The Single Plan for Student Achievement

Carmel Valley Middle School
School Name

37-68346-6117352
CDS Code

Date of this revision: November 2, 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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San Dieguito Union High School District
School District

The District Governing Board approved this revision of the School Plan on:

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I. School Vision and Mission
Carmel Valley Middle School

Vision Statement

The Carmel Valley Middle School will meet the developmental needs of all our students through a creative and challenging environment, which encompasses the essential tenets of a middle school philosophy:

- Strong academics and high expectations
- A positive school climate
- Flexible scheduling to better meet student needs
- Curriculum that is integrated and exploratory
- An adult advocate for each child
- Programs that foster health, wellness and safety
- Comprehensive guidance and support services
- Family and community partnerships

FOCUS AREAS DETERMINED THROUGH FEEDBACK FROM CARMEL VALLEY COMMUNITY:

- Rigorous Academics
- Visual and Performing Arts
- State-of-the-Art Technology
- Academic Support Programs
- Personal Attention
- Parent and Community Involvement

Mission Statement

Our mission is to educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members.
CARMEL VALLEY MIDDLE SCHOOL CORE VALUES: The pioneering spirit of Carmel Valley Middle School leads us to value...
STUDENT FOCUS: We provide a caring, student-centered community that encourages students to become well-rounded, responsible members of society.
ACADEMICS: We provide a challenging academic environment that empowers students to reach their potential, develop real-life applications, and embrace life-long learning.
PROFESSIONALISM: We are a professional staff that practices respectful interactions, shared decision-making, and continuous collaboration.
COMMUNICATION: We are committed to open, honest, and respectful communication among students, staff, parents, and community.
SAFE AND SECURE ENVIRONMENT: We provide an environment that is physically and emotionally safe and secure, one that fosters self-expression, respects individuality, and accepts diversity.

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 16th year of excellence in education. CVMS currently serves approximately 1,360 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our schoolwide theme, "Carmel Valley Connects", focuses on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborates on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School.

II. School Profile
Carmel Valley Middle School

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA) to set goals to increase student achievement and success overall. CVMS has a diverse population of learners with 53% White, 35% Asian, 7% Hispanic or Latino, 1% Black or African American, 1% Filipino, 1% Two or More Races, and 2% Other Ethnicity.

The primary goal is to design and implement a school program that ensures each student's success in a standards-based core curriculum. Through the coordination of these services, we have an increased ability to provide additional services to any student needing them, while continuing to meet the special needs of identified students. Classroom teachers and support staff work together collaboratively to differentiate and integrate learning activities in order to address varied student-learning needs.

In addition, we have frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the individual needs of all of our students. This includes regular Professional Learning Community (PLC) meeting time to review Essential Learning Outcomes, develop common formative assessments, analyze student work and data, develop RETEACH plans, prioritize needs, and set learning/performance goals.

All of the services provided at Carmel Valley Middle School are coordinated for students through an inclusive process of collaborative planning and program design. This ensures that all students acquire the knowledge and skills of the standards-based core curriculum. All students engage in a high-quality, well-balanced standards-based core curriculum; yet, teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and/or receiving special education services.

English Learners have access to standards-based curriculum in ELD, sheltered science, sheltered history classes, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class (formerly AVID class) or Study Skills class based on a variety of factors. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Additionally, these students are targeted for enrollment in a variety of academic support programs (before and after school tutoring, Math Skills support elective, Reading Intervention class, Math Essentials/Readiness classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach lessons/notes).

All students have access to English 7 and 8 Honors, Integrated Math A and B Honors. Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test taken before entering 7th grade. 8th graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors on campus. All students are encouraged and eligible to participate in the numerous student clubs which offer academic enrichment and/or competition opportunities including Math League, Science Olympiad, Future Problem Solvers, Academic Quiz Bowl, the After School Theater Program, Odyssey of the Mind, Speech & Debate, and *Honors Band (*must qualify).

