

## **The Single Plan for Student Achievement**

School: Diegueño Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-610479  
Principal: Jeff Copeland  
Date of this revision: 9/27/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## A. School Site Information Diegueño Middle School

### **Vision Statement:**

At Diegueno Middle School we strive for excellence. Personal growth, student success, and high expectations are integral parts of our philosophy. We are committed to the creation of a safe, nurturing, stimulating environment which fosters open communications, mutual respect, and individual achievement.

### **Mission Statement:**

At Diegueño Middle School, all students are prepared academically and socially to reach their potential as life-long learners. Students are guided by professional educators in an engaging and creative environment with relevant curriculum focused on 21st century skills.

### **School Profile:** (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Since opening in 1985, Diegueño has been honored, on three different occasions, as a prestigious California Distinguished School as well as a nationally-recognized Blue Ribbon School. Our focus is to meet the needs of each student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing nearly 400 students during zero period.

Our English Language Arts teachers work collaboratively as our curriculum transitions to meet the requirements of the California State Standards. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through technology and high-interest and relevant literature. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

Our Math department continues its multi-year transition to the California State Standards, having fully implemented them last school year. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Our math classes are collaborative and student-centered with an expectation towards high-quality work. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate technology for the 21st century. Professional development will continue throughout this current school year (2016-17) for each of our math teachers.

The Social Science department is developing units of study to connect past to present events so as to prepare students with the skills to identify, understand, and work to solve the challenges facing our diverse nation. The Social Science department is working on enhancing curriculum that covers site-based essential learning outcomes and common core state standards in literacy by including more primary source documents throughout the units of study. The use of modern technologies, professional development sessions, and common formative and summative assessments, coupled with re-

teaching strategies to meet the needs of our students who have not yet mastered understanding of the standards, are utilized to ensure equitable learning for all students.

As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate).

The science department attended district in-service sessions on California State Standards in 2014-15 and 2015-16, and this school year, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Last school year, the Special Education department created a survey in which our general-education teachers had an opportunity to share their concerns, comments and ideas about how our special-education students are being served in the general-education environment. At our August 2016 staff in-service, our Special Education teachers reviewed the results with the staff and communicated a plan as to how best address their concerns and to most appropriately serve our students.

Each student in special education has a unique and individualized-education program which includes goals based on their deficit areas. These are determined by establishing a baseline for the student and setting a goal that they can make progress toward in one year. Special education teachers regularly attend Common Core Professional Development Opportunities in their subject area of expertise. The Special Education department also regularly reaches out to general education staff to collaborate as well as be a resource for information about working with students with disabilities. Special education teachers use technology like projectors, document cameras, and software to help provide necessary accommodations for students with special needs. Students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress.

There are a variety of support and intervention classes available for Diegueno students, including College Readiness, several sections of Read 180, Study Skills, Extended Day opportunities in Math and English, and Cougar Academic Time (CAT). Cougar Academic Time allows teachers an opportunity (four days/week) to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

During this school year, we will be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. Our plan this year includes implementing the "Hope Survey," which should offer us specific data as to what areas our students may need assistance in feeling more secure, welcome and a viable and integral part of our school community.

School accountability and student resources are available on Diegueño's homepage. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueño and our upcoming events can be found on our Facebook and Twitter pages. During the 2016-17 school year, we will be focusing on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

New teachers - through our BTSA (Beginning Teacher Support and Assessment) Program - are provided professional development tailored to their specific needs, particularly in classroom management, student discipline and the teaching of

students with diverse needs and skills. They also receive one-on-one support from a BTSA mentor at the school site.

Training for parents includes how to help their children and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, School Site Council, the English Learner Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. This current school year, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will be partnering with Oakcrest Middle School in order to reach as many of our parents as possible.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment, our students, staff, and community commits to instilling positive character into the students' lives as well as a rigorous curriculum. Because our community entrusts Diegueño with their children every day, our staff works together as a team to ensure that students are safe while in our care. Last school year, we updated our "Child Find" process so that we can more efficiently and effectively "catch" students who need additional academic and/or social-emotional support. We also use the main tentacles of a program called "Character Counts," which allows us to recognize students doing the right thing, and reward them for appropriate choices.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year) and the Hope Survey (annually), to help us make educated, data-driven decisions on policy and procedures. Last year, we also developed a campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee, armed with the results of our Hope Survey, will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

## **B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

**Student Performance Summary** (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

All of our current goals should have some baseline data here. Can be redundant to what is the rationale for our goals--transfer this info. Put in some brag points. What also, as evidenced by data we looked at, are areas where DNO is succeeding.

We considered multiple measures when looking at student achievement, in particular: SBAC results, the D/F list, and work done in our site's Professional Learning Communities (PLCs). Diegueno students did show improved performance on the SBAC assessments from spring 2015 to spring 2016. There is still room for improvement on this assessment. For example, the 2015-16 SBAC results revealed that 24% of all students either nearly met or did not meet the standard in ELA. While we aim to improve learning for all students, we are also focusing on the achievement gap between the performance of ALL students, and the performance of students in our significant subgroups. For example, 68% of all students meet or exceeded the standard in math; however, only approximately 47% of our RFEP met or exceeded the standard in math, and only approximately 33% of our students with disabilities met or exceeded the standard in math. The 2015-16 SBAC results revealed that only 43% of our low-income 8th grade students either met or exceeded the standard in

ELA. Not all students are earning passing grades in all of their classes. Approximately 14% of our student body were included on the D/F list that was generated in October 2016. Teachers at Diegueno work in course-like groups and have determined common Essential Learning Outcomes and have developed Common Formative Assessments tied to those. However, none of the 13 site PLC teams developed measurable, agreed-upon goals to provide big-picture guidance for their work for the 2015-16 school year.

Diegueno's second goal for the 2016-17 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates pointed to the need for this goal.

Our third goal seeks to address the needs of our English Language Learners (EL) and our students who have been Reclassified Fluent English Proficient (RFEP). Both groups demonstrate a gap in achievement on the Smarter Balanced Assessments as compared to all students.

In support of our district's goal that all students will be college and career ready, our fourth goal states that all Diegueno students will be introduced to college and career options and pathways. Naviance data indicates that 90% of our students do not have active Naviance accounts. This, combined with our D/F rate leads us to continue to focus on college and career readiness.

