The School Plan for Student Achievement

School:	Canyon Crest Academy
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-0106328
Principal:	Brett Killeen
Date of this revision:	June 3, 2019

The School 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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The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
Canyon Crest Academy

Vision Statement:

We are Creative, Confident, and Accepting.

Mission Statement:

CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

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

Canyon Crest Academy (CCA) is a comprehensive high school in its fourteenth year of operation. It is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of Advanced Placement (AP) and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest and a specialized program in Engineering utilizing Project Lead the Way curriculum. CCA is on a 4 by 4 schedule that currently includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district. With a current enrollment of approximately 2600 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

CCA is one of two schools in the district who implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year students have had the opportunity to have taken a total of eight classes as opposed to the typical six found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities. Students have opportunities to pace curriculum in a more individualized fashion.

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and vision statements. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside on a majority of Wednesdays each semester. On these Wednesdays students begin school ninety minutes later than a normal school day. Staff use this time to develop curriculum, review student achievement data and results, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, document cameras, Chromebook carts, and digital projectors. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Staff are trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages.

We are proud of the rich tradition of academic excellence available at CCA. Beyond the classroom, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, QUEST, our PALs, and ongoing ASB events, each represent opportunities for each child to get involved,

foster healthy peer relationships, and contribute to our shared CCA community. We encourage each child to find their 'home' on our campus.

Specialized Programs and College & Career Readiness

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

Canyon Crest Academy has a strong STEM program. The STEM program features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Additionally, multiple robotics teams are a part of the program and have had success in local and state-wide competitions. As part of STEM / CTE, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

The Quest program is also a specialized program that is designed to enhance the excellent math and science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math and science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" Many of our STEM courses fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the Career Technical Education (CTE) structure.

In addition to these specialized programs, CCA also offers additional programs and pathways under the CTE umbrella - including courses such as Digital Art and Design, Photo Imaging, Digital Media Production, Digital Composition, Introduction to Business, Marketing Principples and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

Counselors connect with students regarding career preparation through a series of grade level presentations. These presentations are tailored to specific grade level needs in regards to college and career planning and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily. The College and Career Center containins a computer lab for student research and hosts a variety of guest speakers and university/college representatives on a regular basis.

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)

Identified Strengths:

- Standardized Assessment Data (CAASPP and Advanced Placement)
- D/F reduction
- Graduation rate
- California Healthy Kids Survey

Overall, our students scored well on state assessments and AP tests. The CAASPP scores for our juniors increased slightly in comparison with the previous cohort. AP test results improved even with more students taking AP exams. The D/F data continues to improve. Our graduation rates have maintained at a level above 99 percent. Our Healthy Kids Survey detailed that a percentage of our students need to feel more connected

on campus. Some of our students struggle with depression, in particular our juniors.

Below is a more specific breakdown of how are students performed on each assessment category and other relevant performance indicators.

90.42% of 11th grade students who took the CAASPP ELA assessment met or exceeded standards, up slightly from last year's 11th grade student performance (2018 CAASPP data).

82.00% of students who took the CAASPP Math assessments met or exceeded standards, also up slightly from last year's 11th grade student performance (2018 CAASPP data).

Some students are still earning Ds and Fs, but we have established goals and action steps to reduce these numbers.

92.97% of the AP exams taken in the 2017-2018 (3,342) earned a 3 or higher. As more students continue to take more rigorous courses and exams, including AP, we want to maintain our pass percentage, but ensure that they are well-rounded, healthy, and balanced, as well.

Our Average Daily Attendance Percentage for 2017/2018 was: 96.7%. Students need to be in school to be successful, so strategies will need to be developed to improve attendance for specific students who have attendance problems.

In the Spring of 2017, our students took the California Healthy Kids Survey. While many results were indeed positive, areas of need were as follows:

- 26.4% felt so sad they stopped doing usual activities at one or more points during the school year.
- Less students feel connected to an adult on campus than in 2015 (75% vs 68%)
- 11.7% do not feel close to anyone at school, student or adult

Students took the California Healthy Kids Survey again in the Spring of 2019, and we are now reviewing the results.

A professional learning community (PLC) survey taken by staff revealed:

- 40% of our teachers need support on a procedure for providing interventions to students
- 33% of our teachers need support on data analysis from common formative assessments (CFAs)
- 22% of our teachers need support on writing these CFAs

Our suspension rate in the 2017/2018 year was: 0.8%, and our school had about 2,600 students at the time. This is consistent with our previous year's suspension rate. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

Identified Priority Focus Areas:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Increase student connectedness and well-being on campus
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We aim to have more students CSU/UC eligible, so an action step will be established to improve on our percentage of eligible students.

Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we will create an action step related to developing career pathways.

Because the majority of our students met or exceeded standards in the CAASPP assessments and other assessments, our focus needs to be on those who did not meet standards, and any subgroup students who did

not meet or exceed standards, including Special Education. There is a small group of students who did not meet or exceed standards in subgroups, though the subgroups may be too small numerically to qualify as a subgroup. As a result, we need to focus on capturing and supporting individual students who are not proficient.

Goals and Action Steps established for 2018/2019 will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

Midyear, 2018 / 2019, School Site Council, along with other leadership and stakeholder groups re-organized the 3 main domains to include: 1. Student Achievement, Support and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. College and Career Readiness. This helped us to create 3 revised goals for our SPSA in the "Planned Improvements" section.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? The School Site Council made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Foundation Board, Principal Coffee attendees, Administration, and the whole staff. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes.

D. Summary of Progress Made on Goals 1 - 3 Goals
Canyon Crest Academy

School Goal 1

Improve balanced student achievement and implement interventions for those students who are not meeting standards.

LCAP Priority Area:

State Priority:
1- Basic Services
2- Implementation of State Standard
4- Pupil Achievement
7- Course Access
8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

Any student who is not meeting standards or who is earning Ds or Fs. Our special education subgroup will be an area of focus.

A. Actual Measurable Outcomes:	B. Summary of Progress:
CAASPP results for all 11th grade students improved from the previous year. On the English test there was an increase of 3.5% in the total number of students meeting or exceeding standards from the 2017 exam. 90.42% of students met or exceeded standards in English Language Arts. On the math assessment, there was an increase of 6.3% in the number of students meeting or exceeding standards from the 2017 exam. 82% of students met or exceeded standards in math. Our special education subgroup performed lower than last year in both English Language Arts and Mathematics. 60.71% of students with disabilities are meeting or exceeding standards in English (10.12% decrease) and 42.30% meeting or exceeding standards in math (16.03% decrease). Reclassified English Proficent (RFEP) student achievement increased in both English Language Arts and Mathematics, with 97.73% of RFEP students meeting or exceeding standards in English and 92.04% of RFEP students meeting or exceeding standards in math. Economically disadvantaged (ED) students showed growth in English Language Arts, with 80% of ED students meeting or exceeding standards in English language arts. In Mathematics, economically disadvantaged students performed slightly lower that last year, with 60% of ED students meeting or exceeding standards. The overall comparative results for our school are positive when compared to our	CAASPP scores went up slightly for all student groups with the exception of students with disabilities and economically disadvantaged students in mathematics. Our overall scores are impressive when compared to schools within our district and countyand validate our need to focus on specific students who are nearly meeting standards or not meeting standards. Our students' performance on Advanced Placement exams was outstanding.

district and county high schools. The Advanced Placement pass rate dipped slightly from 94% to 92.97% of students receiving a score of 3 or higher. The number of AP exams taken is up 11.52% with 3,342 exams taken by 1,156 students in 2018.	

C. Relevance:

This goal has partially been met. CAASPP results did not increase for students with disabilities and economically disadvantaged students, but increased for students overall. While our standardized test scores and AP exam scores continue to be comparatively impressive, we still have students who have not met or exceeded standards. This year, we have implemented more targeted and needs-specific support classes for students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #1:

- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments (CFA) b) analyze data from common formative assessments, and c) provide interventions for those students who are not meeting standards.

We will modify our Goal #1 to focus on those students who are not meeting standards.

School Goal 2

Implement safety measures and practices that ensure for a safe learning environment, and implement programs and practices that increase student connectivity and wellness.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Graduation rates remained consistent at 99.5% according to the California Dashboard. The chronic absenteeism rate, according to Data Quest was 5.4% in 2017-2018. In the 2017-2018 administration of the Healthy Kids Survey, 10.7% of CCA students scored within the area of concern for the statement, “I feel like I am a part of this school.” 4.6% of students scored within the area of concern for the statement, “I feel safe at school.”

Student participation in community-building events coordinated by the CCA PALs program increased from 150 students in the 2017-2018 school year to 340 students in the 2018-2019 school year. PALs coordinated 4 Community Days in the 2018-2019 school year.

Suspension rates have remained consistently low at 1%. The Chronic absenteeism rate is consistent with previous year's data.

B. Summary of Progress:

School safety was maintained during the 2017-2018 school year. In accordance with this goal,school connectedness was a focus. We have held community days for both underclassmen and upperclassmen targeted at building school community and initiated a year-long social emotional learning curriculum aimed at reinforcing the beliefs outlined in the Raven Manifesto.

C. Relevance:

This goal has been partially met. The campus is safe and secure, but this part of the goal is ongoing. Social and emotional learning continues to be a schoolwide area of need and an ongoing focus.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

In addition to the data associated with this goal, we faced some challenges in the fall of 2018 with respect to the loss of a student, which resulted in a focus on student well-being.

Our district is investing in improving our perimeter fencing. Though we implemented a Social Emotional Learning program this year, with the assistance of a

consultant, we faced some challenges with finding a dedicated time to engage in the programming schoolwide, so a Homeroom / Advisory Committee was established to investigate whether or not a Homeroom / Advisory may be helpful to achieve this goal. We are moving forward with this idea and implementation.

As part of the implementation of a homeroom / advisory, the staff has agreed to focus on social-emotional learning, communication and life skills, and assemblies, speakers, and connectivity programs, such as CCA-TV. The homeroom / advisory is planned to be implemented one time per week for 35 minutes on Fridays.

We will review the new results from the Healthy Kids Survey to determine what steps we need to take to support this goal.

Identified Priority Focus Areas applicable to Goal #2:

- Increase student connectedness and well-being on campus.

We will modify our Goal #2 to focus not only on connectivity, but wellness.

School Goal 3

Develop instructional practices to support underperforming subgroups, and provide professional development, time, and resources to support the transition to Next Generation Science Standards and Career Technical Education pathways to prepare all students for college and career readiness.

LCAP Priority Area:

LCAP state priorities
1: Basics
2: Implementation of
State Standards
4: Pupil achievement
7: Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. We continue to purchase Chromebooks and carts as a resource for teachers and students. In 2018 / 2019, we had fewer PLC days, because we met more regularly in WASC focus and home groups in preparation for a WASC visit in fall, 2019.

Our A-G CSU/UC eligible percentage increased to 92.3% Our percentage of Special Education students meeting or exceeding standards on both ELA and Math decreased slightly; 60.71% of Special Education students met or exceeded standards on the CAASPP ELA test, and 42% met or exceeded standards on the CAASPP Math.

B. Summary of Progress:

The PLC process supported the transition to California State Standards, Next Generation Science Standards, and 21st Century Learning skills. Science teachers participated in professional development targeted at implementing Next Generation Science Standards. PLCs met fewer times than last year due to WASC focus group and homegroup collaboration. Though teachers have enough technology, there are ongoing discussions about whether or not we need textbooks on online learning materials or both. We had a Federal Program Monitoring visit in fall, 2018, with a focus on Career Technical Education. Most of our students are college-bound, but we recognize that we need to invest more in career readiness.

C. Relevance:

This goal has been partially met, but the goal, itself is confusing, so School Site Council is changing it for 2019 / 2020.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We are moving the following part of the goal to align with a new Goal #1 for the 2019 / 2020 SPSA: "Develop instructional practices to support underperforming subgroups, and provide professional development, time, and resources" because this work supports student achievement. We will create a new Goal #3 that

focuses on the second part of this goal regarding College and Career Readiness.

Identified Priority Focus Areas applicable to Goal #3:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments b) analyze data from Common Formative Assessments, and c) provide interventions for those students who are not meeting standards. Science departments districtwide are determining course pathways to align with NGSS, which may also have an impact on graduation requirements.

This goal will be revised to focus on college and career readiness and the section regarding professional development to help teachers support student learning will align with a revised goal #1.

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 students performing below grade level.