Students with exceptional needs are served by 504 Education Plans or Individual Education Plans. Carmel Valley offers support for special education students in the standards-based core curriculum by:

1) Teaming special educators with general education teachers in targeted general education classes.
2) Providing special education instructional assistants in some classes.
3) Providing a Special Education teacher as a Liaison to core departments who attends PLC groups and communicates with teachers on a regular basis.
4) Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs.
5) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
6) All teachers receive on-going training in strategies to assist special needs students.
7) Students with moderate to severe disabilities can enroll in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology, and materials that enhance the standards-based core curriculum. Educationally-disadvantaged students are provided with opportunities that allow learning time to be extended. CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment results. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes on Thursday and Friday c) Academic Power Hour - after school tutoring offered two days a week d) peer tutoring, e) counseling programs to facilitate readiness to learn, and f) Math and ELA support electives.

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in designated sheltered and ELD courses and through integration in general ed classes. Sheltered and ELD courses provide all EL students with the district's standards-based core curriculum. District program specialists, along with counselors, work closely with the CVMS EL program coordinators and teachers to ensure that EL students have access to services and support.

Differentiated curriculum is implemented to support heterogeneous grouping. This is accomplished by adjusting the standards-based core curriculum and instruction by using one or more of the following five dimensions: depth, compacting, complexity, novelty, or acceleration. HIRE (Homework, Intervention, Reteach and Enrichment) time is built into block periods on Thursday and Friday to provide for individualized, differentiated instruction. This is a key component of the long term goal for full implementation of California State Standards.

New teachers 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 (Beginning Teacher Support and Assessment) 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 the summer Parent Orientation, quarterly Parent Forums, PTSA parent organization, School Site Council, School Site Safety Committee, English Learner Advisory Committee, and a huge variety of volunteering opportunities. Training is provided by parents, staff and consultants.

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	748	731	97.7%	721	**2627.4**	44%	38%	11%	6%
Grade 8	805	783	97.3%	779	**2643.7**	41%	41%	13%	4%
All Grades	1,553	1,514	97.5%	1,500		43%	39%	12%	5%

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	50%	40%	9%	62%	32%	5%	29%	64%	7%	56%	39%	6%
Grade 8	54%	38%	8%	60%	35%	5%	35%	60%	6%	51%	44%	6%
All Grades	52%	39%	9%	61%	34%	5%	32%	62%	6%	53%	41%	6%

Conclusions based on this data:

1. Overall, 83% of students met or exceeded standards in ELA.

2. Students scored below standard between 5-9% in the specific strands.

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from
http://caaspp.cde.ca.gov/

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	748	734	98.1%	727	**2641.9**	58%	22%	12%	7%
Grade 8	805	782	97.1%	777	**2667.8**	58%	22%	13%	7%
All Grades	1,553	1,516	97.6%	1,504		58%	22%	13%	7%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	69%	20%	10%	58%	33%	9%	57%	39%	4%
Grade 8	67%	23%	10%	59%	34%	6%	52%	41%	7%
All Grades	68%	22%	10%	59%	33%	8%	55%	40%	6%

Conclusions based on this data:

1. Overall, 80% of students met or exceeded the standard.

2. Students scored below standard between 4-10% in the specific strands.

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from http://caaspp.cde.ca.gov/

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8	94	93		4	4		1	1		1	2	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from http://caaspp.cde.ca.gov/

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,459	1,475	1,499	1,520	1,535
Number and percentage of English Learners	(70) 4.8%	(80) 5.4%	(47) 3.1%	(59) 3.9%	(78) 5.1%
Number and percentage of Socio-Economically Disadvantaged students	(69) 4.7%	(67) 4.5%	(71) 4.7%	(50) 3.3%	(76) 4.9%
Number and percentage of Special Education students	(104) 7.1%	(110) 7.5%	(129) 8.6%	(112) 7.4%	(118) 7.7%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	0.7%	0.7%	0.26%	24.86%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	33	38	29	29	*
Suspension rate	2.2%	2.5%	1.9%	1.8%	1.46
Number of students expelled	2	0	0	0	*
Expulsion rate	0.1%	0.0%	0.0%	0.0%	0.00