### C. Involvement Process

#### **Involvement Process:**

How was the SSC and site leadership involved in development of the plan?

The Diegueno Leadership team was involved with reviewing multi-year data, and contributed to the development of our school's plan. The plan was presented to the leadership team at their November 9, 2016 meeting for further comments. A draft of the plan was discussed with the School Site Council (SSC) on October 27, 2016, and that group's input was included in the plan. A second draft for feedback was presented when the SSC met to approve the plan on November 15, 2016.

**D. Summary of Progress Made on 2015-16 Goals  
Diegueño Middle School**

**School Goal 1** (Description of 2015-16 School Goal)

All students will achieve at or above grade level in ELA and Math.

**LCAP Priority Area:**

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

**Targeted Pupil Subgroup(s):**

All students performing below grade level in ELA and Math, focus on low socio-economic, special education and EL students.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

All students are not demonstrating mastery of grade level learning outcomes as evidenced by data reviewed from:

- 1. quarterly D/F list
- 2. enrollment in readiness/intervention courses
- 3. SBAC results in ELA and math
- 4. SRI test/MDTP test
- 5. Site Illuminate Assessments
- 6. ELOs and assessments

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Based on reclassification rates, 76% of our EL students are LTELs. Looking at the SBAC, there is a 57 percentage point achievement gap on the ELA SBAC from EL students as compared to all students. While that gap has narrowed by 19 points from 14-15 to 15-16, there is still a significant gap in achievement. RFEP students under performed all students on the ELA SBAC, with a 27 point gap in 14-15 and a 20 point gap in 15-16. The achievement gap in mathematics is also significant: in the 14-15 school year, no EL students scored in the met or exceeded range on the SBAC. This increased to 4% in 15-16.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We have continued this goal for the 2016-17 school year. After careful examination of data, there is still room for growth here. We have seen improvements from 2015-16 to 2016-17, but our goal is continued growth.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We are examining data pertaining to our RFEP students more closely in our 2016-17 plan to give us a clearer indication of academic growth among our EL students. Interventions have been added (after school tutoring, for example) and expanded upon: group and individual meetings with ALL students on the D/F list and invitations to intervention classes.

**School Goal 2** (Description of 2015-16 School Goal)

All students will feel safe, valued, and connected to Diegueno.

**LCAP Priority Area:**

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

**Targeted Pupil Subgroup(s):**

All students: focus on students with discipline records.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

All students do not feel safe and connected to DMS as evidenced by 2015 Healthy Kids Survey data, suspension data, and attendance data.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

The increase in the number of our students suspended (and the overall suspension rate) from 2012-13 to 2013-14 is still a concern. With the inclusion of the various alternates to suspension (such as In-School Suspension, Friday Night School, completing the district's "Making Decisions Unit," etc.), it is a concern that the number of students who were suspended increased. The chronic absenteeism rate for our EL students, Socioeconomically Disadvantaged students and our SPED students has increased, slightly, for all three subgroups during the past school year or two. Additionally, the truancy rate for all students has increased between 2014-15 and 2015-16, despite an increase in the amount of parent communication from the school site. Also, the Healthy Kids Survey data from 2015 shows that a significant percentage (almost one-third) of our students either do not believe, or question whether, an adult on this campus cares about them, and another 10% (approximately 90 students) stated that they do not feel as if they are a "part of the school." This is a significant concern for us and what they we are actively addressing during this current school year.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We are continuing this goal for 2016-17. There was not a CA Healthy Kids survey administered since the 2015-16 SPSA, so we are carrying over this goal to use the CHKS to track progress here. To date in the 16-17 school year, no students have been expelled and 3 have been suspended.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Diegueno is making improvements to our attendance procedures: more communication with families when students are absent, for example. We have implemented a clearer tardy policy with consequences for students who are consistently late.

**School Goal 3** (Description of 2015-16 School Goal)

Increase staff collaboration and connection around teaching and learning.

**LCAP Priority Area:**

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

**Targeted Pupil Subgroup(s):**

All students, and English Learners, in particular.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
Based on 2015 SBAC data review:  
\* 32% of 7th grade students and 38% of 8th gradestudents did not meet the standard overall in mathematics  
\* 19% of 8th grade students did not meet the standard in "demonstrating ability to support mathematical conclusions"  
\* 14% of 7th graders & 16% of 8th graders scored at below standard in "demonstrating understanding of literary & non-fictional texts"  
\* 0% of 7th and 8th English Learner students met the overall standard in ELA  
\* 0% of 7th and 8th English Learner students met the overall standard in mathematics  
Scholastic Reading Inventory (SRI) data review:  
\* 77 seventh-grade students did not score at grade level on the SRI issued in Fall 2015  
Other data review:  
\* Common Formative Assessments  
\* Summative Assessment

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
  
Diegueno MS students demonstrated improvement on the Smarter Balanced Assessment, certain subgroups in particular. 22% of EL students met or exceeded the standards on the SBAC in 2015-16, a marked increase from 0% in 2014-15. Likewise, low income students showed improvement, with students meeting or exceeding the standards up from 32% in 2014-15 to 50% in 2015-16.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.  
The desired end result of this goal to increase staff collaboration is increased student achievement. This goal has not yet been met, so it will continue in the 2016-17 plan, in Goal 1 of the SPSA.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will continue our work in PLCs to support increased student achievement, with our focus shifting to the implementation of Common Formative Assessments. The addition of the Instructional Leadership Team supports this goal, in particular.

**School Goal 4** (Description of 2015-16 School Goal)

All students will be prepared to enroll in college and career ready courses in high school.