SDUHSD LCAP Goal 2: All English Learner (EL) students 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 students will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP)

School Goal 1

All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.

LCAP Priority Area:

State Priority:
1- Basic Services
2- Implementation of State Standard
4- Pupil Achievement
7- Course Access
8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

Any student who is not meeting standards or who is earning Ds or Fs. Our special education and English Learner subgroups will be areas of focus.

A. Rationale:

Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic supports to enable them to be proficient.

To achieve this goal, we need to provide our teachers and support staff with professional development and PLC time, as well as appropriate resources to enhance teaching and learning.

Our revised goal includes language about "individual potential." The rationale

B. Expected Measurable Outcomes:

1. CAASPP English/Language Arts = 91% meet or exceed standards [Last year was 90.42%]
2. CAASPP Math = 82% meet or exceed standards [Last year was 81.89%]
3. CAASPP ELA Spec. Ed. = 70% meet or exceed standards [Last year was 60.71%]
4. CAASPP Math Spec. Ed. = 52% meet or exceed standards [Last year was 42.30%]
5. CAASPP RFEP = 91% E/LA; 82% Math
6. AP Pass Percentage = 93% [Last year was 92%]
7. Students on the D/F List = 4% or less at the end of each quarter

for this is because we have found too many students are taking too many rigorous courses, because of external influence, such as friends, parents, and perceptions about what prestigious colleges may require. We seek balance and a focus on what is right for each particular student.

In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.

At progress reporting periods, the D/F list has fluctuated between 6.81% and 10.58%. (September 2017 - October 2018)

The quarterly D/F list has fluctuated between 5.19% and 3.73% (October 2017 - December 2018)

8. Students with Disabilities D/F List = 4% or less at the end of each quarter

C. School-wide critical area/s for follow up addressed:

Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Continue to develop and implement schoolwide interventions and early identification of students who may benefit from general education support classes. Students who drop classes now have more options for support classes.

Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:

- Systemic ways to support struggling students through PLC time and multi-tiered systems of support
- Adequate resources for teaching and learning
- Relevant professional development, such as Universal Design for Learning
- Strategies to ensure students are making educational decisions that are best for promoting their own personal potential

D. Strategy:

1. Identify struggling students early
2. Utilize multi-tiered systems of support to help these identified students and monitor their progress
3. Provide teachers with professional development and PLC time to enhance their capacity to support these students
4. Provide teachers with resources to support students
5. Educate our students and parent community regarding a need to focus on students' individual potential

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Identify struggling students early and ensure students have access to needed programs and supports. • Dedicate time for staff at the beginning of terms to review data	Teachers, Counselors, Administration	General fund LCAP funding for 6	Grades, test scores, attendance data	Within the first progress report period and ongoing

	regarding struggling students (Intervention tab in Aeries) • Review test scores, grades, and attendance records at progress report periods to identify students who are struggling • Students will be identified through the IEP process to ascertain their programmatic needs • Students with Disabilities will be provided access to co-teaching support in a mainstream environment • English Learners will be identified early and offered supports, to include, an EL Release Teacher, READ 180 Universal, and Sheltered classes in English		sections (see below)		
2.	Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used. Level 1 Classroom Support • Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). • Review student testing results/records (i.e. SBAC, ELPAC, CST available from prior years) • Check the Intervention Screen in Aeries to see any previous strategies implemented • Review criteria on Student Profile Chart (below) to determine potential level of intervention • Student-Teacher Individual Conference • Teacher provides classroom intervention(s). Some examples: • Provide support materials to student – templates, skeleton notes, copies of notes, etc. • Seating change • Pair with peer • Check for understanding and prompt student • Suggest/provide before or after school help/tutoring • Allow for short breaks • Progressive discipline/referrals • Parent-Teacher contact (phone/email) • Document classroom interventions in Aeries Level 2 (Collaboration) • Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal • Level changes implemented as needed • Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources)	Teachers, Counselors, Administration	LCAP funding for 6 sections for support classes ($125,000) $16,823 LCAP funding for unduplicated pupils for tutoring support Foundation Raven Unrestricted funds support tutoring	Grades, test scores, attendance data	Quarterly progress checks

	• Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours • Suggest weekly progress report • Parent-Student-Teacher conference • Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School) Level 3 (Intervention - Meets Criteria of "Struggling Student") • Multi/Interdisciplinary teacher collaboration • Implement strategies across all subjects • Teacher continues to assign discipline consequences, as necessary • Suggest support classes if necessary • Parent-Counselor-Teacher-Student-Admin conference • Place on Academic/Behavior/Attendance (SART) Contract Level 4 (Intensive Intervention - Meets Criteria of "At Risk Student"; prior strategies unsuccessful) • Parent-Counselor-Teacher-Student-Admin conference • SARB (Student Attendance Review Board) • Refer to READI • Assign contract violation consequences • Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) • Refer student to Sunset (process handled by the students alpha-counselor and AP) • Consider referral to Student Study Team (SST) • A 504 plan may be developed as a result of the SST team decision • Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed. Supports for English Learners, general education students, and special education students to include: • academic literacy • math support • EL Lead Teacher release period • Sheltered classes • Academic Support				
3.	Provide teachers with professional development and PLC time to enhance their capacity to support these students. • Teachers are provided with 19 Late Start days, some of which will be dedicated to PLC time • Teachers will be offered release time with course-alike colleagues to engage in PLC work • Teachers will be provided professional development opportunities to learn more about Universal Design for	Administration	District provided achievement funds embedded in site general fund budget District release days for departments is district funded	Student achievement data	Ongoing

	Learning (UDL), NGSS implementation, and college and career readiness • Teachers will be provided SEL professional development • Teachers who will be co-teaching will be provided professional development to support general education and special education students • Teachers who will be co-teaching will be provided training in August, 2019		SEL PD funded by Foundation Raven Unrestricted		
4.	Provide teachers with resources to support students. • Departments will be provided with general fund budgets for curriculum resources as well as support from the foundation for enrichment • Teachers will be provided with enhanced technology to support teaching and learning. • -chromebooks, updated projection devices, textbooks, supplemental learning materials	Administration	School general fund and department allocations Foundation Raven Unrestricted funds Proposition AA funding for projection device upgrades	Student achievement data	Ongoing
5.	Educate our students and parent community regarding a need to focus on students' individual potential. • Continue parent and student workshops led by experts, staff, parents, and students	Administration, Counselors	Foundation Raven Unrestricted funds	California Healthy Kids survey	Ongoing

LCAP Goal:

SDUHSD LCAP Goal 4: Increase the level of “school connectedness” and "sense of safety" of students, staff and parents.

School Goal 2

All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.

LCAP Priority Area:

State Priority:
3- Parent Involvement
5- Pupil Engagement
6- School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

We have a high-achieving student population and community, but it is also a challenge insofar as more students are struggling from anxiety, depression, and stress. We believe our students need support through a robust social-emotional learning program in addition to academics at school. Since our school population has increased significantly in recent years, we need to engage in programmatic activities to make the campus feel smaller and ensure the students, staff, and parents feel connected. Our campus and community is very safe, but there is always an interest in improving our systems and facilities in this area.

B. Expected Measurable Outcomes:

- Reduce Chronic Absenteeism rates to 3% or less
- Maintain suspension and expulsion for all students at 1% or lower
- Reduce suspension rates for students with disabilities
- Increase the numbers of students participating in PALs programming, such as Community Days
- Improve results in the Healthy Kids Survey in the areas of stress, anxiety, depression, and safety.
- Improved social / emotional health as measured by student surveys

C. School-wide critical area/s for follow up addressed:

We have worked to develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships since the last WASC Self-Study in 2013. We have also worked to ensure for a secure campus through a variety of strategies since the last WASC Self-Study in 2013.

Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:

- Continue to improve the safety of the physical plant and the students' and staffs' sense of security on campus
- Relevant professional development in Social-Emotional Learning
- Implement a Homeroom / Advisory to address the schoolwide critical need for social emotional health
- Strategies to ensure student stress is reduced and student success is measured in ways that are healthy and meaningful, and based on an individual student's growth and potential

D. Strategy:

1. Retrofit the perimeter campus fencing with panic bar hardware
2. Explore possibility of surveillance cameras
3. Allocate resources and time for training for social-emotional learning, safety, and healthy choices
4. Allocate resources and time for the implementation of homeroom / advisory programming
5. Student and parent programming with a focus on what is right for each student with respect to balance and achievement

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Retrofit the perimeter campus fencing with panic bar hardware. • An architect has been hired by the district to assess our needs Ensure students and staff are trained for safety scenarios. • Students and staff will have updated training for fire drills, earthquake drills, lockdown scenarios, and run/fight/hide scenarios.	John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020
2.	Explore possibility of surveillance cameras to serve as a deterrent to property crime vulnerability • Pilot program initiated at TPHS	John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020
3.	Allocate resources and time for training for social-emotional learning (SEL) and evaluation of its effectiveness. • The Homeroom / Advisory committee and the Wellness committee, in collaboration with the counseling department and district Student Support department, are identifying resources to promote social-emotional learning. • August Professional Development time will be utilized for training on SEL, as well as Late Start days • Train students and staff on suicide prevention protocols • Train students and staff on drug trends and programs offering support • Utilize referral process and school social worker	Principal	Foundation Raven Unrestricted funds	Healthy Kids Survey data Attendance, grades, suspension data Student surveys	Summer, 2019 2019/2020 school year
4.	Allocate resources and time for the implementation of homeroom / advisory programming. • Extra Work hours will be allocated for certificated staff time to work on implementation of the homeroom / advisory program	Principal	Foundation Raven Unrestricted funds (approximately $30,000)	Feedback from students and parents via Principal Coffees and Raven Advisory Board Healthy Kids Survey data Student Surveys	Summer, 2019 2019/2020 school year

5.	Student and parent programming with a focus on what is right for each student with respect to balance and achievement. • High School Selection messaging to community RE course selection, balance, and enrichment • Tours messaging to community RE course selection, balance, and enrichment • Middle School visits messaging to community RE course selection, balance, and enrichment • Student-led presentations to peers during course selection window promoting balance and enrichment • Principal Coffees messaging to community RE course selection, balance, and enrichment • Parent Workshops • College experts and former students messaging to community RE course selection, balance, and enrichment • Promote diverse pathways to success following high school • Promote a diversity of colleges so that students know there are many choices for an outstanding education beyond the "prestigious" universities	Administration and Counseling	Foundation Raven Unrestricted funds	Healthy Kids Survey Student Surveys Testimonials from former students Feedback from students and parents	2019/2020

LCAP Goal:

SDUHSD LCAP Goal 3: All district graduates will be college and career ready.

School Goal 3

All CCA students will be college and career ready.

LCAP Priority Area:

LCAP state priorities
4- Pupil achievement
5- Pupil engagement
7- Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

Most of our students expect to go to college, but we need to balance this with career readiness. College-focused students need career skills beyond college. Students need more exposure to career possibilities and skill-sets.

