 | 96.8 | 67.9 |
| Female | 6 | 237 | 234 | 98.7 | 79.9 |
| | 7 | 251 | 244 | 97.2 | 83.1 |
| | 8 | 254 | 247 | 97.2 | 81.2 |
| Black or African American | 6 | 14 | 14 | 100.0 | 64.3 |
| | 7 | 15 | 14 | 93.3 | 42.9 |
| Asian | 6 | 80 | 78 | 97.5 | 77.9 |
| | 7 | 78 | 74 | 94.9 | 87.7 |
| | 8 | 87 | 82 | 94.3 | 86.4 |
| Filipino | 6 | 28 | 27 | 96.4 | 74.1 |
| | 7 | 30 | 30 | 100.0 | 86.7 |
| | 8 | 27 | 27 | 100.0 | 74.1 |
| Hispanic or Latino | 6 | 64 | 63 | 98.4 | 58.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 7 | 76 | 75 | 98.7 | 62.7 |
| | 8 | 67 | 66 | 98.5 | 54.5 |
| White | 6 | 264 | 260 | 98.5 | 75.3 |
| | 7 | 256 | 251 | 98.0 | 76.8 |
| | 8 | 283 | 275 | 97.2 | 76.9 |
| Two or More Races | 6 | 30 | 29 | 96.7 | 65.5 |
| | 7 | 36 | 35 | 97.2 | 77.1 |
| | 8 | 23 | 23 | 100.0 | 87.0 |
| Socioeconomically Disadvantaged | 6 | 67 | 65 | 97.0 | 60.0 |
| | 7 | 73 | 71 | 97.3 | 54.3 |
| | 8 | 79 | 76 | 96.2 | 50.0 |
| English Learners | 6 | 47 | 44 | 93.6 | 31.8 |
| | 7 | 35 | 28 | 80.0 | 21.4 |
| | 8 | 36 | 30 | 83.3 | 31.0 |
| Students with Disabilities | 6 | 64 | 64 | 100.0 | 21.9 |
| | 7 | 52 | 51 | 98.1 | 28.0 |
| | 8 | 50 | 48 | 96.0 | 18.8 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 6 | 488 | 479 | 98.2 | 60.7 |
| | 7 | 497 | 487 | 98.0 | 60.0 |
| | 8 | 506 | 494 | 97.6 | 62.3 |
| Male | 6 | 251 | 245 | 97.6 | 62.3 |
| | 7 | 246 | 243 | 98.8 | 56.0 |
| | 8 | 252 | 244 | 96.8 | 60.9 |
| Female | 6 | 237 | 234 | 98.7 | 59.0 |
| | 7 | 251 | 244 | 97.2 | 64.1 |
| | 8 | 254 | 250 | 98.4 | 63.6 |
| Black or African American | 6 | 14 | 14 | 100.0 | 35.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 7 | 15 | 14 | 93.3 | 28.6 |
| Asian | 6 | 80 | 79 | 98.8 | 81.0 |
| | 7 | 78 | 76 | 97.4 | 84.0 |
| | 8 | 87 | 85 | 97.7 | 83.5 |
| Filipino | 6 | 28 | 27 | 96.4 | 44.4 |
| | 7 | 30 | 29 | 96.7 | 62.1 |
| | 8 | 27 | 27 | 100.0 | 70.4 |
| Hispanic or Latino | 6 | 64 | 63 | 98.4 | 38.1 |
| | 7 | 76 | 75 | 98.7 | 40.3 |
| | 8 | 67 | 66 | 98.5 | 39.4 |
| White | 6 | 264 | 260 | 98.5 | 64.1 |
| | 7 | 256 | 252 | 98.4 | 59.2 |
| | 8 | 283 | 275 | 97.2 | 61.7 |
| Two or More Races | 6 | 30 | 29 | 96.7 | 58.6 |
| | 7 | 36 | 35 | 97.2 | 64.7 |
| | 8 | 23 | 23 | 100.0 | 65.2 |
| Socioeconomically Disadvantaged | 6 | 67 | 65 | 97.0 | 41.5 |
| | 7 | 73 | 72 | 98.6 | 40.0 |
| | 8 | 79 | 77 | 97.5 | 36.4 |
| English Learners | 6 | 47 | 46 | 97.9 | 21.7 |
| | 7 | 35 | 33 | 94.3 | 34.4 |
| | 8 | 36 | 34 | 94.4 | 47.1 |
| Students with Disabilities | 6 | 64 | 64 | 100.0 | 20.3 |
| | 7 | 52 | 51 | 98.1 | 14.3 |
| | 8 | 50 | 48 | 96.0 | 4.3 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 87 | 89 | 89 | 83 | 83 | 83 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 507 | 485 | 95.7 | 89.3 |
| Male | 252 | 240 | 95.2 | 90.4 |
| Female | 255 | 245 | 96.1 | 88.2 |
| Asian | 87 | 84 | 96.6 | 91.7 |
| Filipino | 27 | 27 | 100.0 | 92.6 |
| Hispanic or Latino | 68 | 67 | 98.5 | 79.1 |
| White | 283 | 267 | 94.4 | 91.4 |
| Two or More Races | 23 | 23 | 100.0 | 95.7 |
| Socioeconomically Disadvantaged | 79 | 73 | 92.4 | 71.2 |
| English Learners | 36 | 31 | 86.1 | 67.7 |