**LCAP Priority Area:**

State Priority:

- 4- Pupil Achievement
- 5- Pupil Engagement
- 7- Course Access
- 8- Other Pupil Outcomes

**Targeted Pupil Subgroup(s):**

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

All students are not enrolled in a college prep level course of study that will provide the skills necessary to be successful in college and career ready coursework in high school as evidenced by data reviewed from:

- Course enrollment data
- Naviance data
- Grade reports
- Pupil 6 year plans

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Diegueno still has students who are enrolled in below grade level classes and not meeting or exceeding the standard on the SBAC. In addition, Naviance use data indicates that very few students accessed this software platform in the 2015-16 school year. That only 10% of our students have Naviance accounts indicates that, as a site, we should undertake a more systematic approach to exposing our students to this valuable career planning tool. Reducing the number of students on the D/F list is a priority for us since it is an in-house measure of how well students are learning in their classes. Furthermore, students on the D/F list may also be frequently absent, or otherwise disconnected from school. Ensuring that our D/F rate decreases means increased learning, and school connectedness. Counselors continue their outreach to promote College and Career readiness, both at Diegueno MS and with our feeder elementary schools.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal continues to be a focus for Diegueno in the 2016-17 SPSA.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will create a student profile to illustrate our definition of college and career readiness (with input from department chairs, administration, and counselor), and students performing below grade level will have increased contact with their counselor. Counselors will meet with all students to develop a 6-year plan, as well as to learn about high school course offerings.

### E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)          Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for targeting subgroups including English learners, low income pupils and pupils as identified as special education.</p> <p><b>School Goal 1</b> (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)          All students will achieve at or above grade level in ELA and Math</p> <p><b>LCAP Priority Area:</b>          Improving Student Achievement and Outcomes</p> <p><b>Targeted Pupil Subgroup(s):</b>          English Language Learners, Low Income Students and SPED Students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>a. The 2015-16 SBAC results revealed that 24% of all students either nearly met or did not meet the standard in ELA</p> <p>b. The 2015-16 SBAC results revealed that only 43% of our low-income 8th grade students either met or exceeded the standard in ELA</p> <p>c. The 2015-16 SBAC results revealed that 68% of all students met or exceeded the standard in math; however, only approximately 47% of our RFEP met or exceeded the standard in math</p> <p>d. The 2015-16 SBAC results revealed that only approximately 33% of our students with disabilities met or exceeded the standard in math</p> <p>e. 140 students (approximately 14% of our student body) were included on the D/F list that was generated in October 2016; of that number, 25 (18%) were Title 1 students</p> <p>f) None of the 13 site PLC teams developed measurable, agreed-upon goals for the 2015-16 school year</p> <p>g) None of the 13 site PLC teams, at the conclusion of the 2015-16 school year, demonstrated specific, measurable growth as a result of agreed-upon</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>a. The 2016-17 SBAC results will reveal that the percentage of all students who will have either nearly met or have not meet the standard in ELA will not exceed 20%</p> <p>b. The 2016-17 SBAC results will reveal that at least 48% of our low-income 8th grade students will have either met or exceeded the standard in ELA</p> <p>c. The 2016-17 SBAC results will reveal that at least 73% of all students will have met or exceeded the standard in math; also, at least 50% of our RFEP will have met or exceeded the standard in math</p> <p>d. The 2016-17 SBAC results will reveal that at least 40% students with disabilities will have met or exceeded the standard in math</p> <p>e. No more than 110 students will be included on the D/F list that will be generated in June 2017; of that number, no more than 15 will be Title 1 students</p> <p>f) Each English, math, history and World Language PLC team will develop one measurable, agreed-upon SMART goal for the 2016-17 school year</p> <p>g) Each English, math, history and World Language PLC team will demonstrate specific, measurable evidence as to whether or not it reached its growth targets as written in its SMART goal</p>

goals

The analysis of subgroups shows that 32% of our students with disabilities scored in the "Standard Met" or "Exceeded" range in ELA on the 2016 SBAC. Although this is up 9% from the 2015 assessment, this falls well short of the 78% for our students without disabilities. In math, 33% students with disabilities scored in the "Standard Met" or "Exceeded" range in ELA on the 2016 SBAC. Although this is up 11% from the 2015 assessment, this is short of the 72% for our students without disabilities. In 2015, zero percent of our English Learner students scored in the "Standard Met" or "Exceeded" range in ELA. In 2016, 22% of our EL students scored in the "Standard Met" range in ELA; however, zero percent scored in the "Exceeded" range, compared to 33% for all students. In math in 2015, zero percent of our EL students scored in the "Standard Met" or "Exceeded" range. In 2016 in math, zero percent of our EL students scored in the "Standard Met" range (compared to 25% for all students), and 4% scored in the "Exceeded" range, compared to 49% for all students. For our EL students, different students have tested from year to year, and there were more students at levels 3 & 4 in 2015-16 than in 2014-15, which may explain the slight increase in both ELA and math. However, there is still a significant gap between our EL population and all students. Also, in 2014-15, there were 30.6% of EL students re-designated as Fluent English Proficient while there were 48.0% in 2015-16, showing a significant increase in the number of students reclassified from one year to the next. Also, we did have a significant increase from 2014-15 to 2015-16 in the percentage of Economically Disadvantaged students who scored in the "Standard Met" or "Exceeded" range in ELA (32% to 50% respectively); however, this is still significantly below all students (76%). In math, the percentage of Economically Disadvantaged students who scored in the "Standard Met" or "Exceeded" range increased from 29% to 42% from 2015 to 2016; however, this is still significantly below the percentage for all students (74%). There is a significant gap in all subgroups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.

**Strategy:** (briefly describe the overall plan to address the identified need)

To identify students in need early, and then offer a system of intervention (both during the school day and outside of it) to increase student achievement