B. Expected Measurable Outcomes:

1. Increase A-G CSU/UC Eligibility rate to 93%
2. CTE Pathway completion
3. AP exam pass rate (93%)
4. EAP Readiness (Defined as College Ready or Conditionally Ready) CAASPP in English (91%) and math (82%)
5. Increase Dual enrollment
6. Increased articulation agreements between community college and CTE courses

C. School-wide critical area/s for follow up addressed:

Notes Regarding Progress from our Previous Goal #3: Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

Our WASC work during 2018 / 2019 resulted in updated schoolwide critical areas for follow-up. Our new updated Goal #3 aligns with the following schoolwide critical areas for follow-up:

- Resources and professional development will be allocated to enhance college and career readiness programs and services
- Struggling students will have diverse pathways from which to choose as opposed to a single-minded focus on college
- Students can choose colleges that align with their individual interests, as opposed to feeling compelled to go to certain colleges that may result in stress and a lack of balance
- With greater exposure to career readiness, students can achieve skills and achieve individual potential and balance through exposure to career-relevant CTE pathways

D. Strategy:

1. Encourage students to:
a) satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses
b) use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well
c) do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses
d) take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers
2. Host a Career Day / Night in addition to College Night
3. Integrate Life and Communication Skills in Homeroom / Advisory
4. Expose students to a wide variety of colleges instead of focusing on "prestigious" universities
5. Enhance CTE pathways to include more relationships with industry and internship opportunities for students

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Encourage students to: a) satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses b) use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well c) do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses d) take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers e) take Envision courses and other electives to promote balance, enrichment, and interests	Administration and counseling Teachers Student leaders Key Parents	General Budget Foundation Raven Unrestricted	CTE pathway completion	2019/2020
2.	Host a Career Day / Night in addition to College Night	Administration and counseling	General Budget Foundation Raven Unrestricted	Participation Data Feedback from event(s)	2019/2020
3.	Integrate Life and Communication Skills in Homeroom / Advisory • Staff and students will prioritize their interests in life and communication skills • Committee will program these modules with resources	Administration Counseling Wellness Committee Teachers Homeroom/Advisory Committee	General Budget Foundation Raven Unrestricted	Healthy Kids Survey Student Surveys Staff Surveys	2019/2020

4.	Expose students to a wide variety of colleges instead of focusing on "prestigious" universities	Administration and counseling Parent leader and alumni	General Budget Foundation Raven Unrestricted	College Visit data Participation Student Feedback	2019/2020
5.	Enhance CTE pathways to include more relationships with industry and internship opportunities for students	Manuel Zapata, District CTE Coordinator Administration CTE teachers	General Budget CTE and Perkins Grant Funds Foundation Raven Unrestricted	CTE pathway completion Increased dual enrollment and articulation agreements Increased internship opportunities	2019/2020

F. School Site Council Membership
Canyon Crest Academy

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
Brett Killeen	X				
Mark Choudhari				X	
Udayan Delouri				X	
Jill Duoto				X	
Ying Yang				X	
Lisha Brunache			X		
Jessica Adams		X			
Dustin Lackey		X			
Dylan Powers		X			
Marianne Tan		X			
Zach Brown		X			
Carolyn Kinnare			X		
Melody Li					X
Shawdi Sani					X
Rajit Agarwal					X
Samiya Rana					X
Numbers of members of each category	**1**	**5**	**2**	**4**	**4**

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 G. Budget 2019-2020
Canyon Crest Academy

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$125,000**
Title I Funds X**Does Not Apply**	**$0.00**
Total	**$125,000**

CANYON CREST ACADEMY - SCHOOL SITE COUNCIL
2018-2019

APPROVAL OF 2019/20
Single Plan for Student Achievement (SPSA)
June 3, 2019

Printed Name	Position	Signature	Date
Brett Killeen	Principal		6/3/19
Lisha Brunache	Assistant Principal		6/3/19
Mark Choudhari	Parent		6/3/19
Udayan Delouri	Parent		6/3/19
Jill Duoto	Parent		6/3/19
Ying Yang	Parent		6/3/19
Jessica Adams	Parent		6/3/19
Dustin Lackey	Teacher		
Dylan Powers	Teacher		6/3/19
Marianne Tan	Teacher		6/3/19
Zachary Brown	Teacher		6/3/19
Carolyn Kinnare	Classified Staff		6/3/19
Melody Li	Student/President		6/3/19
Samiya Rana	Student		6/3/19
Shawdi Sani	Student		
Rajit Argawal	Student		06/03/19

The School Plan for Student Achievement

School:	Carmel Valley Middle School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-6117352
Principal:	Victoria Kim
Date of this revision:	05/22/2019

The School 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:	Victoria E. Kim
Position:	Principal
Telephone Number:	(858) 481-8221
Address:	3800 Mykonos Lane San Diego, CA 92130
E-mail Address:	victoria.kim@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
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
- Programs that foster health, wellness and safety
- Comprehensive guidance and support services
- Family and community partnerships

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 20th year of excellence in education. CVMS currently serves approximately 1,135 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 wellness goals focus 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 collaborate 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. This year, Carmel Valley Middle School was named a National Blue Ribbon School.

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

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 45.02% White, 35.3% Asian, 10.84% Hispanic or Latino, 0.62% Black or African American, and 9.87% Two or More Races. The school also has 424 students of 1135 who speak a home language other than English, with 32 different languages represented, which accurately represents the diversity of the area.

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, identify students needing intervention, develop reteach and intervention 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.

Additionally, students who need additional support are targeted for enrollment in a variety of academic support programs including before and after school tutoring, Math A and B Essentials classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach opportunities using teacher developed lessons, videos or other teaching tools.

All students have access to English 7 and 8 Honors, and 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, a high school level course, 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) All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability.
3) Offering Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs to specific students in need.
4) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
5) All teachers receive on-going training in strategies to assist special needs students.
6) Students with moderate to severe disabilities are enrolled 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 and all students who need additional support for academics are offered a variety of programs with varying levels of support. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Students are recruited for enrollment in our College Readiness class, Math Skills class or Study Skills class based on academic, socio-emotional or behavioral factors. 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 within 3rd or 4th period class 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 general academic 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. English Learners have access to standards-based curriculum in ELD, sheltered science class, sheltered history class, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. District program specialists, along with a designated counselor, work closely with the CVMS EL teacher lead 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. This is a key component of the long term goal for full implementation of California State Standards and Next Generation Science 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 transition to and thrive in middle school, 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, monthly Coffee with the Principal meetings which included two evening meetings this year, Parent Information Nights throughout the year based on needs as determined by parent and administrative collaboration, Parent Education Nights throughout the year, PTSA organization membership or board participation, School Site Council, School Site Safety Committee, English Learner Advisory Committee, District Special Education Task Force, District Safety and Wellness Committee, Site Wellness Committee, and a wide variety of volunteering opportunities. Training is provided by parents, staff and consultants.

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)

In 2017-18, students scored well above the state and county averages in both ELA and Math.
2018 CAASPP results show that 83.82% of 7th grade students Met or Exceeded Standards in ELA and 83.3% Met or Exceeded Standards in Math. Results for 8th grade students show, 86.07% Met or Exceeded Standards in ELA and 81.86% Met or Exceeded Standards in Math.

An analysis of multi-year CAASPP results for target student groups shows that the percentage of Students with Disabilities who Met/Exceeded standards decreased by 0.53% in ELA, which indicates most students scored similarly when compared to the prior year. Students with Disabilities demonstrated similar progress in Math where the percentage of students who Met/Exceeded standards decreased by 0.55% when compared to the previous year, which had seen significant growth from the year before. While our Students with Disabilities scored similarly to the previous year and continues to score significantly higher than the state average, there is still a recognized need to monitor and support this subgroup.

Past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was increasing (2015=6%, 2017=14%). This year marks the first year that our English Learners took the ELPAC instead of the

CELDT.

Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

The CAASPP scores show that the percent of English Learners who Met/Exceeded standards increased by 12.81% in ELA and decreased by 1.21% in Math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

Traditionally, Reclassified Fluent English Proficient (RFEP) students score either similarly to their English Only (EO) peers on CAASPP assessments in ELA. In Math, until 2017, our RFEP students had historically outperformed their EO peers. 2018 CAASPP scores, however, show a return to the previous trend of RFEP students significantly outperforming their EO peers - this year by 8.63%.

In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a percentage significantly lower than the previous year's of 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy. Continuing to offer and refine programs and services provided at CVMS to support English Learners is a priority.

For students in Special Education, additional data from those receiving reading intervention shows all students receiving targeted intervention through the Read 180 program in 2017-18 increased their lexile performance, some with significant gains. There is still a need for continued use of the reading intervention programs with students identified as scoring below grade level in reading.

The 2017-18 CAASPP scores and other performance data will serve as a baseline for the school moving forward with more consistent demographic and enrollment data. Multi-year CAASPP data shows steady and sustainable performance for all students from 2016 to 2018, with some fluctuations in our EL population. The scores from this subgroup tend to fluctuate, especially in ELA because there are different English Learner students tested from year to year. The overall steady performance rates indicate that the supports in place should continue to be provided to maintain or increase improvement in future years.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. 2018 results indicated 83% of 7th graders perceived school as very safe or safe, increased from last year's 77% of students who reported feeling safe at school. Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2018 who felt like they were a part of the school. These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school.

Since CVMS is in declining enrollment due to the addition of a middle school in its boundary area, the demographics of the school has changed over the last three years.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? During the 2018-19 school year, the SSC worked with the Principal to review current goals, analyze and discuss school progress on goals, and then revise and develop goals for the school based on perceived student needs for 2019-20 at meetings on December 11, 2018, February 19, 2019 and May 13, 2019. School progress was also presented to staff at the all staff meeting on February 4, with instructions to PLC groups to further investigate the results to help discussion and decision on individual PLC goals. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on May 20, 2019. The Principal collaborated with the Special Education Department Chairperson and the English Learner Lead teacher to incorporate goals specific to these subgroups into the plan. The 2018-19 School Site Council met on May 23, 2019 to approve the 2019-20 CVMS School Plan for Student Achievement.

D. Summary of Progress Made on 2017-18 Goals
Carmel Valley Middle School

School Goal 1

Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.

LCAP Priority Area:

State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access

Targeted Pupil Student Group(s):

All Students

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum): • 100% of PLCs develop at least four common formative assessments • 100% of PLCs administer at least four common formative assessments • 100% of PLCs analyze and discuss student learning based on the common formative assessments • 100% of teachers determine reteach/intervention strategies • 75% of teachers take at least one Release Day for collaboration • 100% of teachers report their PLC group making progress in 2019-20.	Teachers collaboration time with use of the Late Start Days decreased this year with the addition of 3 all-staff meetings. Total collaboration time between teachers during Late Start Days was 16.5 hours. However, PLC groups also took Release Days for collaborative work throughout the year. Course-alike and/or department groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and they have created ELO's, common formative assessments, a timeline for implementation for the current school year, methods to analyze student data, and reteach/intervention strategies for students. All PLC groups kept notes of meetings in a shared document to which members have access. Every staff member on campus is a part of a PLC including Math, English, Social Science, World Languages, PE, and Electives. The Science department did not take part in the traditional PLC process, but instead used the time to collaborate, discuss, debrief, and plan for NGSS implementation. Administrators walked around during PLC time to check in on groups and to support groups as needed. PLCs continue to work on developing and administering common assessments and then analyzing and discussing student learning based on those common formative assessments. PLCs are in different places in terms of the measurable outcomes set for the PLCs, but all report to be making progress. All teachers collaborate on reteach/intervention strategies and at least 75% of teacher took at least one Release Day for collaboration. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and Math. In 2017-18, students scored well above the state and county averages in both ELA and Math and maintained over 80% of students scoring in the Standards Met/Exceeded range in both ELA and Math.

C. Relevance:

This goal has been partially met. Teacher collaboration continues to be offered where course alike teams meet to align practices, calibrate standards, design and implement common assessments, and increase innovative learning sills and student achievement. Teachers still need more training and practice in analyzing data and implementing reteach/intervention strategies for student learning.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Now that teachers have established PLC groups in each content area, for 2019-20, PLC groups will continue using the formative process to implement state content standards and assess student achievement for all subgroups. Targeted training for course-alike groups or departments will be implemented for analyzing data and reteach/intervention strategies. PLC groups will use data from CAASPP and climate surveys to help guide their work.

School Goal 2

Maintain current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

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.

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
SBAC results in ELA and Math, ELPAC data, D/F Lists 2018 CAASPP Results All Students: 84.93% of all students scored in the Met or Exceeded range in ELA and 82.60% in Math which is a slight decline from the previous year's results. Students with Disabilities 43.59% (-0.53%) scored in the Met or Exceeded range in ELA and 39.75% (-0.55%) in Math English Learners: 34.43% (+12.81%) scored in the Met or Exceeded range in ELA and 62.29% (-1.22%) in Math Economically Disadvantaged Students: 67.54% (+4.8%) scored in the Met or Exceeded range in ELA and 66.67% (+1.97%) in Math Reclassified Fluent English Proficient (RFEP) RFEP students outperformed their English Only peers on CAASPP assessments by 1.05% in ELA and 8.63% in Math. CELDT A past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was	Overall CASSPP test scores indicate that Carmel Valley Middle School (CVMS) students continue to score significantly higher than the state average. Although target student groups mostly demonstrated progress on the CAASPP tests, results for Students with Disabilities and our English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards meeting grade level standards. The percent of Students with Disabilities who Met/Exceeded standards decreased in ELA by 0.53% and in Math by 0.55%. A review of previous years' results with Students with Disabilities show us that results in this subgroup have been relatively consistent within the past four years. However, just as overall CVMS scores are significantly higher than the state average, this subgroup is no different. The overall percentage of 43.59% of Students with Disabilities meeting or exceeding standards in ELA is significantly higher than the state average of 11.94% in the same categories. In Math, 39.75% of CVMS's Students with Disabilities met or exceeded standards, significantly higher than the state average of 8.03% in the same categories. We saw a significant increase of 12.81 % in ELA performance by our EL subgroup. With the same group, we saw a slight decline (1.22%) in Math. Again, it is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years. The D/F list was reviewed each grading period by counselors, administrators, and the I-

increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provided additional context to the decline in SBAC score for English Learners in ELA. ELPAC The ELPAC assessment for English Learners was given for the first time in Spring 2018. These scores will serve as a baseline to determine future measurable outcomes in determining EL progress. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years. Reclassification rate In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a significantly lower rate than the previous year's 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy or inefficacy.	Team. Counselors met with all students who had more than one D or F as indicated on their grade report. Counselors reached out to teachers and parents to discuss supports for specific students, and recommended interventions including Bobcat Connections, Math Skills class, Study Skills class, Academic Power Hour, reteach opportunities with teachers or specific subject tutoring by teachers. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or on an IEP, counselors worked with the EL Lead or special education case manager for supports.