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate	0%	0%	0%	0%	*

Data Source
Enrollment
California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from https://www.calpads.ca.gov/ODSReportsHome.aspx

Attendance data
California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from http://dq.cde.ca.gov/dataquest/

Discipline Data
California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from http://dq.cde.ca.gov/dataquest/

Middle School Dropout Data
California Department of Education Data Reporting Office Data as of: 3/13/2015. Dropout Data Report (2013-14). Retrieved from http://dq.cde.ca.gov/dataquest/

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

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**Yes**	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	******	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	**No**	**No**	*

Data Source
California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from http://www.cde.ca.gov/ta/ac/t3/t3reports.asp

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

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	19	7	44	5	31	0	0	1	6	16
8	9	31	18	62	0	0	2	7	0	0	29
Total	12	27	25	56	5	11	2	4	1	2	45

Data Source
California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from http://dq.cde.ca.gov/dataquest/

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	74 (5.0%)	70 (4.8%)	55 (3.7%)	60 (3.9%)	78 (5.1%)
Number and percentage of Fluent English Proficient students	388 (26.4%)	353 (24.0%)	388 (25.9%)	475 (31.2%)	498 (32.5%)
Number and percentage of Redesignated Fluent English Proficient students	1 (2.2%)	36 (48.6%)	14 (20.0%)	10 (17.2%)	6 (10.0%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	43%	3%	49%
Standard Met	39%	40%	39%
Standard Nearly Met	12%	23%	11%
Standard Not Met	5%	26%	0%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	58%	44%	72%
Standard Met	22%	22%	16%
Standard Nearly Met	13%	12%	7%
Standard Not Met	7%	21%	5%

Data Source
Reclassification rate
California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from http://dq.cde.ca.gov/dataquest/

SBAC English Learner Results
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from http://caaspp.cde.ca.gov/

III. Student Performance Data and Summary
Carmel Valley Middle School

Academic Performance Index (API) School Report
The Academic Performance Index (API) is a way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. In March 2014 meeting, the State Board of Education (SBE) approved the State Superintendent of Public Instruction's recommendation to not calculate the following API reports:

- 2014 Growth API
- 2014 Base API
- 2015 Growth API

Adequate Yearly Progress (AYP) School Report
CVMS has met/exceeded AYP every year for the last fourteen years (since the school opened in 1999). AYP was suspended for 2014 and 2015 for middle schools pending implementation of the new CAASPP testing system.

California Assessment of Student Performance and Progress (CAASPP)
The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.
For 2014–15, the CAASPP System encompasses the following assessments:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and eleven.
- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and eleven for students with significant cognitive disabilities who are unable to take the SBAC.
- Science assessments in grades five, eight, and ten (i.e., California Standards Tests [CSTs], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]).
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through eleven (optional).

Local Measures of Student Performance
Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. Essential learning outcomes have been established in every core subject area and are monitored on a regular basis. The essential learning outcomes have been revised with the adopted California State Standards. We have continued to develop and employ course-specific common formative assessments which are administered in subjects as agreed upon by PLC groups. In addition, math placement tests are used to educate parents on placement in readiness, college prep, and honors classes as well as a qualifying test to move into Int Math B Honors for incoming 7th graders. Formal progress reports are given to all students every nine weeks. All teachers provide informal progress report information in addition to the nine-week reports. All teachers also make grade reports available to students and parents online through our Aeries Parent Portal. Students targeted for and participating in intervention programs are assessed three times per year using a computer-based formative assessment program through READ 180 and this data is used to inform instruction, measure individual growth, and assess program effectiveness. All students performing as Standard Not Met who are not receiving other services are assessed for a pre-lexile reading score in September, and again in January or June. Placement in targeted reading classes is driven by these Lexile scores.

Conclusions from Student Performance Data
The student body at CVMS scored well above the state average on both the ELA and Math portions of the CAASPP. The assessment results indicated three subgroups to focus interventions for improvement. The three subgroups are English Learners, Economically Disadvantaged, and Students with Disabilities.