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>Utilize Title I, School-Day Intervention, Extended School-Day Intervention, and Academic Tutoring to increase student proficiency in ELA and Math. Intervention Programs</p> <p>Title I Intervention:</p> <p>a) Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results, current D/F list and first-quarter grades in ELA and math for current 7th and 8th grade students.</p> <p>b) Principal will collaborate with feeder elementary schools to evaluate incoming 7th grade students to identify potential students who could benefit from the Title I Extended School-Day Intervention and Summer Intervention Programs.</p> <p>c) Title I Coordinator will inform teachers, parents and identified students about the Title I Extended School-Day Intervention and encourage enrollment to identified students.</p> <p>d) Title I Coordinator will record data on the students offered participation in ESDI/SIP and evaluate the percentage of those who enrolled in either program.</p> <p>School-Day:</p> <p>e) Create and implement a school-wide System of Intervention to target students who are not meeting proficiency on common-formative assessments (CFA's)</p> <p>i. Students who do not demonstrate proficiency on CFA's will attend CAT intervention/Re-teach sessions</p> <p>f) Offer a Study Skills section designed to support at-risk students and that focuses on developing organization skills, teaching test preparation strategies, helping students understand how they learn, and working on individual goals as determined by the intervention coordinator and the students' teachers.</p> <p>g) Offer two sections of the Read 180 reading intervention course to support students who did not meet proficiency on the two Scholastic Reading Inventory assessments issued during first three weeks of the school year</p> <p>h) Offer a section of College Readiness to develop organizational and study skills in order to prepare students for high school and college, to support students in core subject areas through collaboration with peers and tutors, and to provide enrichment and motivational activities that make college attainable for all students</p> <p>i) Offer two sections of Math A Essentials, a remediation-focused course which will have an individualized remediation component, as well as cover essential Math A standards.</p>	<p>a) Title I Coordinator b) Principal c) Title I Coordinator d) Title I Coordinator e) Principal f) Principal g) Principal h) Principal i) Principal j) Title I Coordinator k) Title I Coordinator l) Principal m) Head Counselor</p>	<p>a. .20 FTE Title I Coordinator, \$25,000</p> <p>b) No cost c. No cost d. No. cost e. No cost</p> <p>f. .20 Title 1 FTE for Study Skills teacher, \$25,00</p> <p>g. .20 Intervention Non-Formula section, \$25,000 (other section a site formula expenditure)</p> <p>h. 20 Intervention Non-Formula section, \$25,000</p> <p>i. 20 Intervention Non-Formula section, \$25,000 (other section a site formula expenditure)</p> <p>h) ESD program costs: English Intervention: 1.5 hrs./week x 12 weeks = 18hrs. x 2 teachers = 36 hours @ \$42 per hour = \$1,512 (Title 1 Funding Source)</p> <p>Math Intervention: 1.5 hrs./week x 18 weeks = 27hrs. x 2 teachers = 54 hours @\$42 per hour = \$2,268 (Title 1 Funding Source)</p>	<p>a) 2017 SBAC results b) 2017 SBAC results c) 2017 SBAC results, quarterly D/F list and SRI results d) 2017 SBAC results, quarterly D/F list and SRI results e) Subsequent CFA's and/or summative assessments f) 2017 SBAC results, quarterly D/F list and SRI results g) SRI results h) 2017 SBAC results, quarterly D/F list and SRI results i) 2017 SBAC results, quarterly D/F list and SRI results j) Quarterly D/F lists k) Pre/Post assessments taken during intervention courses l) Quarterly D/F lists m) Quarterly D/F lists; 2017 SBAC results</p>	<p>a) First 10 weeks of school, outreach to feeder schools March-May of previous school year. b) Fall 2016 &amp; Spring 2017 c) Fall 2016 d) Fall 2016 &amp; Spring 2017 e) Fall 2016 &amp; Spring 2017 f) Fall 2016 &amp; Spring 2017 g) Fall 2016 &amp; Spring 2017 h) Fall 2016 &amp; Spring 2017 i) Fall 2016 &amp; Spring 2017 j) Fall 2016 &amp; Spring 2017 k) Fall 2016 &amp; Spring 2017 l) Fall 2016 &amp; Spring 2017 m) Fall 2016 &amp; Spring 2017</p>

	<p>Extended-School Day/Academic Tutoring:</p> <p>j) Offer math, writing/English and reading targeted interventions based on D/F list and teacher feedback</p> <p>k) Pre and post assessment will be administered during Extended School-Day interventions based on identified student need to measure effectiveness of target interventions.</p> <p>l) Offer Extended School-Day tutoring twice/week for one hour; students to receive support in all four core subject areas; all students invited</p> <p>m) Part-time counselor to provide services exclusively to Title 1 students and their parents</p>		<p>i) No cost</p> <p>j) 4 teacher hours/week @ \$42/hour for 27 hours = \$4,500 (\$2,004 of total to be paid through district tutoring fund)</p> <p>k).20 Title 1 FTE, Counselor, \$25,000</p>		
2.	<p>Utilize baseline pupil performance SBAC assessment results in ELA and Math to identify areas to revise or augment curriculum.</p> <p>a.) Use Instructional Leadership Team and late-start days for teachers to meet as department/grade level teams to analyze pupil performance data from SBAC results.</p> <p>b) Identify common standards that were not met and add/revise curriculum and instruction.</p>	Principal	<p>a. None</p> <p>b. None</p>	<p>a. CFA's; summative assessments; quarterly D/F lists and 2017 SBAC results</p> <p>b. CFA's; summative assessments; quarterly D/F lists and 2017 SBAC results</p>	<p>a. Fall 2016</p> <p>b. Identify common standards that were not met-first quarter, add/revise curriculum and instruction-ongoing</p>
3.	<p>Develop and maintain an articulated system to track effectiveness of interventions for students performing below grade level.</p> <p>Intervention Team Tasks:</p> <p>a. iTeam (Two Counselors, Title I Coordinator, School Psych. &amp; Administrator) will meet bi-monthly to review student data including grades, assessment results, teacher feedback forms and parent input to determine level of intervention needed.</p> <p>b) iTeam will communicate with families and support teachers related to effectiveness of identified interventions</p> <p>Counseling Tasks:</p> <p>c) Counselors to identify students who could benefit from Study Skills (general education) course.</p> <p>d. Counselors will meet with each student on D/F list to identify issue(s) to communicate identified areas of need with parents and support teachers.</p> <p>e) Counseling and Administration to develop an intervention evening ("Cougar Conference") to address the students and parents on the D/F list in October and a follow-up session in November to provide appropriate support and guidance.</p> <p>f) Counselor will work with each student to develop an action plan to</p>	<p>a) Principal</p> <p>b) Principal</p> <p>c &gt; h) Head Counselor</p> <p>i) Study Skills Teacher</p> <p>j) Read 180 teachers</p>	<p>a) None</p> <p>b) None</p> <p>c) None</p> <p>d) None</p> <p>e) 5 teachers for 2 hours/each; 10 total hours @ \$42 = \$420 ; Refreshments = \$100</p> <p>f) None</p> <p>g) None</p> <p>h) None</p> <p>i) None</p> <p>j) None</p>	<p>a) Quarterly D/F lists</p> <p>b) Quarterly D/F lists</p> <p>c) Quarterly D/F lists</p> <p>d) Quarterly D/F lists</p> <p>e) Quarterly D/F lists</p> <p>f) Quarterly D/F lists</p> <p>g) Quarterly D/F lists</p> <p>h) 2017 SBAC results and quarterly D/F lists</p> <p>i) Quarterly D/F lists</p> <p>j) SRI results and quarterly D/F lists</p>	<p>a) Ongoing</p> <p>b) Ongoing</p> <p>c) Before start of school year</p> <p>d) Fall 2016</p> <p>e) Fall 2016</p> <p>f) Fall 2016 &amp; Spring 2017</p> <p>g) Ongoing</p> <p>h) Fall 2016</p> <p>i) Ongoing</p> <p>j) Ongoing</p>