C. Relevance:

This goal was partially met in that overall assessment scores showed students generally maintained achievement in ELA and mathematics. However, targeted subgroups continue to show an achievement gap that needs to be addressed.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Targeted intervention will focus on student groups who are scoring below the school average including students in the EL program, students in special education programs, and students who are economically disadvantaged.

School Goal 3

Increase the level of student connectedness and overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priorities 1: Basic, 3: Parent Involvement, 5: Pupil Engagement, and 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Attendance Data
Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. This represents an increase of 2.2% from the previous year.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. It is important to note that while we make comparisons with this year's data to last year's data, students completing this year's survey are not the same students as last year (as was typically the case with the previous survey since it was administered every two years); also, last year's survey included both 7th and 8th graders, while this year's survey only included 7th graders.

2019 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed"

B. Summary of Progress:

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

- Suspension and expulsion rates remain low
- CHKS survey results show positive indicators of student connectedness and sense of safety. However, positive student responses related to teacher connectedness decreased when compared to 2017 HKS results.

The current CVMS bell schedule incorporates time each week for students to receive more academic support as well as to allow for time for students to participate in activities during the school day. This time, called PAW, allows for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, and the Talent Show without missing class time. There are about 30 clubs on campus that meet during lunch as well as Math League and Science Olympiad that offers opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also have an opportunity to participate in athletics with other students from CVMS. Academic Power Hour averages 25 students per session with two teachers and multiple high school volunteer tutors. Counselors push in to classes to directly address students about topics such as career interest and inventory, high school preparedness, planning for your future, and suicide awareness and prevention.

This year, the CVMS Wellness Committee committed to creating monthly wellness themes that included weekly challenges related to the theme. Examples of themes ranged from Gratitude, Kindness, and Understanding & Managing Your Emotions. Most weekly challenges were structured to allow students an opportunity to focus on "self" one week, "others" another week, and "community" the next week.

There have also been ongoing conversations in Cabinet and Department Chair meetings about student work balance and the opportunity for homework-free breaks.

The Safety committee which had representatives from the school community including an administrator, classified staff, certificated staff, and parents met bi-monthly to develop a comprehensive safety plan for the school. Teachers also used PAW time to review safety

or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ('I feel safe in my school')." The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school. These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5%. Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say." 82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success." 85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork. In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months,	procedures with students and there were emergency drills conducted throughout the year for student safety. Working with the PTSA, there were parent information sessions with evening parent education events covering various topics including Drug Trends and Social Media Awareness; Social Media, Gaming, and the Teen Brain; "Anxiety in Tweens and Teens'; "Technology & Teens"; "High School and Beyond", Wellness Night, and parent orientation for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. This year, we also included two evening sessions of "Cocoa with the Principal" so that working parents could also have an opportunity to attend this event (usually held in the morning). The district also provided some additional informational sessions for parents from "Self-Harm and Suicide" to Informational Sessions about NGSS. There are multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events such as Red Ribbon Week, Kindness Week, Wellness Week, Spirit Week, school dances, and promotion. The increased effort to facilitate staff connectedness from 2017-18 continued during the 2018-19 school year with the continuation of the Staff Sunshine Committee who organized staff events both during and after school time, special staff recognition for birthdays, or gifts for staff needing support. There was also an increase of all staff meetings to allow for more opportunities for the whole staff to meet together not only for smoother, clearer, and consistent dissemination of information, but also to allow for the staff to bond together as a whole group. This year, we introduced the first Staff Wellness Day, where we dedicated a day for staff to learn wellness techniques and to experience services from wellness providers. They were also introduced to tips and ideas of healthy cooking and eating. Data collected from surveys of participants throughout the day showed that there was a significant decrease in staff stress levels and pain levels after each session (group and/or individual).

did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?" Parents and Staff were also given the opportunity to complete the district LPAC survey but the results of the survey were not available at the time of writing this plan. Discipline Data Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.	

C. Relevance:

This goal was partially met with student connectedness to school remaining about the same, parent connectedness continuing to be effective, and staff connectedness increasing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

CVMS will continue this goal in 2019-20 to maintain the positive school climate and address areas of concern evident from survey results.

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 performing below grade level.

School Goal 1

Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.

LCAP Priority Area:

State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access 8: Other Pupil Outcomes

Targeted Pupil Student Group(s):

All students

A. Rationale:

Teachers will continue to work in their PLC groups and will use the formative process throughout the year to implement state content standards and assess student achievement. Reflection and discussion of the CAASPP performance results, particularly of the Students with Disabilities and English Learner subgroups. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons.

B. Expected Measurable Outcomes:

On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):

- 100% of PLCs develop or include at least four common formative assessments
- 100% of PLCs analyze and discuss student learning based on the common formative assessments
- 100% of teachers determine reteach/intervention strategies
- 75% of teachers take at least one Release Day for collaboration
- 100% of PLCs review, analyze, and discuss data from CAASPP and CHKS to help inform PLC and/or department goals
- 100% of teachers report their PLC group making progress in 2019-20

C. Strategy:

Administration will provide allotted time and supports for teachers to complete formative process cycle for all ELO's in the PLC groups with specific emphasis on analyzing student data and implementing reteach/intervention strategies. Administration will also provide opportunities for teachers to receive training in Universal Design for Learning, so that they can be equipped with the knowledge and tools to set up their classrooms and lessons for all students to be able to access and learn from. Teachers will be given release days as needed to collaborate as well, and support from PD opportunities and district support personnel will be used.

	Actions/Tasks	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 utilize the formative process cycle in the 2019-20	a-g. Teachers, PLC groups	$8,000.00 for teacher release days as	• District PLC teacher	a-g. Ongoing h. May 2020

	school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to: a. Review and evaluate alignment to state content standards, review and revise Essential Learning Outcomes. b. Review how they will address the ELO's through lessons and instruction. c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students. d. Administer common formative assessments to students on agreed upon timeline. e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning. f. Through analysis of data, identify students who need intervention or re-teach of subject matter. g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement. h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. i. Focus on specific strategies to help Students with Disabilities and English Learners. j. Consider using UDL framework to help identify and eliminate barriers to learning and increase student access to curriculum.	h. Principal, teachers	needed Source: Site Formative/Achievement funds	survey results • Development of ELO's, CFA's and timelines • Participation documentation from on-going PLC meetings • PLC groups descriptions of intervention and re-teach methods.	
2.	Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices. a. During staff meetings and Late Start days, provide Professional Development and support for PLC groups with specific emphasis on analyzing student data and implementing effective reteach/intervention strategies. b. Utilize district TOSAs for on-site PD related to state content standards implementation and assessment.	a. Administrators, teachers b. Administrators, district TOSAs	$3,300.00 for teacher release days and extra work hours as needed Source: Site Formative/Achievement funds	• Evidence of Professional Development implemented • Survey from PLC groups on needs for PD • Participation documentation from on-going PLC groups	Ongoing

LCAP Goal:

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 performing below grade level.
Goal #2 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 2

Maintain or improve current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 3: Parental Involvement, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

Students scoring below grade level, specific subgroups include English Learners, students in Special Education, and students in intervention/essentials classes.

A. Rationale:	**B. Expected Measurable Outcomes:**
2018 CAASPP Results All Students: 84.93% of all students scored in the Met or Exceeded range in ELA and 82.60% in Math which is a slight decline from the previous year's results. Students with Disabilities: 43.59% (-0.53%) scored in the Met or Exceeded range in ELA and 39.75% (-0.55%) in Math English Learners: 34.43% (+12.81%) scored in the Met or Exceeded range in ELA and 62.29% (-1.22%) in Math Economically Disadvantaged Students: 67.54% (+4.8%) scored in the Met or Exceeded range in ELA and 66.67% (+1.97%) in Math Reclassified Fluent English Proficient (RFEP): RFEP students outperformed their English Only peers on CAASPP assessments by 1.05% in ELA and 8.63% in Math. CELDT	CAASPP data: All students: Maintain over 80% of all students scoring in the Standard Met/Exceeded range in ELA and Math Target student groups; Students with Disabilities and English Learners: Increase of 2% in the percentage of student in each target student group who score within the Standard Met/Exceeded range in ELA and Math Decrease number of students on quarterly D/F list by 2% from the 1st Semester Progress Report to the Final 2nd Semester Progress Report.

A past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provided additional context to the decline in SBAC score for English Learners in ELA.

ELPAC
The ELPAC assessment for English Learners was given for the first time in Spring 2018. These scores will serve as a baseline to determine future measurable outcomes in determining EL progress. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

Reclassification rate
In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a significantly lower rate than the previous year's 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy or inefficacy.

CVMS has experienced a decline in enrollment (approximately -27%) and a shift in student demographics with the opening of an additional district middle school within CVMS boundaries in 2015. Since 2017, our Socio-economically Disadvantaged student population grew from 3.5% to 6.2%. In order to effectively assess student achievement trends for target student groups, CVMS will use the 2018 CAASPP scores as a new baseline for measuring future growth in target student groups.

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Use SBAC assessment results 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	Administrators, Teachers	none	CAASPP results	a. December 2019 b. Identify by December 2019, add/revise ongoing

	data from SBAC results. b. Identify common standards that were not met and add/revise curriculum and instruction.				
2.	Continue to maintain a system to track effectiveness of interventions for students performing below grade level. a. iTeam (Counselors, Administrator, School Psychologist, Special Ed Dept Chair, Social Worker) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine general education interventions and level of support needed. b. Use established criteria with counselors to identify students who could benefit from Academic Lab, Math Skills, or College Readiness (general education) classes - grade in Math and/or English, MDTP entrance test, SBAC score from 6th grade, parent or teacher reports, SRI lexile scores, GPA, I-Team recommendation. c. Counselors meet with each student on D/F list quarterly 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 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.	a. iTeam members, Assistant Principal b. Counselors c. Counselors d. Counselors, teachers e. Counselors, teachers f. iTeam members, Assistant Principal, counselors	$75,000 Source: LCAP funded non-formula section	• D/F list comparisons throughout year • SBAC • MDTP entrance tests • Progress of students in Math Skills and Study Skills, grades & assessments • Intervention records	Ongoing
3.	Support implementation of ELD standards to support EL students in ELA and math classes. a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum. b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders. c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas. d. EL Lead meets with students to review Reclassification criteria and academic progress.	a. EL Lead, teachers b. EL Lead, administrators c. EL Lead, Sheltered subject area teachers	$50,000 Source: LCAP funded non-formula section	• Student ELPAC scores • Assessments given within EL classes • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents	a. September 2019 b.September 2019, May 2020 c. Ongoing
4.	For students with disabilities, increase access to general education curriculum while implementing targeted specific support for students such as the math support classes and team taught classes.	a. Special Education teachers, District Reading Intervention	none	• SRI scores • Student	Ongoing

	a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180 Universal in Academic Support classes, English Fundamental classes, and TAP Reading Intervention class. Special Education teachers will continue training and support for these programs to implement in their classes. b. All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability. c. Continue Math Fundamentals class, Team Taught Int Math A Essentials and Int Math B Essentials courses to support students below grade level in math. d. Designate at least one section of English to be Team Taught.	Coordinator b. Special Education teacher and support staff c. Special Education teacher, administration		progress in Essentials classes including assessments from math software used in classes	
5.	Help support the work of the general education teachers by ensuring a balance of numbers of students with disabilities in each class.	Counselors, Administrators	none	CAASPP results	Ongoing

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3

Increase the level of student connectedness.