Economic Status:
There is a discrepancy between the CAASPP achievement of Economically Disadvantaged students and those who are not classified as Economically Disadvantaged. There were 80 students classified as Economically Disadvantaged in the Spring 2015 testing (5.2% of students tested). In ELA, students not classified as Economically Disadvantaged had 4% scoring as not met standard while those classified as Economically Disadvantage had 20% scoring as not met standard, a

16% difference. In Math, students not classified as Economically Disadvantaged had 18% scoring as not met standard while those classified as Economically Disadvantaged had 27% scoring as not met standard, a 9 % difference.

English Proficiency:
There is a discrepancy in the CAASPP in ELA and Math results between English Proficient/English Only and English Learner students. The number of students tested who were classified as English Learners during CAASPP testing was 71 students (% of students tested). In ELA, students classified as English Proficient/English Only had 5% scoring as not met standard whereas English Learners had 32% scoring as not met standard, a 27% difference. In Math, students English Proficient/English Only had 6% scoring as not met standard whereas English Learners had 26% scoring as not met standard, a 20% difference.

Special Education Status:
There is a discrepancy between the CAASPP achievement of our students with a disability (those with active IEP at the time of testing) and those without a disability. The number of students tested who were classified as Special Education during CAASPP testing was 105 students (6.9% of students tested). In ELA, students without a disability had 3% scoring as not met standard whereas our students with a disability had 33% scoring as not met standard, a 30% difference. In Math, students without a disability had 4% scoring as not met standard whereas our students with a disability had 45% scoring as not met standard, a 41% difference.

Math Course Enrollment:
For the CAASPP, all 7th grade students took the Grade 7 Math assessment while all Grade 8 students took the Grade 8 Math assessment.

V. School-Wide Goals
Carmel Valley Middle School
2015-16

	2015-2016 Single Plan for Student Achievement (SPSA) Goals				**LCAP Alignment**	
1. Content Area	**2. What student needs have been identified and what metrics were used to measure/identify progress?**	**3. Description of 2015-16 School Goal**	**4. Targeted Pupil Subgroup(s)**	**5. What Local Assessment/Metric will be used to measure School goal?**	**Specify LCAP Priority**	**Specify LCAP Goal**
Implementation of State Standards	Based on survey results from the SDUHSD SBAC survey and ongoing classroom observations, all students are not receiving instruction aligned to State Content Standards.	Increase teacher collaboration to continue implementation of state content standards, and increase 21st Century Learning Skills and student achievement.	All Students	1. Site PLC teacher survey results 2. ELO's from each PLC group. 3. Common formative assessments and results from each PLC group. 4. SBAC results in ELA/math 5. Participation documentation from on-going PLC meetings.	State Priority: 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1.	Establish Professional Learning Communities in core subject areas to work collaboratively in recurring cycles of identifying student learning outcomes, discussing curriculum and instruction about these outcomes, creating formative assessments to measure the outcomes, and discussing the student results of these assessments to increase student understanding and achievement. a. Site administrators and teacher leaders attended a district-wide professional development on the PLC process and 21st Century teaching and learning b. Site administrators and teacher leaders collaborate to plan site inservice day to train all CVMS teachers on the PLC process and 21st Century teaching and learning and develop teacher survey to assess a baseline of teacher perception of where they are in the PLC process. c. Site administrators and teacher leaders present site inservice to all CVMS teachers to define the PLC process and present the need for instructional shifts towards 21st Century teaching and learning skills. d. Teachers take survey to assess where they are in the process and their understanding of the school-wide PLC goals for the year. Survey	a. June 2015 b. June-August 2015 c. August 2015 d. August 2015 e. August-September 2015	a. None b. Extra time for 6 teachers at 2 hours each = $600 c. None d. None e. None	Site Achievement Funds

