

The Single Plan for Student Achievement

School: Pacific Trails Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-0131649
Principal: Mary Anne Nuskin
Date of this revision: September, 2016

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:

Contact Person: Mary Anne Nuskin
Position: Principal
Telephone Number: 858-509-1000
Address: 5975 Village Center Loop
Road
San Diego, CA 92130
E-mail Address: maryanne.nuskin@sduhsd.net

The District Governing Board approved this revision of the School Plan on: January 19, 2017

**A. School Site Information
Pacific Trails Middle School**

Vision Statement:

We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Mission Statement:

Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

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

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students. This year we reached preliminary capacity with classes of both 7th and 8th grade students.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive connections peer to peer and teacher to peer, incorporates mini lessons with the school counselor and administration, while supporting academic achievement. In addition, opportunities for enrichment and intervention are available during Homeroom. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further their success in high school.

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)

Various data sets, such as the School Climate survey, Smarter Balanced Assessment Consortium (SBAC) results, grade reports, and Math Diagnostic Test Project (MDTP), and the Scholastic Reading Inventory (SRI) were analysed to create this year's goals, which will focus on campus culture and safety, an increase in student achievement of all students in ELA, and math, and teacher collaboration to support student learning.

The 2015-16 Student School Climate Survey yielded positive results in many areas. For example, 85% of students report they feel safe at school, 86% of students enjoy attending PTMS, 82% of students report that PTMS is a supportive and inviting place to learn, and 95% of students report that at PTMS there is a teacher or

some other adult that wants me to do my best. Although 70% of students report that they would tell a teacher if another student was bullying them, we are concerned that 48% of students would not try to stop bullying if they saw it happen (up-standers).

We are a new school with one year of baseline SBAC data for the first 7th grade class. No 8th graders were enrolled for our inaugural year. Although 89% of all students scored Standards Met or exceeded for ELA, only 43% of Students with Disability, 53% Low Income, and 57% Hispanic scored Standards Met or Standards Exceeded. For Math, 84% of all students scored Standards Met or Standards Exceed; however, 36% of Students with Disability and 47% of the students in the Low Income subgroup scored Standards Met or Exceeded. SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention. Approximately 35 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer based reading support/intervention with the Read 180 software. We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual intervention needs. The 7th grade Math Essentials A class has 17 students enrolled and the 8th grade Math Essentials B class has 27 students enrolled.

This year student enrollment increased from 267 to 630 students; therefore, our staff size increased and the need for establishing Professional Learning Communities (PLC's) to support teaching and learning is necessary.

C. Involvement Process

Involvement Process:

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

First year progress/data was shared with the SSC, site leadership team, and all teachers. Draft goals were reviewed with the SSC and all teachers. Input from both groups was received.

**D. Summary of Progress Made on 2015-2016 Goals
Pacific Trails Middle School**

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

Establish a campus culture that supports student connectedness and overall safety of students.

LCAP Priority Area:

State Priority:

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

Targeted Pupil Subgroup(s):

All students

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

Student Climate Survey was reviewed by staff, students, and parents. Baseline data showed that students have made positive connections with peers and staff. Survey data showed that students need more direction about how to be respectful to peers and be an up-stander when negative peer interactions are witnessed - 70% of students report that they would tell a teacher if another student was bullying them, we are concerned that 48% of students would not try to stop bullying if they saw it happen.

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

We developed the initial components of the PTMS wellness program, which included restorative practices, quarterly themes, and a Wellness Day. We utilized Homeroom for many of these activities. The school counselor was the lead on restorative practices and helped lead or co-facilitate proactive and restorative circles. Proactive circles typically happened in homeroom. Restorative circles were co-facilitated with the counselor and principal and used to restore peer to peer relations after a disciplinary situation. Restorative practices were also a topic of discussion/parent activity at a principal's coffee.