LCAP Priority Area:

State Priority 1:Basics, 3: Parental Involvement, 5: Pupil Engagement, 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

Attendance Data
Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. This represents an increase of 2.2% from the previous year.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed" or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ('I feel safe in my school')."

The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school.

These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school.

Only 73% of 7th graders perceived that there were caring adult relationships

B. Expected Measurable Outcomes:

Attendance Data
Reduce chronic absenteeism rate by 0.5%

CA Healthy Kids Survey results for 2020:
Increase number of students who feel there is an adult who cares about them by 5%.
Increase number of students who feel like there is an adult who believes they will be a success by 5%.
Increase number of students who feel like they are part of the school by 5%.
Establish baseline for staff & student connectedness and safety using climate surveys in Spring 2019.

at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say."

82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success."

85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork.

C. Strategy:

Focus on student opportunities for participation in school related activities both in and out of the classroom. Focus on strategies that teachers can employ on a regular basis that would increase student perception of teachers caring and believing in them. Establish a baseline through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue current programs and implement additional 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, Wellness Week, student dances, and movie nights. b. Utilize PAW time and other school related activities to allow for teachers and staff to make personal connections with students. c. Offer a variety of student-led clubs including academic, social, student-interest, and creative type clubs, and hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation.	a. Administrators, counselors, ASB advisor b. Teachers, Administrators c. Teachers as Club Advisers, ASB advisor, students d. Administrators, counselors, ASB advisor e. Administrators,	a-d. None e. $2,285 LCAP funded Site Tutoring Funds; $3,500 Site Budget Tutoring Funds f - i. none	• Participation in student activities, number of activities • Data on number of clubs and extra curricular activities	Ongoing

	d. Administrators collaborate with counselors and ASB advisor to plan events and/or workshop relating to career exploration 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 with support from teachers and high school peer volunteers. f. Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers or parents. g. Communicate with Boys & Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation. h. Develop a Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academically, emotional support, community service, extra-curricular activities, etc. Use ASB Bobcat Brag Cards and monthly recognition party as one means of recognition. i. Hold regularly scheduled Brown Bag Lunches with the Principal for students to have an avenue to express thoughts and ideas about school improvement.	teachers f. Counselors g. Administrators, school staff h. Administrators, school staff i. Administrators, ASB Adviser, teachers, school staff		offered for students • Survey on student participation in clubs • Participation in Academic Power Hour • CHKS Survey Spring 2020 • Staff climate survey in Spring 2020 • Parent climate survey in Spring 2020 • D/F lists	
2.	Increase connectedness by encouraging participation of school activities and events. a. Encourage participation of lunchtime events for all students, especially 0 period and ISPE students who often leave campus at lunch by sending out an email to parents encouraging their student to stay on campus at lunch. b. Promote participation of after-school activities by encouraging teachers not to assign homework to be due or have tests the day after a major school activity. c. Wellness committee to continue to create and publicize monthly wellness themes with weekly challenges.	Administrators, counselors, and teachers, and Wellness Committee	None	• Participation in student activities • Ticket sales • CHKS Survey Spring 2020	Ongoing
3.	Increase Parent Participation through various opportunities: a. Encourage parents to volunteer for school activities including Parent Orientation, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year. b. Host more family events on campus and/or opportunities for parents to be on campus, as a member of the Bobcat family and not just as a volunteer.	Administrators; PTSA	None	• Number of Parent Information Nights • Attendance at Parent Information Nights	Ongoing

				• Number of Parent Volunteers • Inclusion of Family events (one per semester) • Parent climate survey in Spring 2020	
4.	Communicate with School Community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community. a. Send a weekly email (eblast) through communication system to parents highlighting events and giving information about CVMS. Include a message from Principal or other staff members relevant to school connectedness or support of students each week. b. Include updates on school events and information on school website and social media pages. c. Hold Coffee with the Principal on a regular basis to update parents on school and community related events and issues; include evening opportunities for working parents to attend as well. d. Work with PTSA to offer relevant parent education opportunities; invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol. d. Encourage communication with parents by teachers through update websites, email and other messages.	Administrators and support staff; PTSA	None	• Weekly Eblasts sent • Website updates • List of topics discussed at Coffee with the Principal • LCAP survey data from parents	Ongoing
5.	Increase student connectedness with school as a means for building capacity of students' college and career readiness. a. Begin to connect students to school through early college and career readiness inventories with online career exploration programs and six year school plans. b. Hold annual Career Fair supported by counselors and parents for students to begin exploration of careers in our community. c. High School students present to students at an assembly on how to be successful in high school, opportunities to explore in high school both college prep and career technical prep, and how to prepare for the college admission process. d. Principals from high schools present to parents about programs at high school that lead to college and career readiness for students.	a. Counselors b - d. Counselors and Administrators	None	• College and Career Inventory data • Six year plans developed • CHKS student Survey Spring 2020	a. By January 2020 b. May 2020 c. February 2020 d. January 2020

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 4

Increase the level and sense of overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priority 3 Parental Involvement, 5 Pupil Engagement, 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. However, as we have observed nation-wide, we also see evidence of the increase of mental health issues at CVMS.

2018-19 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

13% of 7th graders report have "mean rumors or lies" spread about them 2 or more times; 11% report having "sexual jokes, comments, or gestures" made at them 2 or more times; 14% report being made fun of 2 or more times because of their looks or the way they talk; and 16% report being made fun of, insulted, or called a name 2 or more times in the last 12 months.

5% of 7th graders report having been pushed, shoved, slapped, hit, or kicked 2 or more times by "someone who wasn't just kidding around"; 4% report being afraid of being beaten up 2 or more times; 2% report being threatened with harm or injury 2 or more times; 2% report having been in a physical fight 2 or more times; and 2% report being offered, sold, or given an illegal drug 2 or more times. 9% of 7th graders report having "mean rumors, lies, or hurtful pictures" spread about them online, on social media, or through a cell phone 2 more times in the last 12 months.

It is important to note that the survey was taken in March 2019, so it is possible that some students may have reported incidents that occurred

B. Expected Measurable Outcomes:

CA Healthy Kids Survey results for 2020:
Increase students' sense of safety by 3%.
Decrease number of students who have seriously considered attempting suicide by 3%.

Discipline Data
Suspension rate of >2% and an expulsion rate of 0%-0.5%

during their 6th grade experience. However, the school has included this data to be monitored as we continue to stress the importance of students feeling safe and valued on campus.

In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?"

Discipline Data
Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue current programs and implement additional programs to increase student, staff, and parent wellness. a. Wellness Committee to continue to promote the importance of physical, mental, emotional, and psychological wellness by creating and implementing monthly wellness themes with weekly challenges. b. Utilize PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. d. Administrators collaborate with counselors and ASB advisor to conduct assemblies or SEL lessons based on student needs and safety such as Bullying Prevention, Anti-drug & alcohol, and Cybersafety. e. Administrators and Counselors to present Suicide Awareness and Prevention and School Resources to all students f. Continue having the Wellness Committee who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, and staff-staff connectedness. g. Conduct at least 5 lessons throughout the year using Second Step to increase student learning and education around social emotional competencies. h. Work with PTSA to promote wellness activities and education for parents. i. Continue to provide annual Wellness Fair for staff to promote and model the importance of self-care j. Continue having staff discussions about balance and consider implementation of campus-wide policy on homework-free nights and breaks (Major school activites and Thanksgiving break, Winter Break, Semester Break, Presidents' Weekend, & Spring Break)	a. Administrators, counselors, ASB advisor b. Teachers, Administrators c. Teachers as Club Advisers, ASB advisor, students d. Administrators, counselors, ASB advisor e. Administrators, teachers f. Counselors g. Administrators, school staff h. Administrators, school staff i. Administrators, ASB Adviser, teachers, school staff j. Administrators, Dept. Chairs, Faculty	ASB, Site, and PTSA funded $3000 for assemblies $2000 for Wellness Activities	• CHKS Survey Spring 2020 • Staff climate survey in Spring 2020 • Parent climate survey in Spring 2020 • D/F lists	Ongoing

2.	Provide a comprehensive safety plan for students and staff. a. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents.Coordinate with school resource officer for safety on campus and surrounding campus. b. Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan. c. Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to all staff through email and staff meetings. c. Use PAW time to review safety plan with students. d. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations. e. Monitor implementation of a Digital Citizenship plan using Common Sense Media curriculum school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding cybersafety annually.	a - b. Administrators, Safety Committee c - e. Administrators, School Community f. Administrators, teachers	None	• Participation in Safety Drills throughout year • Feedback from Safety Committee • CHKS student survey in 2020 • Staff climate survey in Spring 2020 • Digital Citizenship plan developed and implemented	Ongoing
3.	Provide relevant education to parents to help promote safety of students: a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, suicide prevention and awareness, cybersafety, and supporting an independent teenager.	Administrators, PTSA	$1500 source PTSA	Parent feedback through LCAP survey	Ongoing

F. 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
Victoria Kim	X				
Renee Leslie		X			
Lori Meyer		X			
Dan Mai		X			
Elizabeth Engelberg		X			
Roberta Blank			X		
Ines Derrien					X
Julia Liu					X
Viplove Rahate					X
Josh Raysman				X	
Stephanie Van Vinkle				X	
Nesli Ciner				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 G. Budget 2017-18
Carmel Valley Middle School

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$0**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$0**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$125,000**
Title I Funds **Does Not Apply**	**$0.00**
Total	**$125,000**

F. School Site Council Membership
Carmel Valley Middle School

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Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victoria Kim	[X]	[ ]	[ ]	[ ]	[ ]
Renee Leslie	[ ]	[X]	[ ]	[ ]	[ ]
Lori Meyer	[ ]	[X]	[ ]	[ ]	[ ]
Dan Mai	[ ]	[X]	[ ]	[ ]	[ ]
Elizabeth Engelberg	[ ]	[X]	[ ]	[ ]	[ ]
Roberta Blank	[ ]	[ ]	[X]	[ ]	[ ]
Ines Derrien	[ ]	[ ]	[ ]	[ ]	[X]
Julia Liu	[ ]	[ ]	[ ]	[ ]	[X]
Viplove Rahate	[ ]	[ ]	[ ]	[ ]	[X]
Josh Raysman	[ ]	[ ]	[ ]	[X]	[ ]
Stephanie Van Vinkle	[ ]	[ ]	[ ]	[X]	[ ]
Nesli Ciner	[ ]	[ ]	[ ]	[X]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
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	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]	[ ]
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).

Susan Polizzotto (PTSA)

The School Plan for Student Achievement

School:	Diegueño Middle School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-610479
Principal:	Cara Dolnik
Date of this revision:	6/10/2019

The School 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:	Cara Dolnik
Position:	Principal
Telephone Number:	(760) 944-1892, ext. 6641
Address:	2150 Village Park Way Encinitas, CA 92024
E-mail Address:	cara.dolnik@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
Diegueño Middle School

Vision Statement:

At Diegueño 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)

Currently, DMS operates a Title I school-wide program. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. School-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I. The adoption of this strategy has provided Diegueño Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

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 multiple means including: honors and college prep levels in math and English, below grade level options in math, differentiated instruction in social science, NGSS adapted curriculum and instruction in science, options for physical

education classes for students, choices in start times for families with zero period option, multiple options in electives for students, and support classes in various subjects.

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. All students have access to Integrated Math A and B Honors (as well as English 7 and 8 Honors). Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test (IMRT) taken before entering 7th grade. Eighth graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors, a high-school level course, at either San Dieguito Academy or La Costa Canyon HS. Professional development will continue throughout this current school year (2017-18) and for the 2018-19 school year 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 for several years, 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. Two years ago, 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. Last year, 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. Since then, our Special Education teachers have assisted our teachers in implementing strategies and ideas within the classroom that best serve our special-education students.

Each student in special education has a unique and individualized-education program which includes goals based on their areas of need. 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.

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

1) All special-education teachers work with designated core-subject teachers to provide support while collaborating and communicating expectations for students with a disability
2) Offering special-education courses (fundamentals) in the areas of Math and ELA as well as reading-intervention programs to specific students in need
3) A school psychologist and speech therapist proved Designated Instructional Services to students with special needs as specified in their IEP
4) All teachers receive on-going training in strategies to assist special needs students
5) Special-education teachers use technology such as projectors, document cameras, and software to help provide necessary accommodations for students with special need; students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress

English Learners have access to standards-based curriculum in our ELD sheltered-English class. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class based on a variety of factors. Additionally, these students are targeted for enrollment in a variety of academic support programs, including before and after-school tutoring, Math Skills, Read 180, Academic Lab, Math A and B Essentials classes, and reteach opportunities during CAT (Cougar Academic Time), which is a 30-minute non-instructional period embedded in our block-day schedule four times per week. CAT allows teachers an opportunity 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).