	results are shared within PLC groups to establish baseline for goal setting. e. Course-alike PLC groups meet to establish norms and goals for the 2015-16 school year.			
2.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: a. Evaluate alignment to state content standards and revise Essential Learning Outcomes. Groups use release day as needed to complete ELO's. b. Discuss how they will address the ELO's through lessons and instruction. c. Create common formative assessments that address specific ELO's and timeline for administering assessments to student. d. Analyze and discuss student learning based on the common formative assessments. e. Determine intervention, re-teach, and enrichment opportunities for students. f. Discuss instructional best practices for continued student achievement. g. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. Survey results will be shared in May to begin goal setting for 2016-17.	a. August-September 2015 b. ongoing c. ongoing d. ongoing e. ongoing f. ongoing g. May-June 2016	• Late Start Collaboration Time is no cost. • Release Days cost up to $12,000 - each teacher (36 total) in each PLC gets up to 3 release days.	Site Achievement Funds
3.	Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices. a. Research PD on state content standards curriculum and instruction. b. Utilize district TOSAs for on site PD related to state content standards implementation and assessment. c. During late start collaboration time, provide support as needed	a. ongoing b. ongoing	• Research is no cost • Release Days for individual teacher costs about $111 per person. • Hourly cost per teacher is about $35 per hour.	Site Achievement Funds

	2015-2016 Single Plan for Student Achievement (SPSA) Goals				LCAP Alignment	
1. Content Area	**2. What student needs have been identified and what metrics were used to measure/identify progress?**	**3. Description of 2015-16 School Goal**	**4. Targeted Pupil Subgroup(s)**	**5. What Local Assessment/Metric will be used to measure School goal?**	**Specify LCAP Priority**	**Specify LCAP Goal**
ELA/Math	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: 1. quarterly D/F list 2. SBAC results in ELA and Math 3. enrollment in intervention/readiness courses 4. CELDT data	All students will achieve at or above grade level in ELA and math.	All students performing below grade level in ELA and math with focus on EL students, students in special education programs, and students in intervention/readiness classes.	1. D/F list 2. SBAC results in ELA and Math 3. Pupil performance on teacher created SBAC practice tests 4. Assessments for students enrolled in identified intervention programs 5. CELDT data	State Priority: 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1.	Use SBAC assessment results to establish baseline pupil performance in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher to meet as department/grade level teams to analyze pupil performance data from SBAC results. b. Identify common standards that were not met and add/revise curriculum and instruction.	a. October 2015 b. Identify by October 2015, add/revise ongoing	extra hours for teachers @ 15 teachers for 6 hours = 31,000	Site Achievement Funds
2.	Develop and maintain a system to track effectiveness of interventions for students performing below grade level. a. iTeam (Counselors, Study Skills teacher, Administrator, School Psychologist, Special Ed Dept Chair) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine level of input needed. b. Establish criteria with counselors and study skills intervention coordinator to identify students who could benefit from Study Skills (general education) classes. c. Counselors meet with each student on D/F list to identify issue(s) and communicate areas of need to parents and teachers. d. Counselor and/or support teacher will work with student to develop an	a. ongoing b. October 2015 c. ongoing d. ongoing e. ongoing f. ongoing g. ongoing	.4 FTE Study Skills teacher	CEIS sections