Wellness quarterly themes and activities were as follows:

1st quarter - social wellness: Wellness Week, restorative circles in homeroom, No Place for Hate kick off & pledge signing, random act of kindness activity, cyber safety assembly, receipt of digital certification through Common Sense Media

2nd quarter - physical wellness: Spirit Day, Mindful Movement, physical fitness lunch activities, walking challenge,

3rd quarter - intellectual wellness: California Wolf Center presentation with mascot/logo unveiling, Homeroom Challenges, Naviance Career Exploration, PI Day Celebration and games, Wellness Day

4th quarter - emotional wellness: Homeroom Ambassadors appointed, Homeroom Ambassador meetings & retreat, Homeroom Challenges, No Place for Hate Celebration Assembly (banner received)

The safety plan was distributed to all staff and reviewed in a staff meeting. A school safety committee was established and met quarterly to review safety concerns (site and district), protocols, and drill feedback. All scheduled drills were executed.

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

Year one was a year of establishing our campus culture and the information above is baseline data.

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?

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

Annual increase in student achievement in ELA and math for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Subgroup(s):

All students

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

SBAC data was reviewed by staff and baseline data was acquired: In math, 84% of all students scored standards met or standards exceeded and in English, 89% of all students scored standards met or standards exceeded.

However, significant subgroups in math, the score of standards met or exceeded was 36% for students with a disability and 47% for low income students. This was similar with the ELA scores, as the standards met or exceed was 57% for Hispanic, 43% for students with disabilities, and 53% for low income students.

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

All College Prep English students took the Scholastic Reading Inventory (SRI) and below grade level readers were identified. Approximately 20 students were supported during Homeroom two days per week with a reading intervention (aka Reading Lab). Read 180 software was used and a prescriptive level of reading practice was made available to each student in Reading Lab. To check progress a midyear, 3rd quarter, and end of year assessment was given to each student. Students were exited as growth targets were met. By end of year all students made growth and approximately 70% of total student met the grade level reading target. The students that did not make the grade level reading target were either identified as students with a disability, RFEP and/or EL.

Math Diagnostic Testing Project (MDTP) data was reviewed to determine students' Math course placement in Math Essentials. 93% of all students were enrolled in grade level or honors level math. A master schedule was developed to support students who need the Math Essentials class. In the spring, our counselor provided information about summer school opportunities to accelerate to college prep math in the fall.

A before school and after school homework club with teacher assistance was held twice per week - one morning and one afternoon. A sign-in/out roster was used to track student attendance. After reviewing the attendance logs at semester, the morning homework club was moved to the afternoon since sign in data showed low morning attendance. With this change, more students accessed the program.

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

Year one baseline data was established. We are progressing toward goal. More baseline data is needed with our increase in enrollment and the additional grade

level?

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?

School Goal 3 (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.

a. Math Diagnostic Testing Project (MDTP): data was reviewed to determine students' Math course placement in Math Essentials.

b. Naviance Reports: All students created a Naviance account and took the career key inventory.

c. Summer Bridge data for Math A Essentials to Math B Bridge Course: One out of 19 students enrolled in the summer bridge course.

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

a. 93% of our students were enrolled in a grade level math class.

b. All students have a list of career interests and can continue to access Naviance for further career and college research. Parents were informed of this opportunity during a principal's coffee. Information was also shared via eoption (weekly parent communication).

c. Although the one student advanced to Math B as a result of Summer Bridge, location was not accessible for some students. School sites received summer school dates mid to late April. Parents reported that summer vacations were planned and students were unavailable to attend.

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

To get all students prepared to enroll in college and career ready courses in high school, there is still more work to do. Students and parents were given guidance and support to help students create a 6 year plan.

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?

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>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP) SDUHSD LCAP - Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.</p>	
<p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals) Establish a campus that supports student connectedness and overall safety of students.</p>	
<p>LCAP Priority Area: State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p>	
<p>Targeted Pupil Subgroup(s): All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>The 2015-16 Student School Climate Survey yielded positive results in many areas. For example, 85% of students report they feel safe at school, 86% of students enjoy attending PTMS, 82% of students report that PTMS is a supportive and inviting place to learn, and 95% of students report that at PTMS there is a "teacher or some other adult that wants me to do my best." Although 70% of students report that "they would tell a teacher if another student was bullying them," we are concerned that 48% of students "would not try to stop bullying if they saw it happen" (upstanders).</p> <p>We are a new school with only one year of baseline data the first 7th grade class. This year is the first year we have both 7th and 8th grade students, therefore more baseline data is needed in the areas of attendance, discipline, and student connectedness.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Baseline student data on school connectedness and safety will be established based on results from California Healthy Kids Survey to be administered in the 16-17 school year. Students' Wellness Day Survey reflects that the day was meaningful based on the day's theme.</p> <p>Attendance Data: Chronic absenteeism rate will remain below 6% for all students.</p> <p>Discipline Data: Suspension and expulsion data will be below 1%</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Establish a Wellness Committee, align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, implement restorative practices, and hold a spring Wellness Day.</p>	