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

During the 2018-19 school year, we will again 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. We will be using data recently received from our 2016-17 'Healthy Kids Survey" and our 2017-18 spring "Site Climate Survey" to address areas of concern, particularly as it relates to student-student and student-staff connectedness.

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 2018-19 school year, we will continue to focus 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, how to thrive in middle school, 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, quarterly "Coffee with the Principal," School Site Council, the English Learner Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. During 2018-19, 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 also continue to partner 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) 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 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)

Student Achievement:

We considered multiple measures when looking at student achievement, in particular: CA Dashboard, CAASPP results, the D/F list, Intervention class data, and work done in our site's Professional Learning Communities (PLCs).

ACADEMICS

Overall Diegueno students demonstrated a decrease in ELA scores and a minor decrease in Mathematics accroding to the CA Dashboard results from 2017 to 2018.

ELA 2017 to 2018 results with 898 students participating:

- All students: scored 50.6 points above standard, declined 9.7 points
- English Learners: scored 38.2 points below standard, declined 27.1 points
- Students with Disabilities: scored 16 points below standard, declined 4.1 points
- Hispanic students: scored 9.7 points above standard, declined 11.9 points
- SED students: scored 1.1 points below standard, declined 10.8 points
- Two or More Races: scored 69.3 points above standard, declined 7.7 points
- White: scored 55.8 points above standard, declined 7.7 points

Areas of focus for addressing ELA standards are the subgroups English Learners and Students with Disabilities as both scored below standard and declined. Hispanic and Socioeconomically Disadvantaged subgroups will need consideration as they scored slightly above and right at standard, but both declined. ELA standards should have continued focus as all students declined 9.7 points.

Mathematics 2017 to 2018 results with 896 students participating:

- All students: scored 56.8 points above standard, declined 3.4 points
- English Learners: scored 27.4 points below standard, increased 10.2 points
- Students with Disabilities: scored 38.5 points below standard, maintained 2.1 points
- Hispanic students: scored 10.1 points above standard, increased 4.8 points
- SED students: scored 12.6 points below standard, increased 9.8 points
- Two or More Races: scored 71.7 points above standard, maintained 0.6 points
- White: scored 63 points above standard, declined 4.1 points

Area of focus for addressing mathematics standards is the subgroup Students with Disabilities as the group scored significantly below standard and maintained. English Learner and Socioeconomically Disadvantaged subgroups should have continued focus as students scored below standard but did show increase.

English Learners further data comparisons for 2018 show:

English learners scored ...

D/F GRADE LIST Data

For 2017-18 -

Quarter 1: 125 D/F grades with 38 receiving multiple.

Semester 1: 89 D/F grades with 31 receiving multiple.

Quarter 3: 176 D/F grades with 76 receiving multiple.

Semester 2: 111 D/F grades with 52 receiving multiple.

For 2018-19

Quarter 1: 147 D/F grades with 43 students receiving multiple.

Semester 1: 101 D/F grades with 50 students receiving multiple.

Quarter 3:

Percentage of students in Honors classes -

4) School Climate

Diegueno's second goal for the 2017-18 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 highlighted the need for this goal. (INCLUDE SPRING 2018 SURVEY RESULTS HERE ....)

Spring 2017 CA Healthy Kids Survey (most recent survey). Areas of focus:

8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher

or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

4) Chronic absenteeism rates 2017-18 compared to 2016-17:

All Students: 8.1%, an increase of approximately 0.6%

Socioeconomically Disadvantaged students: 15%, an increase of 2.7%

Students with Disabilities: 10.8%, maintained at -0.2%

English Learners: 5%, an increase of 5%

White: 8.3%, maintained at 0.4%

Hispanic: 11%, an increase of 3.5%

Asian: 0%, a decrease of 4.5%

Two or More Races: 0%, a decrease of 2%

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years. The continued focus needs to be on the subgroups showing a higher rate including socioeconomically disadvantaged, students with disabilities, and Hispanic.

5) Suspension rates - students suspended at least once in a given school year.

2017-18 compared to 2016-17:

All students: 2.4%, a decrease of 1.3%

Students with Disabilities: 10.6%, an increase of 1.1%

English Learners: 4.8%, an increase of 0.9%

Socioeconomically disadvantaged: 4.4%, a decrease of 4%

White: 1.8%, a decline of 1.4%

Hispanic: 4.5%, a decline of 1%

Asian: 3.3%, a decline of 5.8%

Two or More Races: 0%, a decline of 2%

Suspension rates have decreased overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities, English Learners, socioeconomically disadvantaged, Hispanic, and Asian.

6) Expulsion rates

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

C. Involvement Process

Involvement Process:

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

During the 2018-19 school year, the School Site Council worked with the Principal to analyze progress on current goals and to revise and develop goals for the school based on perceived student needs for 2019-20 at meetings on November 27, 2018, February 12, 2019 and April 23, 2019. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on March 25 and April 18, 2019. The Principal collaborated with the, Intervention Coordinator, Special Education Department Chairperson and the English Learner Lead teacher to incorporate goals specific to subgroups into the plan. Input was taken from parents at the English Learner Advisory Committee meetings on April 30, 2019. The 2019-20 School Site Council met on May 21, 2019 to approve the 2019-20 Diegueno Middle School Plan for Student Achievement.

D. Summary of Progress Made on 2018-19 Goals
Diegueño Middle School

School Goal 1

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 Student Group(s):

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

A. Actual Measurable Outcomes:

1) Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups (English Language Learners, Socioeconomically Disadvantaged Students and students with disabilities).

2018 CA Dashboard Results on CAASPP:

ELA 2017 to 2018 results with 898 students participating:

- All students: scored 50.6 points above standard, declined 9.7 points
- English Learners: scored 38.2 points below standard, declined 27.1 points
- Students with Disabilities: scored 16 points below standard, declined 4.1 points
- Hispanic students: scored 9.7 points above standard, declined 11.9 points
- SED students: scored 1.1 points below standard, declined 10.8 points
- Two or More Races: scored 69.3 points above standard, declined 7.7 points
- White: scored 55.8 points above standard, declined 7.7 points

B. Summary of Progress:

DATA being collected for 2018-19 school year. Grade comparisons, ELPAC scores and SBAC scores will be included once information is received.

After reviewing the 2016-17 SBAC data, we are noticing a mostly upward trend. The scores demonstrated an increase in math and ELA for “all students” as well as for four of our five student groups. We are seeing a steady increase in math and ELA since the 2015 baseline assessment. Additionally, the percentage of our students earning at least one D/F in March 2017 school year was similar to the percentage to March 2018 (slight decrease). Five of our eight PLC teams developed a measurable SMART goal during the 2016-17 school year; however, during the 2017-18 school year, this number increased to seven of eight teams.

Teachers increased collaboration time with the use of Late Start Days which allowed for 1.5 hours of collaboration time, 16 times a year for 24 total hours of collaboration time. PLC groups also utilized district PLC funds to take Release Days (or after-school time) for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and have created ELO's, common-formative assessments, SMART goals, a timeline for implementation for the current school year, and methods to analyze data. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and math. In 2018-19, students scored above the state and county averages in both ELA and math and, overall, have demonstrated a steady increase since the 2015 baseline assessment.

Also, district PLC survey results show that Diegueno teachers overwhelmingly understand

Areas of focus for addressing ELA standards are the subgroups English Learners and Students with Disabilities as both scored below standard and declined. Hispanic and Socioeconomically Disadvantaged subgroups will need consideration as they scored slightly above and right at standard, but both declined. ELA standards should have continued focus as all students declined 9.7 points.

Overall, students showed a decline in meeting standards for English Language Arts with all students and all subgroups showing a decrease in scores. It can be determined the goal from 2017-18 to increase student achievement in ELA was not met.

Mathematics 2017 to 2018 results with 896 students participating:

- All students: scored 56.8 points above standard, declined 3.4 points
- English Learners: scored 27.4 points below standard, increased 10.2 points
- Students with Disabilities: scored 38.5 points below standard, maintained 2.1 points
- Hispanic students: scored 10.1 points above standard, increased 4.8 points
- SED students: scored 12.6 points below standard, increased 9.8 points
- Two or More Races: scored 71.7 points above standard, maintained 0.6 points
- White: scored 63 points above standard, declined 4.1 points

Area of focus for addressing mathematics standards is the subgroup Students with Disabilities as the group scored significantly below standard and maintained. English Learner and Socioeconomically Disadvantaged subgroups should have continued focus as students scored below standard but did show increase.

Although the overall student achievement in Mathematics on SBAC results showed a decline, all subgroups showed progress including English Learners, students with disabilities and socioeconomically disadvantaged students.

2) Grade Data:

Our goal is to see a decrease in the number of students earning a D or F grade at the end of our second semester when compared to the

the PLC purposed components of a PLC cycle to support student achievement. Where Diegueno teachers are reporting they could use support is with a procedure for providing interventions and with revising their ELO's.

Students were placed in a variety of support classes (Math A & B Skills, English Enrichment and Read 180) based on previous classroom performance, current D/F lists, and/or teacher/Intervention-Team recommendations. Math Skills A & B and our Academic Lab were Title 1 expenditures, and our Read 180 sections were an LCAP expenditure.
Student progress was monitored throughout the school year and adjustments were initiated as needed. We utilized site Title 1 funds to purchase supplemental computer subscriptions, such as NEWSELA and IXL, to address specific individual learning goals/needs.

In February 2019, we utilized site Title 1 funds to bring Mark Reardon to facilitate a professional-development opportunity for all Diegueno teachers during which he presented philosophies of education, brain research, and strategies for engagement of student learning including brain-based research. The strategies offered to teachers were immediately implementable in a variety of subject areas.

Additionally, we created a focused-tutoring program to support students in math and English (this was a Title 1 expenditure). Math and English teachers were available to assist students multiple days/week, both before and after school. Student attendance and individual work plans were tracked.

Although all students and target student groups demonstrated progress on the 2018 CAASPP assessments, results for English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards attaining English language proficiency. An English Enrichment class was created in February 2019 to specifically address Academic Literacy for the EL students and struggling RFEP students.

The D/F list was reviewed each grading period by counselors, administrators, and our Intervention Team, which meets bi-monthly to review students of concern. Counselors met at least twice this year with students on the D/F list to discuss supports. Administration and our Intervention Coordinator subsequently reached out via email and phone calls to parents of students on the D/F list to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or IEP, counselors worked with the EL Lead or case manager for supports. Additionally, the Intervention Coordinator met with Title 1 students on the D/F list, discuss current grades, develop a plan to complete missing work, and allow supervised time for students to continue to work on missing assignments. The Title 1 Coordinator met with students on a regular basis, alternating between groups of

end of our first semester. D/F GRADE LIST Data For 2017-18 - Quarter 1: 125 D/F grades with 38 receiving multiple. Semester 1: 89 D/F grades with 31 receiving multiple. Quarter 3: 176 D/F grades with 76 receiving multiple. Semester 2: 111 D/F grades with 52 receiving multiple. For 2018-19 Quarter 1: 147 D/F grades with 43 students receiving multiple. Semester 1: 101 D/F grades with 50 students receiving multiple. Quarter 3: Through targeted interventions with students on D/F list, there was a decline in each of the previous three semesters (2017-18 and 2018-19 school years). There was an increase in 2017-18 in the number of students receiving D/F grades from semester 1 to semester 2. 3) PLC Progress: All PLC teams will have developed at least one SMART goal related to increasing student achievement PLC teams met each Late Start to collaborate on ELO's, formative assessments, student data, and inteventions and enrichments. No data was taken on PLC groups creating a SMART goal. PLC time was utilized for professional development opportunities working with a PD consultant for three specific sessions on student learning and engagement.	students. The Title 1 Coordinator also monitored student progress and grades. When meeting with students, she guided them on how to best build self-advocacy skills; she periodically followed up with teachers of these students to ensure that they are speaking with their teachers about work that needs to be completed.