	action plan to address issues e. Counselors and teachers will track meetings and team agreed upon interventions through the intervention screen on Aeries. f. iTeam will communicate with families and support teachers related to effectiveness of identified interventions. g. Study Skills teacher will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.			
3.	Provide training on new ELD standards to support EL students in ELA and math classes. a. Administrator and ELD Lead Teacher will present new ELD standards to all staff to be addressed across all courses including ELA and math. b. ELD Coordinator will collaborate with specific teachers of EL students to support implementation of new standards in ELA and math curriculum. c. EL Lead will meet with administrators twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.	a. September 2015 b. ongoing c. September 2015, May 2015	.2 ELD Lead Teacher FTE	District Achievement Sections
4.	For students with disabilities, increase access to general ed curriculum while implementing targeted specific support for students. a. Eliminate Team Taught English 7 and English 8 classes to have students more included in general ed classes to have access to grade level curriculum while giving general ed teachers more overall support through a liaison to the English department. b. Implement Reading Intervention programs for students scoring below grade level lexile with Read 180, System 44 and Read Naturally in Academic Support classes and English Fundamental classes. Special Education teachers will receive training for these programs to implement in their classes. c. Eliminate World History Fundamental class and have students included in general ed classes to have access to grade level curriculum while giving general ed teachers more overall support through a liaison to the History department. d. All Special Education teachers act as a liaison to core department PLC groups to provide support to general ed teachers while collaborating and communicating expectations for students with a disability. e. Continue Team Taught Int Math A Essentials and Int Math B Readiness courses to support students below grade level in math.	a. August 2015 b. August 2015 c. August 2015 d. ongoing e. August 2015	Equipment and programs for READ 180 and System 44	District Special Education funds

	2015-2016 Single Plan for Student Achievement (SPSA) Goals				LCAP Alignment	
1. Content Area	**2. What student needs have been identified and what metrics were used to measure/identify progress?**	**3. Description of 2015-16 School Goal**	**4. Targeted Pupil Subgroup(s)**	**5. What Local Assessment/Metric will be used to measure School goal?**	**Specify LCAP Priority**	**Specify LCAP Goal**
School Culture and Climate	Based on CA Healthy Kids Survey, 10% or more of students report they do not feel happy or connected to school site on multiple response categories.	Increase the level of student connectedness and overall safety of pupils, staff and parents.	All students	1. CA Healthy Kids Survey 2. Attendance data 3. Parent Climate survey 4. Pupil Suspension rate 5. Student participation in school activities	State Priorities 1: Basic 3: Parent Involvement 5: Pupil Engagement 6: School Climate	SDUHSD LCAP Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1.	Implement programs to increase student connectedness with one another and staff. a. Administrators and counselors work with ASB to plan student activities throughout the year during PAW time, lunch and after school including Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, dances, and movie nights. b. Increase PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. c. Hold Club Day early in the year to encourage students to get involved in at least one activity on campus. d. Work with counselors and ASB advisor to conduct assemblies based on student needs and safety such as Bully Prevention, Anti-drug & alcohol, Cybersafety, and planning for the future. e. Provide voluntary Academic Power Hour tutoring twice a week for students after school to support student success in classes.	a. Ongoing b. September 2015 c. September 2015 d. September 2015, ongoing e. Ongoing	e. Site Tutoring Achievement support funds $38.95 per teacher hour @ 32 weeks - $2500 total.	e. Site Tutoring Achievement funds
2.	Review safety plan with staff, students and parents and provide appropriate communication and support regarding school safety procedures. a. Review safety plan with staff at August Inservice and send updates during year to all staff through email and staff meetings. b. Use PAW time to review safety plan with students. c. Share safety plan with parents through website, and discuss plan as part of Coffee with the Principal series.	a. August 2015, ongoing b. October 2015 c. October 2015	None	None

3.	Increase Parent Participation through support programs and volunteer opportunities; a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, cybersafety and supporting an independent teenager. b. Encourage parents to volunteer for school activities including Parent Orientation lunch cart, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.	a. Ongoing b. Ongoing	b. None	None

VI. Budget 2015-16
Carmel Valley Middle School

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	$17,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	$3,903.00
Site LCFF Supplemental Funding – District Funded Sections	$120,000.00
Title I Funds	$0.00
Total	**$140,903.00**

VII. School Site Council Membership
Carmel Valley 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
Cara C Dolnik	X				
Karen Infantino			X		
Katrina Peterson		X			
Debra Byars		X			
Mike Starr		X			
Nicky DeLeone			X		
Ryan Wisbach					X
Nabeeha Zobair					X
Catherine Zhang					X
Stephanie Kowack				X	
Julie Union				X	
Sajani Patel				X	
Cindy Ping				X	
Numbers of members of each category	1	3	2	4	2

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).