	<p>address concerns</p> <p>g) Counselor will track meetings and team agreed-upon interventions through the intervention screen on Aeries</p> <p>h) Counselors will meet with 7th &amp; 8th grade math essentials students to develop a 6-year plan</p> <p>General-Education Teacher Tasks:</p> <p>i) Study Skills teacher will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.</p> <p>j) Read 180 teachers will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.</p>				
4.	<p>Each English, history, math and World Language PLC team will create one measurable SMART goal that will support the school-wide goal of improving student achievement; also, continue to train all staff on development and enhancement of PLCs</p> <p>a. Three math teachers, a Special Education teacher, and the principal to attend Solution Tree "PLC at Work" Institute in Long Beach in September</p> <p>b. Creation of Instructional Leadership Team; each team to consist of one member of each PLC team, in addition to other instructional leaders on campus</p> <p>c. Instructional Leadership Team to meet monthly for remainder of the school year; will examine steps needed to be taken to enhance PLC model</p> <p>d. Regular PLC training at late starts, including having each PLC team complete a "current reality" survey and will develop a measurable SMART goal at October 2016 late-start PD session</p> <p>e. Each PLC team will reflect upon and then - if necessary - revise its SMART Goal in February 2017</p> <p>f. Regular administrative check-ins with each PLC team during the 11 late-start sessions that will be devoted strictly to PLC team work</p> <p>g. Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days</p> <p>h. Direction to Department Chairs and PLC leads on PLC process.</p> <p>i. Examples of progress within the PLC groups to be shared with staff</p>	a) > i) Principal	<p>a) \$6,500 (Title 1 Funding Source)</p> <p>b) 10 teachers for monthly meeting (for 7 months); 1 hour per teacher (10 hours per month) = 70 hours @42/hour = \$2,940 (Principal's Site Budget Funding Source)</p> <p>c) &gt; i) No cost</p>	a) > i) 2017 SBAC results, CFA performance and D/F lists	<p>a) Fall 2016</p> <p>b) Fall 2016</p> <p>c) Ongoing</p> <p>d) Ongoing</p> <p>e) February 2017</p> <p>f) Ongoing</p> <p>g) Ongoing</p> <p>h) Ongoing</p> <p>i) Spring 2017</p>
5.	<p>Enhance our CAT schedule to include opportunities for immediate intervention/re-teach as a result of CFA data</p> <p>a. Develop school-wide strategy that allows teachers flexibility to re-teach concepts when students do not demonstrate proficiency within a CFA</p> <p>b. Administration and counseling works together to supervise classrooms</p>	Principal	<p>a. No cost</p> <p>b. No cost</p>	<p>a. CFA results</p> <p>b. CFA results</p>	<p>a. Organize Fall 2016; Implement Spring 2017</p> <p>b. Spring 2017</p>

	in order to allow teachers the ability to provide intervention/re-teach opportunities				
<b>Progress Monitoring Report</b> (Mid-Year)			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

**School Goal 2** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase the percentage of our students feeling connected and safe on campus

**LCAP Priority Area:**

School Climate

**Targeted Pupil Subgroup(s):**

English Language Learners, Low Income Students and SPED Students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

a. 2015 Healthy Kids Survey revealed that 10% of student respondents stated that they did not feel as if they are a "part of the school"

b. 2015 Healthy Kids Survey revealed that 32% of student respondents stated that "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"

c. The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame.

d. The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3%

e. The chronic absenteeism rate in 2015-16 for English Learner students was 11.8%; for Socioeconomically Disadvantaged students it was 8.8%, and for SPED students it was 9.3%

The increase in the number of our students suspended (and the overall suspension rate) from 2012-13 to 2013-14 is a concern. With the inclusion of the various alternates to suspension (such as In-School Suspension, Friday Night School, completing the district's "Making Decisions Unit," etc.), it is a concern that the number of students who were suspended increased. The chronic absenteeism rate for our EL students, Socioeconomically

**Growth Targets:** Expected annual measurable outcomes.

a. No more than 5% of the student respondents on the 2017 Healthy Kids Survey will state that they do not feel as if they are a "part of the school"

b. No more than 20% of student respondents on the 2017 Healthy Kids Survey will state that "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"

c. The suspension rate during the 2016-17 school year will decrease to no more than 1.%, and the number of students suspended during the school year will drop by at least 30%

d. The truancy rate during the 2016-17 school year will drop to no more than 20%

e. The chronic absenteeism rate will drop in 2016-17 by at least 3% for English Learner students, Socioeconomically Disadvantaged students, and SPED students

Disadvantaged students and our SPED students has increased, slightly, for all three subgroups during the past school year or two. Additionally, the truancy rate for all students has increased between 2014-15 and 2015-16, despite an increase in the amount of parent communication from the school site. Also, the Healthy Kids Survey data from 2015 shows that a significant percentage (almost one-third) of our students either do not believe, or question whether, an adult on this campus cares about them, and another 10% (approximately 90 students) stated that they do not feel as if they are a "part of the school." This is a significant concern for us and what they we are actively addressing during this current school year.