| Students with Disabilities | 50 | 48 | 96.0 | 54.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 14.6 | 19.7 | 56.3 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Bernardo Heights Middle School recognizes the importance of the partnership between home and school and remains committed to supporting the Parents as Partners Core Value. Parents have been included in the school improvement process and serve in an advisory capacity on site and District committees. Parent involvement opportunities include: School Site Council, Band and Choir Booster Clubs, PTSA, BHMS Education Foundation, and volunteering in a variety of ways assisting in classrooms, the Library, or supervising and assisting at school sponsored events. Parents also serve on District Advisory Councils for GATE and District English Learner Advisory Council.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 1.8 | 2.3 | 3.0 | 1.2 | 1.1 | 1.2 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Bernardo Heights places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. The asbestos plan is updated annually. Within the first month of school administrators visit each class to review our Bobcat Code of Conduct and clarify expectations for student behavior. The District Harassment Policy is reviewed in detail so students are aware of consequences related to inappropriate behavior and what to do in case they are a victim of harassment. There is a Bully Hotline on our school web-site. Our Before and After School Program has been recognized as a model program within San Diego County. Clubs, tutorials, and sport activities are offered during lunch or after school by teachers or through the After School Program. There is a school-wide effort around Character Counts education focusing on respect and responsibility. Our Special Education teachers sponsor an Empathy training session for students at each grade level. Instruction related to drug and alcohol information is shared by our counseling, physical education, and science staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2012-2013 |
| Year in Program Improvement* | | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 28 | 6 | 10 | 16 | 29 | 6 | 11 | 17 | 22 | 22 | 34 | 10 |
| Mathematics | 30 | 4 | 11 | 15 | 28 | 7 | 9 | 18 | 25 | 13 | 40 | 5 |
| Science | 33 | 1 | 2 | 24 | 34 | | 7 | 21 | 28 | 4 | 22 | 25 |
| Social Science | 33 | 1 | 2 | 24 | 33 | 1 | 6 | 22 | 28 | 7 | 29 | 16 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2.0 | 737 |
| Library Media Teacher (Librarian) | 0.5 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 1 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Other | 1 | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | -- | -- | -- | \$73,234.75 |
| District | N/A | N/A | \$8,962 | \$77,791 |
| Percent Difference: School Site and District | N/A | N/A | -- | 0.7 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -- | 0.4 |

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,237 | \$45,092 |
| Mid-Range Teacher Salary | \$79,910 | \$71,627 |
| Highest Teacher Salary | \$97,997 | \$93,288 |
| Average Principal Salary (Elementary) | \$122,843 | \$115,631 |
| Average Principal Salary (Middle) | \$138,732 | \$120,915 |
| Average Principal Salary (High) | \$131,028 | \$132,029 |
| Superintendent Salary | \$305,178 | \$249,537 |
| Percent of Budget for Teacher Salaries | 38% | 37% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. District and site facilitated professional development in Common Core State Standards and instructional strategies to support the implementation of CCSS occurs throughout the school year. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.