Actions/Tasks <small>(describe specifically what will occur at the site to meet this goal)</small>	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members to create a Wellness Committee 2. Committee will develop a wellness plan a. Committee will identify wellness themes for each quarter including a timeline of activities b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. Committee will plan a spring Wellness Day	Principal, Counselor, and Wellness Committee Chair	Admin Budget	Wellness Day post survey, Healthy Kids Survey	1. Fall 2016 2. Fall 2016 a. Fall 2016 b. Fall 2016 and ongoing c. Spring 2017
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor and Principal will provide an overview of Restorative Practices during August inservice 2. Counselor will implement Restorative Circle strategies with all homerooms 3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject specific classes. 4. Principal will arrange a formal Restorative Practices training for a team of six PTMS teachers (1 from each subject area)	Principal and Counselor	no cost	Healthy Kids Survey	1. Fall 2016 2. Fall 2016 3. Fall 2016 and ongoing 4. 2016-17 school year
3.	Develop a comprehensive school safety plan 1. Establish a safety committee of certificated and classified school staff 2. Assistant Principal works with safety committee and district support to develop site safety plan 3. Assistant Principal will work with School Site Council to approve and adopt PTMS Safety Plan. 4. Utilize late start time to train staff on how to implement PTMS Safety Plan	Assistant Principal	no cost	Safety Committee meeting agenda and minutes	September 2016
4.	Earn a Digital Citizen Certification with Common Sense Media 1. Inform and train teachers about the Common Sense Media digital certification at the September late start meeting 2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE).	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification	1. Fall 2016 2. 1st quarter and on going
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: 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)

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

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

Annual increase in student achievement in English Language Arts (ELA) and math for all students.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Subgroup(s):

All students

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

We are a new school with one year of baseline data for the first 7th grade class. No 8th graders were enrolled for our inaugural year. Although 89% of all students scored Standards Met or exceeded for ELA, only 43% of Students with Disability, 53% Low Income, and 57% Hispanic scored Standards Met or Standards Exceeded. For Math, 84% of all students scored Standards Met or Standards Exceed; however, 36% of Students with Disability and 47% of the students in the Low Income subgroup scored Standards Met or Exceeded.

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention. Approximately 35 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual intervention needs. The 7th grade Math Essentials A class has 17 students enrolled and the 8th grade Math Essentials B class has 27 students enrolled.

Growth Targets: Expected annual measurable outcomes.

SBAC data will maintain 84% of students scoring in the Standard Met or Standard Exceeded range in math. SBAC data will maintain 89% of students scoring in the Standard Met or Standard Exceeded range in ELA. These "all student" scores are reflective of the 7th grade only. This year we will establish a baseline for 8th grade.