C. Relevance:

We have not met this goal as targeted student groups are performing below grade level.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

School Goal 2

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Actual Measurable Outcomes:	B. Summary of Progress:
1) School Climate Spring 2017 CA Healthy Kids Survey: 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school." 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results. The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017 2) Suspension rates: 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. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total students). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015,	Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff. In partnership with one of our district's other middle schools, we hosted a Cyber Safety Education and Drug Awareness Parent Forum to promote parent involvement in regards to their child's overall health and safety. Both guest speakers included specific strategies and techniques to assist parents. Both guest speakers also presented similar information to Diegueno students. These events were funded by our ASB and our PTSA. Diegueno's Wellness Committee, along with support from our ASB and PTSA, hosted four Family Nights during which students were not issued homework and were, instead, encouraged to spend quality time together. During two of these Family Nights, students and parents were invited to campus to enjoy food trucks, games, and a chance to connect with other families and staff. Students and staff also had an opportunity to connect in the Fall 2017 during our annual Spirit Day; students and staff enjoyed an afternoon of games and activities meant to inspire

Diegueno had maintained a less than 2% suspension rate, so this increase between 2014-15 and 2015-16 is significant. 3) Expulsion rates: Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011. 4) Truancy rates: The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report. 5) Chronic absenteeism rates: 2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years. 2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years. 2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years. 2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.	teamwork and connectedness. In September 2017, two staff members attended the San Diego County Office of Education Restorative Practices (RP) training, paid for by our district. This brought the number of site staff members who have attended the training to 14. Additionally, during a late-start Professional Development session in fall 2017, site administration reviewed the main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness. Staff members who have participated in the county's RP training participated in the site PD, including sharing specific examples of how to utilize RP strategies in the classroom for a variety of purposes. Site administration, during a subsequent "Coffee with the Principal" session, followed the staff PD by communicating the purpose of RP and our site plan for implementation with our parents. With the funds provided to our site by the Tobacco Use Prevention Education (TUPE) for the 2017-18 school year, agendas (which included reminders of student expectations) were issued for each student, along with a camera provided to our counseling team that allowed student achievements to be highlighted. Also purchased with these funds were supplies for our Red Ribbon Week and wellness equipment to be used by students in our on-site PE program. A speaker to address body imaging and the overall benefits of wellness was booked for the Spring 2018; however, the speaker cancelled. As part of a district-wide initiative to prevent suicide Diegueno Middle School staff has participated in multiple suicide prevention workshops. These include district-led PD for school leaders, county office led PD sessions and sessions from outside presenters. Diegueno site leadership and mental health team presented a workshop for staff in August on SDUHSD suicide prevention protocols. In April, 2018, Diegueno parents had an opportunity to hear from a representative from North County Lifeline on the importance of suicide prevention. Also in April, North County Lifeline presented to our teaching staff. In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe" Overall, these results are demonstrating that the efforts to increase student connectedness on campus have been successful and are

	trending in the right direction. The results from the 2018 LCAP survey also showed an improvement in the way in which our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district. Multiyear data shows that Diegueno has maintained a less than 0-0.1% expulsion rate since 2011. However, what is a concern is the increase in our suspension rate from the 2015-16 to the 2016-17 school years. The rate more than doubled from 1.6% to 3.7% during this time. This is an area that we will need to address with specific strategies in School Goal #2 for 2018-19. Additionally, attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased slightly over the last 3 years.

C. Relevance:

We are continuing this goal for 2018-19. Although a School Climate Survey for students was issued in Spring 2018, there was not a CA Healthy Kids Survey (CHKS) administered during the 2017-18 school year; therefore, we are carrying over this goal and will use the 2019 CHKS to track progress here.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Diegueno is making improvements to our attendance procedures. We have implemented a clearer tardy policy with consequences for students who are consistently late. We are also offering alternatives to suspension, when necessary, and are increasing our communication to our students and parents regarding behavior expectations, including clarifying what specific offenses can result in suspensions.

School Goal 3 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 performing below grade level.
Goal #2 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 1

Annual increase in student achievement for all students in English Language Arts and Mathematics with focus on accelerating student learning outcomes for target subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities.

LCAP Priority Area:

Pupil Achievement, Pupil Engagement, Implementation of State Standards

Targeted Pupil Student Group(s):

Students showing below grade level progress, English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities

A. Rationale:

1) ELA 2017 to 2018 results with 898 students participating:

- All students: scored 50.6 points above standard, declined 9.7 points
- English Learners: scored 38.2 points below standard, declined 27.1 points
- Students with Disabilities: scored 16 points below standard, declined 4.1 points
- Hispanic students: scored 9.7 points above standard, declined 11.9 points
- SED students: scored 1.1 points below standard, declined 10.8 points
- Two or More Races: scored 69.3 points above standard, declined 7.7 points
- White: scored 55.8 points above standard, declined 7.7 points

Areas of focus for addressing ELA standards are the subgroups English Learners and Students with Disabilities as both scored below standard and declined. Hispanic and Socioeconomically Disadvantaged subgroups will need consideration as they scored slightly above and right at standard, but

B. Expected Measurable Outcomes:

2019 SBAC Results:
Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups English Language Learners, Economically Disadvantaged Students and students with disabilities.

Grade Data:
Our goal is to see a decrease in the number of students earning a D or F grade at the end of ours second semester when compared to the end of our first semester.

PLC Progress:
All PLC teams will have developed at least one SMART goal related to increasing student achievement

both declined. ELA standards should have continued focus as all students declined 9.7 points.

Mathematics 2017 to 2018 results with 896 students participating:

- All students: scored 56.8 points above standard, declined 3.4 points
- English Learners: scored 27.4 points below standard, increased 10.2 points
- Students with Disabilities: scored 38.5 points below standard, maintained 2.1 points
- Hispanic students: scored 10.1 points above standard, increased 4.8 points
- SED students: scored 12.6 points below standard, increased 9.8 points
- Two or More Races: scored 71.7 points above standard, maintained 0.6 points
- White: scored 63 points above standard, declined 4.1 points

Area of focus for addressing mathematics standards is the subgroup Students with Disabilities as the group scored significantly below standard and maintained. English Learner and Socioeconomically Disadvantaged subgroups should have continued focus as students scored below standard but did show increase.

2) Grade Data:

3) PLC Progress:

- Teachers have now established PLC groups in each content area. For 2019-20, PLC groups will use the formative process in its complete cycle to implement state content standards and assess student achievement. There are now ample technological resources (less than 2 to 1 student:computer ratio) on campus for student access which allows teachers to implement more use of technology in lessons. District administered PLC Progress Survey results at Diegueno for the 2017-18 school year (most recent survey) show that almost 100% of teachers understand the PLC and its purpose, 97% of teachers agree that ELO's are defined for their subject area, 97% have administered and discussed the results of a common-formative assessment (CFA) for their PLC, and 88% claim that their PLC uses data to identify how to improve teaching and learning the next time we teach the content.

However, the same survey show that only 50% of the PLC groups administered at least four common-formative assessments during 2017-18, and only about 70% stated that their PLC has a process in place to provide

remediation/reteaching for students Although we have made steady and significant gains during the past three years, there is a significant gap in all student groups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.	

C. Strategy:

Identify students in need through multiple means of assessment, then offer a system of intervention both during the school day and outside of it to increase student learning outcomes for all students.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	DNO will offer targeted intervention courses to increase student learning outcomes to support students in reaching grade level standard achievement. A. DNO will offer targeted intervention courses in ELA such as Reading Intervention and English Enrichment. 1) Provide Reading intervention course to specifically target reading comprehension and increase student lexile level through an evidence based reading program. a. Entry Criteria: below grade level SRI scores, lack of progress in ELA course b. Instructional targets: Students will work in small groups and one-on-one with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the Universal Read 180 online curriculum c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill 2) Provide English Enrichment course designed to support and further develop the academic language and writing skills of the students enrolled in this course, as connected to the English 7 & 8 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course. a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade,	Math & English teachers Administrators Counselors Intervention Coordinator I-team members	Title 1 sections: $100,000 (4 sections) LCAP Sections: $50,000 (2 sections) $3,280 Source: Title 1 (supplemental materials and supplies)	• SBAC scores • Grade Data • Course Enrollment Data • Post-Assessment Data • Classroom Assessment Data • Teacher Recommendations • SRI Data	Ongoing

	ELPAC/CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation. b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students' individual needs. c. Exit criteria includes: Increase in Lexile level, increase in course grade, increased writing grade, increase in LAS Links scores from fall to spring for EL students. B. DNO will offer targeted intervention courses in Math such as Math Skills and Math Essentials. 1) Provide Math Intervention courses (Math A & B Skills): a. Entry Criteria: includes scores on MDTP, below standard SBAC scores, current math course grade, teacher recommendation. Students selected by Admin/Teacher/Counselor Committee based on criteria and capacity of class. b. Characteristics: includes Low student/teacher ratio, Students to be dual enrolled in grade level math course, reteach and intervention strategies employed to support understanding of grade level concepts and content. c. Instructional targets: • Identify individual weaknesses using student work samples and assessments from grade level math course • Utilize IXL math, Desmos, other educational technology tools and other supplemental materials to remediate identified skills through individualized instruction. • Scaffold, remediate, and adapt lessons for students to access grade level math material • Students will learn self-advocacy skills including asking questions, participating in class discussions and initiating conversations with their grade-level teachers about their progress in math. • Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding d. Method of Assessment/Evaluation: Math course grades, Math Module assessment grades, Formatively assessed in class with warm-ups, classwork, and homework, Teacher weekly check in with students referencing Aeries, IXL assessment progress measured quarterly. e. Exit Criteria: C or higher at semester in grade level math class, Growth				

	on Integrated Math Module tests, Gradebook data on warm-ups, classroom, and homework, Performance on in class interim assessments (formal and informal), Student performance on IXL 2) Math A and Math B Essentials, a remediation-focused course which will cover essential Math A & Math B standards. a. Entry Criteria: MDTP Assessment (score of 44% or below), SBAC math scores (Standard Not Met), SBAC math score Standard Nearly Met (with additional review) b. Instructional Targets: • Students will demonstrate steady progress on individual and regular "progress goals" through evidence based program, Students will demonstrate 70% or higher HW completion, and Students will demonstrate steady progress made on quizzes and module exams c. Method of Assessment/Evaluation: Module quizzes, Homework quizzes, One final assessment per module, Module performance tasks, Regular homework checks, progress on individual goals d. Exit Criteria: • With an A grade in Integrated Math Essentials, we recommend enrollment in next grade level math (Int Math B for grade 8 or Int Math 1 for grade 9) which requires a summer bridge; • If a student does not pass the summer bridge, then enroll in Int Math Essentials/Readiness in next grade • With a B or C grade in Int Math Essentials, students are eligible to enroll in summer bridge with consultation with counselor and teacher. If passed, enroll in next grade level math course. • With a D or F in course, student will be enrolled in Int Math Essentials in next grade C. DNO will offer additional academic monitoring and support for struggling students through a general intervention course. 1) Academic Lab will be offered focusing on increasing student organizational and executive function skills. a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills.				

