

# Black Mountain Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

A hard copy of the School Accountability Report Card is available upon request in the school office.

### 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

<b>School Name</b>	Black Mountain Middle School
<b>Street</b>	9353 Oviedo St.
<b>City, State, Zip</b>	San Diego, CA 92129
<b>Phone Number</b>	858-484-1300
<b>Principal</b>	Scott Corso
<b>Email Address</b>	scorso@powayusd.com
<b>School Website</b>	www.powayusd.com
<b>County-District-School (CDS) Code</b>	37682966093223

## 2022-23 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2022-23 School Overview

Black Mountain Middle School is located in the community of Rancho Penasquitos. In 2009, the school completed a full remodel, in which its infrastructure, buildings and landscaping were updated. For the 2021-2022 school year, we have 409 6th graders, 351 7th graders and 397 8th graders enrolled. The mission of Black Mountain Middle School is to provide a safe environment and inspire responsibility, respect, hard-work, and kindness to prepare Raiders to succeed in our global society.

At Black Mountain Middle School, the staff works hard to foster and sustain an environment in which all students feel safe, supported and have high expectations. In alignment with our district's vision of "College and Career Readiness for All", our teachers expose all students to quality instruction and experiences designed to prepare students for success beyond the middle school. Assisting our teachers in this work is our Monday ACT time; this professional time is set aside for our teachers each Monday to work on curriculum, instruction and assessment. Our instructional focus for this year is maximizing student engagement by establishing meaningful relationships and providing quality instruction.

It is recognized on our campus that memorizing facts and information are not the most important skills for our students to master. While there is a time and place for these skills, we understand the need for our students to think more deeply, read with a powerful lens, and write with purpose. One of the ways that we achieve this is through our belief of AVID and its focus on critical reading, writing and thinking. We are proud to be an AVID National Demonstration School, a distinction that we have held for more than ten years.

Within the last year, Black Mountain Middle School has focused on creating a more equitable and inclusive educational environment. We have established the Big I.D.E.A. at BMMS. I.D.E.A. stands for inclusion, diversity, equity and awareness. The Big IDEA is made up of families, students and educators. The mission statement of Black Mountain's Big I.D.E.A. Committee is to create opportunities for our students, educators and families to engage in conversations, develop plans, and take actions that promote inclusion, diversity, equity and awareness as it relates to our Black Mountain community. BMMS has also established a site equity team that meets monthly to plan professional development focused on equity.

Multiple programs exist to support our student body. Programs such as the Academy, Learning Support Special Education classes, ELL and AVID are designed to provide students the necessary scaffolds and supports to be successful. Each day, students are able to participate in the after school/before school program which offers enrichment activities like Robotics, as well as school clubs such as Running Raiders, Builder's Club, First Lego League (FLL), and Math Team. Lastly, students can take advantage of daily homework tutorials in our Power Hour.

## 2022-23 School Overview

Black Mountain Middle School has a strong relationship with its parent community. Our Black Mountain Education Foundation and PTSA work with our educators to help create a positive experience for our students. Through their support, technology, instructional supplies, and facility improvement projects have been provided to enhance the teaching and instruction in classrooms.

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## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	403
Grade 7	347
Grade 8	386
<b>Total Enrollment</b>	<b>1,136</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	21.7
Black or African American	2.3
Filipino	7.9
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.9
White	37.8
English Learners	6.6
Foster Youth	0.0
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	18.7
Students with Disabilities	15.6

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.70	69.64	1257.20	81.50	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.10	0.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.46	6.50	0.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.80	7.17	44.90	2.91	12115.80	4.41
<b>Unknown</b>	12.30	22.71	231.60	15.02	18854.30	6.86
<b>Total Teaching Positions</b>	54.10	100.00	1542.50	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	0.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.20</b>	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.80	
<b>Total Out-of-Field Teachers</b>	<b>3.80</b>	

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	

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		8/17/2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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	Yes	0

	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.		
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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
<b>Health</b>	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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.