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

Create a flexible master schedule to support all students, create systems of support and interventions, teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Integrated Math Essential courses offer target instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level. 3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 	Principal and Counselor	<p>1 Section of Integrated Math A Essentials - \$24,000</p> <p>1 Section of Integrated Math B Essentials - \$24,000 (Source Non-Formula)</p>	SBAC scores	<ol style="list-style-type: none"> 1. August 2016 2. August 2016 3. Spring 2017
2.	<p>PTMS will establish an after school homework/study hour to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> 1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after school program. 2. Identify teachers to support after school sessions as needed. 3. Principal and counselor will review student survey results, grade reports and teacher feedback to measure effectiveness of program 4. Program will be evaluated and adjusted based on data review 	Principal	(2 teachers, 2x/week, 30 min sessions at approx \$35/hr) - \$1,246 (Tutoring Support Allocation)	SBAC scores, grade reports, student sign in/out attendance sheet	<ol style="list-style-type: none"> 1. Fall 2016 2. September 2016 3. Spring 2016 4. Spring 2016 5. Spring 2016
3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> 1. Intervention coordinator will work with targeted teachers, principal and resource specialists to identify current support and needed supports 2. Intervention coordinator will share PTMS intervention plan with teachers and train on how to implement the plan 3. Intervention coordinator and principal will review grade data and teacher feedback on effectiveness of current intervention plan 4. Adjustments will be made as necessary 	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (Source Non-Formula)	SBAC scores, grade report data	<ol style="list-style-type: none"> 1. Fall 2016 and ongoing 2. January 2016 3. Ongoing 4. Ongoing
4.	<p>All College Prep English students will be Scholastic Reading Inventory (SRI) tested to identify students reading below grade level.</p> <ol style="list-style-type: none"> 1. Counselor and principal will review test results and identify struggling readers for additional support. 2. Counselor and district reading specialist will create and implement an Intervention during Homeroom to support struggling readers. 3. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly. 	Principal, Counselor, and Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> 1. September 2016 2. Ongoing 3. Quarterly
5.	<p>PTMS teachers will participate in regularly scheduled Professional Learning Community meetings. These are scheduled during late start days and departments may schedule collaboration days to establish essential learning objectives (ELO's) and a minimum of four common formative assessments.</p>	Principal and Teachers	Funding needed to support subs and time cards for PLC work as needed - \$6,230 (PLC Support Allocation)	Common Formative Assessments, PLC agendas and minutes	End of 2016-17 school year

Progress Monitoring Report (Mid-Year)	Date of progress update:
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	Summary of progress: 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)

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

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

Increase teacher collaboration to implement state content standards and increase student learning.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Subgroup(s):

All students

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

PTMS opened in 2015-16 and we are in year two. This year, student enrollment increased from 267 to 630 students; therefore, our staff size increased and the need for establishing PLC groups is necessary.

Growth Targets: Expected annual measurable outcomes.

SBAC data will maintain 84% of students scoring in the Standard Met or Standard Exceeded range in math. SBAC data will maintain 89% of student scoring in the Standard Met or Standard Exceeded range in ELA. These "all student" scores are reflective of the 7th grade only. This year we will establish a baseline for 8th grade.

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

PLC groups will meet a minimum of two times/month with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement. All departments will have agreed upon ELO's, a minimum of four common formative assessments, and an assessment calendar.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: <ol style="list-style-type: none"> 1. Groups use release days as needed to analyze student learning. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students. 4. Analyze and discuss student learning based on the common formative assessments. 5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement. 6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. 	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$6,230 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	<ol style="list-style-type: none"> 1. Fall 2016 and ongoing 2. September late start meeting 3. Fall 2016 and ongoing 4. Fall 2016 and ongoing 4. Fall 2016 and ongoing 5. Fall 2016 and ongoing 6. Second Semester 9. Fall 2016 and ongoing

	7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.				
2.	During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.	Principal and Assistant Principal	no cost	Grade reports, SBAC scores, CFA data	1. Starting August 2016 and ongoing 2. Starting August 2016 and ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

D. School Site Council Membership Pacific Trails 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
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Lisa Curry <i>Lisa Curry</i>		X			
Patricia Storey <i>Patricia Storey</i>		X			
Cecily Wheeler <i>Cecily Wheeler</i>		X			
Mona Healy <i>Mona Healy</i>			X		
Cathy Dewey <i>Cathy Dewey</i>				X	
Kathryn Freeman <i>Kathryn Freeman</i>		X			
Ilene Schaffer <i>Ilene Schaffer</i>				X	
Kristen Gibson <i>Kristen Gibson</i>				X	
Grant Whitman <i>Grant Whitman</i>					X
Carly Barry <i>Carly Barry</i>					X
Paul Zhang <i>Paul Zhang</i>					X
Numbers of members of each category	1	4	1	3	3

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).