**Strategy:** (briefly describe the overall plan to address the identified need)

Will use results from Healthy Kids Survey to discover specific areas of concern (as it relates to school culture, absenteeism, and discipline) and then to address these areas through a variety of student, staff and parent Wellness opportunities

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Site administration will analyze 2016-17 Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness	Assistant Principal	No cost	School Climate Survey	Data to be shared with site Leadership Team in Spring 2017; Leadership Team will then analyze results
2.	Use 2016-17 Healthy Kids Survey data to create a School Climate Survey for all students that measures student perspective on safety and connection to Diegueno, to determine success of 2016-17 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students. The School Climate Survey will be completed by June 2017.	Assistant Principal	No cost	School Climate Survey	Principal and AP will work alongside site Leadership Team during Spring 2017 to develop internal survey; survey to be administered to 8th grade students in Fall 2017
3.	Develop programs dedicated to supporting student safety and connections a. Week of Welcome b. Revolution's anti-bullying assembly c. Family Nights, including on-campus activities for families once/semester d. Cyberspace Education for students and parents e. READI Education night for parents f. Spirit Day g. Safety Committee	Principal	a. No cost b. No cost c. No cost (some ASB expense involved) d. \$1,300 (ASB/PTSA expense) e. No cost f. No cost (some ASB expense involved) g. No cost h. No cost	School Climate Survey	a. September 2016 b. September 2016 c. 4 times a year; on-campus Family Nights in Dec. 2016 and April 2017 d. October 2016 student and parent symposiums e. November 2016 f. March 2017

	<p>h. We-Tip and other targeted safety and reporting outreach to students  i. Formation of DNO student clubs (with staff advisors)  j. Red Ribbon Week  k. Zombie Jog-a-thon  l. Kindness Week  m. "PAWS" before you post.  n. Continuation of site Wellness Committee (monthly meetings)  o. Weekly Pragmatics Group for students with disabilities  p. Counseling Groups for students struggling with grief  q. Training for counseling student aides to assist those who are struggling with student connections</p>		<p>l. No cost  j. No cost (some ASB expense involved)  k. No cost (some ASB expense involved)  l. No cost (some ASB expense involved)  m. No cost  n. No cost  o. No cost  p. No cost  q. No cost</p>		<p>g. ongoing  h. ongoing  i. Fall 2016 &amp; Spring 2017  j.. October 2016  k. October 2016  l. February 2017  m. ongoing  n. ongoing  o. ongoing/weekly  p. Begin Fall 2016  q. Begin Fall 2016</p>
4.	<p>Continuing to Introduce Restorative Practices</p> <p>a. Additional training for teachers: Six site members to attend the San Diego County Office of Education training in December 2016, in addition to the six site staff members who have already attended this same training</p> <p>b. Implementation with students: Teachers who attend this year's training will implement at least one RP session either during instructional time or during CAT time during the 2016-17 school year, in addition to the teachers who are currently implementing RP session in their classroom</p> <p>c. Communication with families: Site administration to communicate with our parents during "Coffee with the Principal" sessions and PTSA meetings during the course of this school year</p>	Principal	<p>a. No cost  b. No cost  c. No cost</p>	School Climate Survey	<p>a. August 2016 In-Service  b. Educate students and implement as soon as AP can be trained  c. Via principal's messages, e-option, and social media beginning in Fall, reinforcing throughout year at quarterly principal's coffees and other parent-education nights</p>
5.	<p>Accountability for Attendance</p> <p>a) Site Administration implementing a new tardy policy  b) Site Administration meeting with students and parents who are demonstrating attendance/punctuality concerns  c) Site Social Worker meeting with students who are demonstrating a high rate of absenteeism and/or punctuality concerns  d) Site Administration ensuring that students demonstrating attendance/punctuality concerns are being placed on a site Behavior Contract as an initial intervention before proceeding to SART Contract</p>	Assistant Principal	a > d. no cost		a > d. ongoing

<b>Progress Monitoring Report (Mid-Year)</b>	<b>Date of progress update:</b>
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the	<b>Summary of progress:</b> Describe how the strategy has or has not been effective in

annual goal? Summary of analysis.

achieving the desired outcomes?

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

**School Goal 3** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Implement strategies to increase reclassification of all ELs.

**LCAP Priority Area:**

Student Achievement

**Targeted Pupil Subgroup(s):**

English Language Learners

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on reclassification rates, 76% of our EL students are LTELs. Looking at the SBAC, there is a 57 percentage point achievement gap on the ELA SBAC from EL students as compared to all students. While that gap has narrowed by 19 points from 14-15 to 15-16, there is still a significant gap in achievement. RFEP students under performed all students on the ELA SBAC, with a 27 point gap in 14-15 and a 20 point gap in 15-16. The achievement gap in mathematics is also significant: in the 14015 school year, no EL students scored in the met or exceeded range on the SBAC. This increased to 4% in 15-16

**Growth Targets:** Expected annual measurable outcomes.

Increase reclassification rates for LTELs by 5%  
 Increase the number of EL students in the met or exceeded range on the SBAC.  
 Reduce the number of EL students on the D/F list by 5%

**Strategy:** (briefly describe the overall plan to address the identified need)

Will ensure that all teachers are providing appropriate support for EL learners to access their curriculum, and EL Lead and part-time counselor will work together to ensure that EL students are receiving appropriate (school-day and after-school) interventions, when necessary.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
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1.	<p>Teachers will implement ELD strategies as provided by district ELD Professional Development</p> <p>a. Teachers will discuss how to implement specific ELD strategies during regular PLC team collaboration</p> <p>b. Some PLC teams will have the opportunity to create a measurable SMART goal that centers around an increase of achievement for our EL students</p>	Principal	<p>a. No cost</p> <p>b. No cost</p>	<p>a. Quarterly D/F list; 2017 SBAC results</p> <p>b. Quarterly D/F list; 2017 SBAC results</p>	<p>a. Ongoing</p> <p>b. Fall 2016</p>
2.	<p>EL Lead and Part-Time (Title 1) Counselor will ensure that appropriate interventions are offered for EL students</p> <p>a. All EL students with a D or F in mathematics or English on fifth-week D/F list will be invited to attend bi-weekly after-school math and/or English interventions</p> <p>b. Parents will be contacted as part of the invitation to after-school math and/or English interventions</p> <p>c. Intervention students to complete pre and post assessment in order to track effectiveness of program</p> <p>d. Progress of intervention students to be monitored by part-time counselor</p>	EL Lead	<p>a. No cost</p> <p>b. No cost</p> <p>c. No cost</p> <p>d. .20 FTE, Part-Time Counselor, \$25,000 (Title 1 funding source)</p>	<p>a. Quarterly D/F list; 2017 SBAC results</p> <p>b. Quarterly D/F list; 2017 SBAC results</p> <p>c. Quarterly D/F list; 2017 SBAC results</p> <p>d. Quarterly D/F list</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Ongoing</p>
3.	<p>Continue to develop and revise common course Common Formative Assessments (CFA's) in order to identify EL students who have not reached proficiency on CFA's</p> <p>a. Integrate Illuminate CFA's into departmental measures</p> <p>b. Encourage PLC teams to utilize district PLC release time - in addition to site PLC time - to create, revise and analyze results of CFA's</p>	Principal	<p>a. No cost</p> <p>b. No cost</p>	<p>a. Quarterly D/F list</p> <p>b. Quarterly D/F list; 2017 SBAC results</p>	<p>a. Ongoing</p> <p>b. Ongoing</p>