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

10/14/2022

**System Inspected**

**Rate**

**Rate**

**Rate**

**Repair Needed and Action Taken or Planned**

## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	72	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	62	N/A	65	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
<b>All Students</b>	1114	1077	96.68	3.32	71.75
<b>Female</b>	528	511	96.78	3.22	79.26
<b>Male</b>	586	566	96.59	3.41	64.96
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	242	238	98.35	1.65	86.55
<b>Black or African American</b>	25	25	100.00	0.00	40.00
<b>Filipino</b>	91	87	95.60	4.40	70.11
<b>Hispanic or Latino</b>	190	184	96.84	3.16	50.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	144	137	95.14	4.86	81.02
<b>White</b>	421	405	96.20	3.80	72.10
<b>English Learners</b>	67	64	95.52	4.48	17.19
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	19	19	100.00	0.00	31.58
<b>Military</b>	23	22	95.65	4.35	81.82
<b>Socioeconomically Disadvantaged</b>	208	196	94.23	5.77	47.45
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	161	150	93.17	6.83	29.53

## 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
<b>All Students</b>	1114	1085	97.40	2.60	61.87
<b>Female</b>	528	513	97.16	2.84	63.87
<b>Male</b>	586	572	97.61	2.39	60.07
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	242	238	98.35	1.65	80.17
<b>Black or African American</b>	25	25	100.00	0.00	28.00
<b>Filipino</b>	91	90	98.90	1.10	46.67
<b>Hispanic or Latino</b>	190	185	97.37	2.63	41.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	144	139	96.53	3.47	61.87
<b>White</b>	421	407	96.67	3.33	66.09
<b>English Learners</b>	67	64	95.52	4.48	14.06
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	19	19	100.00	0.00	26.32
<b>Military</b>	23	22	95.65	4.35	63.64
<b>Socioeconomically Disadvantaged</b>	208	197	94.71	5.29	36.55
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	161	151	93.79	6.21	21.33

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	55.19	NT	59.69	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
<b>All Students</b>	382	366	95.81	4.19	55.19
<b>Female</b>	182	174	95.6	4.4	56.32
<b>Male</b>	200	192	96	4	54.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	74	70	94.59	5.41	74.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	37	37	100	0	37.84
<b>Hispanic or Latino</b>	74	71	95.95	4.05	38.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	47	94	6	59.57
<b>White</b>	139	133	95.68	4.32	58.65
<b>English Learners</b>	15	14	93.33	6.67	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	73	91.25	8.75	36.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	53	91.38	8.62	28.3

## 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	93.3	96.5	72.1	97.4	94.7

## 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

At Black Mountain Middle School, we are fortunate to have parent organizations that support our school. The three main organizations are BMMS PTSA, BMMS Educational Foundation and the BMMS Academy. Many of our school activities depend on the involvement of parent volunteers, such as Science Olympiad, Library Book Fairs, and PTSA Reflections. Parents are also involved in the school improvement process and can serve in an advisory capacity on committees such as the School Site Council (SSC) and English Language Advisory Council (ELAC). Volunteer opportunities such as these are shared through our weekly Connect Ed messages. Each year, we hold a BMMS Beginnings Parent Orientation at the beginning of school to welcome our newest 5th grade parents; parents are able to learn about some of the basics of the school such as how to call in for student absence, how the health office works, and more. Our principal hosts Coffee with the Principal once a month where families are encouraged to share concerns and ideas related to BMMS. Additionally, we have offered our Parent University for the past four years where community experts present on various topics such as anxiety and high school readiness.

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## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1173	1157	162	14.0
Female	554	545	69	12.7
Male	617	610	91	14.9
American Indian or Alaska Native	0	0	0	0.0
Asian	248	245	22	9.0
Black or African American	27	27	6	22.2
Filipino	93	92	4	4.3
Hispanic or Latino	213	205	46	22.4
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	151	150	20	13.3
White	439	436	62	14.2
English Learners	82	80	23	28.8
Foster Youth	0	0	0	0.0
Homeless	22	21	8	38.1
Socioeconomically Disadvantaged	239	233	70	30.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	189	187	44	23.5

### 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	2.50	1.02	2.45
Expulsions	0.00	0.05	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	0.25	1.88	0.18	1.19	0.20	3.17
Expulsions	0.00	0.17	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.17
Female	0.90	0.00
Male	2.76	0.32
American Indian or Alaska Native	0.00	0.00
Asian	0.40	0.00
Black or African American	11.11	0.00
Filipino	1.08	0.00
Hispanic or Latino	5.16	0.94
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.32	0.00
White	0.91	0.00
English Learners	7.32	1.22
Foster Youth	0.00	0.00
Homeless	13.64	0.00
Socioeconomically Disadvantaged	5.44	0.84
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.88	1.06



## 2022-23 School Safety Plan

Black Mountain Middle School realizes the need to create a culture that is welcoming, safe and secure for both students and staff. As a part of this realization, Black Mountain Middle School places a strong emphasis on safety. Emergency plans are reviewed annually, and students/staff learn and practice emergency procedures (fire, earthquake, lockdown, evacuation and bus evacuation). Drills take place during both structured and unstructured times to ensure each and every member of our community is ready for any emergency situation.