**Form F. Budget 2015-16
Pacific Trails Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$6,230.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$1,246.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$72,000
Title I Funds	\$0.00
Total	\$79,476.00

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	
	#	%	#	%	#	%	#	%
Total enrollment	264	-	*	*	*	*	*	*
Number & Percent of English Learners	**	**%	*	*%	*	*%	*	*%
Number & Percent of Long Term English Learners	**	**%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students	36	13.6 %	*	*%	*	*%	*	*%
Number & Percent of students who are Socio-Economically Disadvantaged	12	4.5%	*	*%	*	*%	*	*%
Number & Percent of Special Education students	35	13.2 %	*	*%	*	*%	*	*%

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)

*no data; PTMS opened for enrollment in the 2015-2016 school year.

**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 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	*	*	*	*	*	*	*
14-15	*	*	*	*	*	*	*
7 th grade							
15-16	268	89%	91%	81%	*	43%	53%
14-15	*	*	*	*	*	*	*

Source:

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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	*	271	*	268	*	268	*	98.9
Grade 8	*	*	*	*	*	*	*	*
All Grades	*	271	*	268	*	268	*	98.9

* 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	*	2642.8	*	53	*	36	*	6	*	4
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	53	*	36	*	6	*	4

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	*	57	*	36	*	7
Grade 8	*	*	*	*	*	*
All Grades	*	57	*	36	*	7

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	*	68	*	27	*	4
Grade 8	*	*	*	*	*	*
All Grades	*	68	*	27	*	4

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	*	37	*	59	*	4
Grade 8	*	*	*	*	*	*
All Grades	*	37	*	59	*	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7		66		30		4
All Grades		66		30		4

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from
<http://caaspp.cde.ca.gov/>
*no data; PTMS opened for enrollment in the 2015-2016 school year.

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 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	*	*	*	*	*	*	*
14-15	*	*	*	*	*	*	*
7 th grade							
15-16	268	84%	85%	84%	*	34%	47%
14-15	*	*	*	*	*	*	*

Source:

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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	*	271	*	268	*	268	*	98.9
Grade 8	*		*	*	*	*	*	*
All Grades	*	271	*	268	*	268	*	98.9

* 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	*	2664.1	*	65	*	19	*	10	*	5
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	65	*	19	*	10	*	5

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	*	73	*	18	*	9	
Grade 8	*		*	*	*	*	
All Grades	*	73	*	18	*	9	

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	*	65	*	28	*	7
Grade 8	*	*	*	*	*	*
All Grades	*	65	*	28	*	7

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	*	71	*	24	*	6
Grade 8	*	*	*	*	*	*
All Grades	*	71	*	24	*	6

Data Source

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	*	*	*	*

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	*	*	*	*
14-15	*	*	*	*
13-14	*	*	*	*

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved __/__/__)
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	*	*	*	*
Suspension rate	*	*	*	*
Number of students expelled	*	*	*	*
Expulsion rate	*	*	*	*

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	*	*	*	*

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.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	n/a	n/a	n/a
Adult who cares about me	n/a	n/a	n/a	n/a
Feel like part of my school.	n/a	n/a	n/a	n/a
Teachers at school treat students fairly	n/a	n/a	n/a	n/a
I do things at school that make a difference	n/a	n/a	n/a	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	
15-16	**	**	**	**	**	**
14-15	*	*	*	*	*	*
13-14	*	*	*	*	*	*

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.

*no data; PTMS opened for enrollment in the 2015-2016 school year.

**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
7	*	*		*	*	*	*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
Total	*	*	50	*	*	50	*	*	0	*	*	0	*	*	0

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>

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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
Number of Annual Testers	*	*	2
Percent with Prior Year Data	*	*	100.0%

Number in Cohort	*	*	2
Number Met	*	*	--
Percent Met	*	*	--
NCLB Target	59.0	*	62.0%
Met Target	*	*	--

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	*	*	*	*	1	1
Number Met	*	*	*	*	--	--
Percent Met	*	*	*	*	--	--
NCLB Target	22.8	49.0	*	*	25.4%	52.8%
Met Target	*	*	*	*	--	--

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>

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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
Percent of students who attained proficiency	**	*	*	*
Percent of students who increased one proficiency	**	*	*	*

Source:

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	1 (0.0%)	*	*	*

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

*no data; PTMS opened for enrollment in the 2015-2016 school year.