<b>Progress Monitoring Report</b> (Mid-Year)	<b>Date of progress update:</b>
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

All district graduates will be college and career ready.

**School Goal 4** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

All students will be introduced to college and career options and pathways.

**LCAP Priority Area:**

Student Engagement

**Targeted Pupil Subgroup(s):**

English Language Learners, Low Income Students and SPED Students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

a. 148 students (approximately 15% of our student body) were on final D/F list in November 2016.

b. 39 students (approximately 26% of the total on the D/F list in November 2016) were Special Education students.

c. Naviance data indicates that very few Special Education students were exposed to Naviance career exploration during the 2015-16 school year. In fact, only 8 7th grade, and 34 8th grade students took the Career Key and only 23 students did the Career Cluster. 90% of Diegueno students do not have Naviance accounts.

Analysis: That only 10% of our students have Naviance accounts indicates that, as a site, we should undertake a more systematic approach to exposing our students to this valuable career planning tool. Reducing the number of students on the D/F list is a priority for us since it is an in-house measure of how well students are learning in their classes. Furthermore, students on the D/F list may also be frequently absent, or otherwise disconnected from school. Ensuring that our D/F rate decreases means increased learning, and school connectedness.

**Growth Targets:** Expected annual measurable outcomes.

a. No more than 10% of the student body will be on the final D/F list in June 2017.

b. No more than 20% of the total number of students on the D/F list in June 2017 will be Special Education students.

b. All students will be exposed to Naviance career exploration during the 2016-17 school year. During their history classes, students will participate in Naviance activities with the support of their counselors. This will be measured by the Naviance report through Career Key and Cluster Finder.

**Strategy:** (briefly describe the overall plan to address the identified need)

All students will be exposed to high school graduation and college entrance requirements

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1. Counselor Tasks: a) Counselors expose all students to Naviance career exploration and career-goal pathways b) Counselors hold 8th grade course-selection presentations, including electives, honors offerings and which HS classes count for A-G c) Counselors present in classes re: preparing for HS including diploma requirements, class placement and introduction to college requirements d) Students performing below grade level in math will meet with their counselor to develop six-year plan e) All Title 1 students meet with part-time counselor to develop achievement plan for this school year f) Counselors collaborate with HS counselors to present A-G information to 8th grade parents  Administrative Tasks: g) Administration, along with counseling support, present at all six of our feeder elementary schools to advise re: course choices, including honors and college prep English and Math  h) Administration and Counselors, along with English & Math department representatives, present information regarding course choices, including honors and college prep choices to our incoming 6th-grade families  i) Collaborate with Special Education teachers to determine most effective teaching strategies and pedagogy for Academic Support classes	a - e > Head Counselor g - i > Principal	a. None b. None c. None d. None e. None f. None g. None h. None i. None	a. Naviance completion b. Course-selection (proper placement) c. Course-selection (proper placement) d. Quarterly D/F list; 2017 SBAC results e. Course-selection (proper placement) f. Course-selection (proper placement) g. Course-selection (proper placement) h. Course-selection (proper placement) i. Quarterly D/F list; 2017 SBAC results	a. November 2016 b. Spring 2017 c. Spring 2017 d. Fall 2016 e. Spring 2017 f. Spring 2017 g. Spring 2017 h. Spring 2017 i. Fall 2016
2. Create a student profile to illustrate our definition of college and career readiness (with input from department chairs, administration, and counselor)	Head Counselor	None	Quarterly D/F list; 2017 SBAC results	Spring 2017
<b>Progress Monitoring Report</b> (Mid-Year)		<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

### D. School Site Council Membership Diegueño Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeffrey Copeland	X				
Guen Butler			X		
Brett Williams		X			
David Jaffe				X	
Jill Thomas				X	
Amy Flicker				X	
Lauren Lakin					
Landon Block					X
Brandon Feffer					X
					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*



# DIEGUEÑO MIDDLE SCHOOL

2150 Village Park Way

(760) 944-1892 Ext. 6604

Encinitas, CA 92024

"A California Distinguished School"

Jeff Copeland, Principal • Guen Butler, Assistant Principal • Laura Martin, Counselor



## Diegueno Middle School Site Council Approval of 2016 – 2017

~~Comprehensive Safe & Drug Free Schools Plan~~

single plan for student Achievement.