At the beginning of the school year, our counselors and administration go over school/district policies with all students. Counselors visit classrooms to discuss types of bullying and ways to be proactive and prevent. The school implements a discipline program that focuses on changing student behavior through a progression designed to allow students to reflect and correct inappropriate behaviors. BMMS has a student services support person who works with our counselors, and provides support to programs such as Tobacco Cessation and Too Good for Drugs. Our before school/after school program is available to all students and offers adult supervised activities, such as homework tutorial, athletics and STEAM activities.

BMMS was the first middle school in Poway Unified to become a No Place for Hate school in collaboration with the Anti-Defamation League. Last year, we created the Big I.D.E.A. Committee at BMMS. I.D.E.A. stands for inclusion, diversity, equity and awareness. This committee's mission statement is Black Mountain's Big I.D.E.A. Committee will create opportunities for our students, staff and families to engage in conversations, develop plans, and take actions that promote inclusion, diversity, equity and awareness as it relates to our Black Mountain community. The Big I.D.E.A. meets once a month with students, families and staff members. We have also created a site equity team that receives support and training from both PUSD and the San Diego County Office of Education. Our site equity team along with the Big I.D.E.A. are designed to make BMMS a more inclusive community. The Kindness Crew and our No Place for Hate Ambassadors, two student organizations, work with our counseling department to help us become a No Place for Hate.

We have created a Positive Supports Team made up of teachers, classified staff and administration. This team has developed ways to celebrate students and our four core values of Respect, Responsibility, Hard Work and Kindness. Additionally, our teachers hold a Breakfast of Champions each month to recognize students who demonstrate positive character/behavior in the classroom in specific departments, i.e. Physical Education, 8th Grade Humanities, etc.

### D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	25	30	32	20

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	21	42	34	20

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	24	30	42	22

## 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	23	16	17	8
Mathematics	21	15	17	7
Science	29	4	13	12
Social Science	28	5	16	9

## 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	24	13	18	8
Mathematics	22	11	18	6
Science	26	6	13	12
Social Science	26	7	16	8

## 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	20	19	14	8
Mathematics	19	19	15	5
Science	24	8	15	7
Social Science	24	8	12	10

## 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	355

## 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)	3.2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.0

## 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	7,514.39	1,423.65	6,090.75	79,994.62
District	N/A	N/A	7,648.32	\$85,042
Percent Difference - School Site and District	N/A	N/A	-22.7	-5.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-28.5	-5.6

## 2021-22 Types of Services Funded

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/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. 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.

## 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
<b>Beginning Teacher Salary</b>	\$49,682	\$51,081
<b>Mid-Range Teacher Salary</b>	\$72,742	\$77,514
<b>Highest Teacher Salary</b>	\$107,628	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$140,330	\$133,421
<b>Average Principal Salary (Middle)</b>	\$145,905	\$138,594
<b>Average Principal Salary (High)</b>	\$160,169	\$153,392
<b>Superintendent Salary</b>	\$316,659	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	36%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Our staff decided to have student engagement remain the focus of instruction. Our professional development this year has centered on strategies that support student engagement, equity and Universal Design for Learning (UDL). Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Engagement and equity are core components of UDL. Every Monday, our staff had 70 minutes of professional time set aside in the morning. These are equally divided between teacher and administrative initiatives. Teachers and administration have a committee which meets once a month to discuss our professional growth plan.

We continue to focus on identifying students in need of intervention, possible interventions to help support struggling students, and continuing our work with the essential learnings in each content area. By identifying essential learnings, we are then able to develop targeted interventions whenever a student is unable to show proficiency. Professional time is balanced between learning about topics to support our focus, such as AVID strategies, RtI process, and time for teachers to collaborate on curriculum, instruction and assessment. A committee of teachers and administrators determine the dates and topics of the Mondays.

For our newest teachers, they are supported through PPAP (Poway Professional Assistance Program) and are regularly observed by a PPAP consultant who works with them to become strong classroom teachers. All teachers have the opportunity to create and join TLCs. In addition, teachers have been able to flex their professional growth time over the school year, and come together to collaborate on various activities such as assessment design and cross-content units.

Through the support of our PTSA and Foundation, teachers are able to apply for funding to attend professional conferences.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4		