Printed Name

Signature

1. Gavin Diehl

Gavin Diehl

2. Lauren Lakin

Lauren Lakin

3. Brandon Feffer

[Signature]

4. Landon Block

Landon Block

5. Jill Thomas

Jill Thomas

6. amy flicker

[Signature]

7. Jeff Copeland

Jeff Copeland

8. guen Butler

Guen Butler

9. \_\_\_\_\_

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10. \_\_\_\_\_

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11. \_\_\_\_\_

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12. \_\_\_\_\_

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13. \_\_\_\_\_

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14. \_\_\_\_\_

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15. \_\_\_\_\_

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**Form F. Budget 2015-2016  
Diegueño Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$13,000.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$2004.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$72,000.00</b>
Title I Funds	<b>\$118,144.00</b>
<b>Total</b>	<b>\$205,148.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with subgroup breakdown**

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	993	-	949	-	859	-	817	-
<b>Number &amp; Percent of English Learners</b>	21	2.1%	25	2.6%	49	5.7%	59	7.2%
<b>Number &amp; Percent of Long Term English Learners</b>	*	*%	*	*%	24	2.8%	46	5.6%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	60	6.0%	77	8.1%	72	8.4%	40	4.9%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	81	8.2%	73	7.7%	95	11.1%	120	14.7%
<b>Number &amp; Percent of Special Education students</b>	124	12.5%	116	12.2%	95	11.1%	91	11.1%

**Source:**

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## Section 2: Student Achievement Indicators

**Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA**

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	454	73%	76%	45%	*	29%	43%
<b>14-15</b>	471	75%	78%	55%	0%	19%	26%
7 <sup>th</sup> grade							
<b>15-16</b>	515	81%	81%	72%	53%	37%	56%
<b>14-15</b>	462	72%	76%	41%	*	27%	39%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	473	524	462	515	451	512	97.7	98.3
Grade 8	483	467	471	454	464	454	97.5	97.2
All Grades	956	991	933	969	915	966	97.6	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2593.6	2614.5	27	37	44	43	18	13	9	7
Grade 8	2608.9	2615.1	27	29	45	44	16	19	10	8
All Grades	N/A	N/A	27	33	45	43	17	16	10	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	35	48	51	44	14	8
Grade 8	39	45	45	43	16	12
All Grades	37	46	48	44	15	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	47	51	44	42	9	7
Grade 8	46	43	42	46	11	10
All Grades	46	47	43	44	10	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	25	28	64	66	10	6
Grade 8	22	26	66	67	12	7
All Grades	24	27	65	66	11	6

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>						
<b>Grade Level</b>	<b>% Above Standard</b>		<b>% At or Near Standard</b>		<b>% Below Standard</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Grade 7</b>	39	51	54	43	7	6
<b>Grade 8</b>	39	39	49	49	12	12
<b>All Grades</b>	39	45	51	46	9	9

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from  
<http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	455	73%	70%	46%	*	26%	33%
<b>14-15</b>	467	62%	66%	41%	0%	18%	16%
7 <sup>th</sup> grade							
<b>15-16</b>	514	80%	84%	62%	0%	37%	49%
<b>14-15</b>	458	68%	76%	49%	*	25%	43%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	473	523	458	514	454	513	96.8	98.3
Grade 8	483	467	467	455	462	454	96.7	97.4
All Grades	956	990	925	969	916	967	96.8	97.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2611.6	2633.4	42	53	25	27	22	14	10	6
Grade 8	2609.4	2631.4	37	45	24	22	20	20	18	13
All Grades	N/A	N/A	40	49	24	25	21	17	14	9

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	52	64	33	26	15	11	
Grade 8	42	51	36	32	21	17	
All Grades	47	58	35	29	18	14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	46	57	40	37	14	7
Grade 8	45	47	43	42	12	11
All Grades	46	52	41	39	13	9

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	46	61	48	34	6	5
Grade 8	32	44	48	45	19	11
All Grades	39	53	48	39	13	8

**Data Source**

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2014-15	2013-14	2012-13	2011-12
<b>Truancy rate</b>	24.31%	26.73%	0.59%	1.9%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.2 Chronic absenteeism rates by subgroup**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	4.7%	0.0%	8.8%	9.3%
<b>14-15</b>	3.9%	0.0%	5.1%	10.2%
<b>13-14</b>	4.4%	3.7%	7.0%	6.0%

Source:  
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/4/16)

**Table 3.3 Discipline data**

	2014-15	2013-14	2012-13	2011-12
<b>Number of students suspended</b>	19	12	15	19
<b>Suspension rate</b>	1.9%	1.4%	1.8%	2.2%
<b>Number of students expelled</b>	1	0	1	1
<b>Expulsion rate</b>	0.1%	0.0%	0.1%	0.1%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.4 Cohort dropout rate by subgroup**

	2014-15	2013-14	2012-13	2011-12
<b>All Students</b>	0%	0%	0%	0%

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

**Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.**

	<b>*2015-16</b>	<b>**2014-2015</b>	<b>**2012-2013</b>	<b>**2010-2011</b>
<b>Feel safe at school</b>	n/a	4.82	8.04	7.35
<b>Adult who cares about me</b>	n/a	7.26	8.98	6.29
<b>Feel like part of my school.</b>	n/a	9.99	9.57	8.65
<b>Teachers at school treat students fairly</b>	n/a	18.81	17.42	23.27
<b>I do things at school that make a difference</b>	n/a	16.11	19.11	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:  
 \*Site Climate Survey results  
 \*\*CHKS results

## Section 4: Progress Monitoring of English Learners

**Table 4.1 English Learner enrollment**

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
<b>15-16</b>	21	2.1%	*	*
<b>14-15</b>	25	2.6%	*	*
<b>13-14</b>	49	5.7%	49%	28.6%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## California English Language Development (CELDT) Data

**Table 4. 2 2014-15 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>7</b>	11	0	7	44	63	60	33	25	27	11	0	7		13	
<b>8</b>	21	31	25	43	46	13	29	23	25	7	0			0	38
<b>Total</b>	17	19	13	43	52	43	30	24	26	9	0	4		5	13

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 4.3 Percent of students who made progress learning English as measured by CELDT**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
<b>Number of Annual Testers</b>	46	21	23
<b>Percent with Prior Year Data</b>	100.0%	100%	100.0%

<b>Number in Cohort</b>	46	21	23
<b>Number Met</b>	31	15	13
<b>Percent Met</b>	67.4%	71.4%	56.5%
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	44	8	18	7	16
Number Met	--	25	--	11	--	10
Percent Met	--	56.8%	--	61.1%	--	62.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
<b>Percent of students who attained proficiency</b>	25%	*	*	**
<b>Percent of students who increased one proficiency</b>	25%	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

\*\*LAS Links Assessment was not administered

**Table 4.5 Reclassification Rate**

	2015-16	2014-15	2013-14	2012-13
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	12 (48.0%)	15 (30.6%)	6 (10.7%)	5 (12.2%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>