	b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed. c. Exit criteria: Increase in course grade, decrease in number of missing assignments				
2.	Provide additional supports for students to meet grade level expected student learning outcomes. A. The Intervention Team (I-Team), consisting of the Intervention Coordinator, counselors, school psychologist, an administrator, and teachers meet weekly to investigate and discuss at-risk students and to provide the appropriate academic supports. 1) Intervention Team will develop and a system to track effectiveness of interventions for students performing below grade level as evidenced by SBAC scores, grades in classes, concerns regarding behavior or attendance, or teacher recommendation. a. I-Team will regularly review student data including grades, assessment results, teacher reports, attendance, interventions, discipline record and parent input to determine general education interventions and level of support needed. b. I-Team will use established criteria to identify students who could benefit from intervention classes using multiple means of assessment including grade in Math and/or English, MDTP entrance test, SRI lexile scores, SBAC scores, teacher reports, parent feedback, GPA, and I-Team recommendation. c. I-Team will communicate with families and support teachers related to effectiveness of identified interventions. B. DNO will provide academic monitoring and support for students struggling academically with support from an Intervention Coordinator and counselors. 1) Intervention Coordinator will monitor and support students who show lack of grade level academic academic progress. Intervention Coordinator will support intervention teachers, track data, and work with families. a. Intervention Coordinator, counselors and administrators will meet and review SBAC results, most current D/F list and first-quarter grades in grade level courses. b. Intervention Coordinator in coordination with counselors will meet at least quarterly with identified students and provide supports as outlined in	Intervention Coordinator, Teachers, Counselors, School Psychologist, Administrators	$28,000 Source: Title 1 (Intervention Coordinator) $3,290 Source: District Tutoring Allocation $2,000 Source: Title 1 Funds (supplemental tutors/aides)	• Attendance at tutoring • Number of students meeting with Intervention Coordinator • Classroom Assessment Data • Teacher feedback forms • Grades • Tracking of students on I-Team list • Interventions used as listed in Intervention screen in Aeries	Ongoing

	a tiered system of support matrix. c. Intervention Coordinator will inform teachers, parents and identified students about various academic support and intervention opportunities and encourage enrollment to identified students. d. Intervention Coordinator will record data on students offered participation in specific intervention courses and evaluate the percentage of those who enrolled in a course or program. e. Intervention Coordinator will document and analyze progress of students attending focused tutoring sessions. f. Intervention coordinator and counselors will communicate with families regarding student progress throughout the year. 2) Counseling team will provide support for students as needed for academic, social/emotional, or behavioral concerns. a. Counselors will meet with students as requested when recommended by teacher, parent, or administrator to provide support or suggestions for intervention. Counselors will track meetings and team agreed upon interventions through the Intervention screen on Aeries. b. Counselors will coordinate with Intervention Coordinator to meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers. d. Counselors will coordinate with I-team members and/or support teacher will work with student to develop an action plan to address student issues as needed. e. For students who have continued concerns, counselors refer students to the I-Team for further intervention determination. If student is EL or student with IEP, counselors work with the EL Lead or case manager for supports. f. For student with continued or high risk social-emotional concerns, counselor will refer student to social worker. g. The Counseling Team and Administration reach out via email and phone calls to parents of students struggling academically to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F. C. DNO will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups. 1) Academic Tutoring will be offered before and after school weekly for all students with emphasis in English and Math. a. Entry Criteria: any student can attend tutoring, students with D or F grades in English or Math will be highly encouraged to attend, classroom assessment and grade data, teacher recommendations b. Instructional targets: Identify & remediate each student's area(s) of				

	needed growth; Provide one-on-one and small-group tutoring c. Exit Criteria: Increase in course grade, course assessment scores, student work samples 2) Tutor and/or aide support will be offered in specific classes to support struggling students with emphasis in classes of under-performing subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities. D. DNO will offer time within the school day for students to focus on academics called Cougar Academic Time (CAT). 1) Students will utilize CAT to complete assignments and focus on academics. 2) Teachers and staff will utilize CAT to check in on students, especially those who need interventions or support academically and/or social/emotionally. 3) Teachers and staff will provide interventions and enrichment during CAT through scheduled pull out and individual or small group meetings.				
3.	DNO will provide academic monitoring and support for English Learner students with support from an English Learner Lead Teacher. a. EL Lead will collaborate with teachers of EL students to support implementation of standards in ELA and math curriculum. b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders. c. EL Lead will work with administrators to develop a site EL team to support EL students in designated EL classes and classes with EL students integrated. d. EL Lead meets with students to review Reclassification criteria and academic progress. e. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success.	EL Lead; Teachers; Principal	$25,000 Source: LCAP funded non-formula section	• Student ELPAC scores Assessments given within EL classes • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents	Ongoing
4.	For students with disabilities, increase access to general education classes and curriculum while implementing targeted specific support for students. a. Special Education teachers work with core subject teachers to provide support while collaborating and communicating expectations for students with disabilities. b. Support students with disabilities scoring below grade level in English with courses including English Fundamentals class, Co-taught English grade level courses and support of students in grade level classes with teacher and/or instructional aide push in.	a. Special Education teachers, District Reading Intervention Coordinator b. Special Education teacher and support staff c. Special Education teacher, administration	none	SRI scores • Student progress in Essentials classes including assessments on ALEKS program	Ongoing

	c. Support students with disabilities scoring below grade level in math with courses including Math Fundamentals class, Co-taught Integrate Math Essentials and support of students in grade level classes with teacher and/or instructional aide push in. d. Collaborate on and develop Academic Support class curriculum and expectations to ensure consistent support for students with disabilities. e. District and site provided professional development for teachers on identified topics of need such as Co-Teaching, implementing IEPs with fidelity, and Universal Design for Learning Strategies.				
5.	Teachers will use PLC collaboration and professional development opportunities to increase progress on student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices. A. Utilize the Professional Learning Community process with course alike groups. 1) PLC groups utilize the formative process cycle in the 2019-20 school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to: a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes (ELO's). b. Discuss how they will address the ELO's through lessons and instruction. c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students. d. Administer common formative assessments to students on agreed upon timeline. e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning. f. Through analysis of data, identify students who need intervention or reteach of subject matter. g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement. h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. B. DNO administration and district personnel will provide opportunities for teachers to attend professional development on ways to increase student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices. 1) During late-start days, provide professional development and support	Principal Teachers Administrators District TOSA's	$14,809 Source: Title I (professional development) $6580.00 Source: Site Funds	• Attendance at PD • SBAC scores • Teacher Feedback • SBAC results • CFA performance • D/F lists • Quarter/Semester grades • PLC agendas from departments • MTSS FIA assessment	Ongoing

	for PLC groups from administrators, district TOSA's, or other sources. 2) Provide opportunities for teachers to attend PD sessions/teacher-education conferences related to ways to increase student achievement. 3) Contract with a professional-development expert to lead site PD to offer support strategies for students struggling academically with emphasis on increasing student learning outcomes. C. DNO will develop a Multi-Tiered System of Support (MTSS) to create consistent implementation and supports for student academic achievement, behavior outcomes, and social-emotional well-being of students. 1) All staff will be provided professional development and training on MTSS and Universal Design for Learning (UDL). 2) An MTSS team comprised of administrators, teachers and counselors will meet at least quarterly to map out the tiered system of supports in all areas: Academic, Behavior, Social-Emotional 3) DNO will adopt a school-wide goal based on MTSS and UDL guidelines and strategies. a. Each department will use the school-wide goal to incorporate strategies and/or interventions specifically related to their subject. b. Each department will analyze data related to implementation of the goal at least quarterly to determine effectiveness in increasing student learning outcomes and school climate. c. DNO staff will analyze data related to implementation of school-wide goal at least twice a year to determine effectiveness in increasing student learning outcomes and school climate.				

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

DNO will increase the level of “school connectedness” and "sense of safety" for students, staff, parents and community.

LCAP Priority Area:

School Climate, Pupil Engagement, Parental Involvement

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Rationale:

School Climate
Diegueno's second goal for the 2019-20 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, Site Climate survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

1) 2017 CA Healthy Kids Survey:
a. 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

b. 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

c. The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

2) In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a

B. Expected Measurable Outcomes:

2019 Healthy Kids Survey:

- Our goal is to see a decrease in the percentage of students who state that they do not feel as if they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who demonstrate ambivalence when asked if they feel they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who state "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- Our goal is to see a decrease in the percentage of students who state that they do not feel "very safe" or "safe" at school
- Our goal is to see an increase in the percentage of students who state that they feel as if the "teachers at this school treat the students fairly"
- Our goal is to see a decrease in the percentage of students who say that they have been "made fun, insulted or called names" any where from 2-4 times during the past 12 months.

2019 LCAP Survey:

- Our goal is to see an increase in the percentage of parents who state that the site "provides adequate supports & services to students who need social-emotional interventions

Students/Parents Attending School Activities:

- Our goal is to see an increase in the number of students participating in lunchtime activities
- Our goal is to see an increase in the number of students attending school events, such as dances, ASB after school activities, band concerts, drama performances, etc.
- Our goal is to see an increase in the number of parents attending parent

significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe"

However, although our Spring 2018 Climate Survey results are demonstrating that the efforts to increase student connectedness on campus have been successful and are trending in the right direction, the Climate Survey shows that there is still room for improvement. For instance, approximately 21% of the students responded "neither agree or disagree" when asked if they felt "part of the school." This suggests a significant percentage of our students may be feeling ambivalent about their campus. Additionally, only approximately 15% of the students responded "strongly agree" when asked if they felt as if the "teachers at this school treat the students fairly." Finally, about 37% of the students responded that - on school property - they have been "made fun, insulted or called names" any where from 2-4 times during the past 12 months. Slightly less than half responded "zero times."

3) The results from the 2018 LCAP survey also showed an improvement in the way in which our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district.

However, although the LCAP survey is demonstrating progress from the parents' perspective, it also showed some areas that need significant improvement. For example, only 50% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "provide adequate supports and services to students who need social-emotional intervention." Only 9% responded "strongly agree."

events, such as information meetings, ELAC meetings, PTSA activities, parent education opportunities, etc.

Chronic Absenteeism Rate:

- Our goal is to see a decrease in our absenteeism rate for all students and for subgroups showing a higher rate including socioeconomically disadvantaged, students with disabilities, and Hispanic.

Suspension Rate:

- Our goal is to see a decrease during the 2019-20 school year in our suspension rate to no more than 2% as well as a decrease in the percentage of students with multiple suspensions to no more than 19%

Expulsion Rate:

- Our goal is to maintain our low expulsion rate during the 2019-20 school year

This was the lowest percentage of the middle schools in our district.

4) Chronic absenteeism rates 2017-18 compared to 2016-17:
All Students: 8.1%, an increase of approximately 0.6%
Socioeconomically Disadvantaged students: 15%, an increase of 2.7%
Students with Disabilities: 10.8%, maintained at -0.2%
English Learners: 5%, an increase of 5%
White: 8.3%, maintained at 0.4%
Hispanic: 11%, an increase of 3.5%
Asian: 0%, a decrease of 4.5%
Two or More Races: 0%, a decrease of 2%

For the 2018-19 school year, as of May 16, 2019 Diegueno has 51 students with at least 10% of school days missed. This is a rate of 5.4%.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years. The continued focus needs to be on the subgroups showing a higher rate including socioeconomically disadvantaged, students with disabilities, and Hispanic.

5) Suspension rates - students suspended at least once in a given school year.
2017-18 compared to 2016-17:
All students: 2.4%, a decrease of 1.3%
Students with Disabilities: 10.6%, an increase of 1.1%
English Learners: 4.8%, an increase of 0.9%
Socioeconomically disadvantaged: 4.4%, a decrease of 4%
White: 1.8%, a decline of 1.4%
Hispanic: 4.5%, a decline of 1%
Asian: 3.3%, a decline of 5.8%
Two or More Races: 0%, a decline of 2%

Suspension rates have decreased overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities, English Learners, socioeconomically disadvantaged, Hispanic, and Asian.

6) Expulsion rates
Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

C. Strategy:

Focus on student opportunities for participation in school related activities both in and out of the classroom. Establish a baseline through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness. Focus on engagement of learners in classroom settings to increase student involvement and sense of "connectedness".

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue current programs and implement additional programs to increase student well-being and connectedness with one another and staff. A. Administrators and counselors work with ASB to plan student activities, lessons, and assemblies throughout the year. 1) Plan student activities to occur during CAT time, before school, at lunch, and after school including weekly lunch time activities, Cougar Camp, Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, Fall and Spring Festivals, class competitions. 2) Offer a variety of student-led clubs including academic, social, student interest, and creative type clubs. a. Students and teachers establish clubs through ASB application and plan meeting time and location for clubs throughout the year. b. Hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation. 3) Administrators, counselors, teachers and ASB advisor collaborate to conduct assemblies or class lessons based on student needs and safety such as Bully Prevention,Anti-drug & alcohol, Cybersafety, Career Fair and planning for the future. B. Increase student connectedness to staff and school through strategically planned meetings, check ins and activities throughout the year. 1) Utilize CAT time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. Encourage teachers to make personal connections with students during CAT time and other school related activities. 2) Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers, parents or other students. 3) Continue the Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academics, emotional support, community service, extra-curricular activities, etc. Use ASB Cougar Pride Cards and quarterly recognition party as one means of recognition. 4) Communicate with Boys & Girls Club on student activities after school	Principal and Asst Principal Teachers Counselors School Staff Students	None	• Participation in student activities • Data on number of clubs and extra-curricular activities offered for students • Survey on student participation in clubs • Participation in tutoring • CHKS Survey • Staff climate survey • Parent climate survey • D/F lists	Ongoing

	which our students are involved in to foster a collaborative environment for student participation. 5) Provide voluntary tutoring before and after school for students to support student success in classes with support from teachers and high school peer volunteers. C. Wellness Committee meets monthly to plan health and wellness, social-emotional, and connectedness activities for all school community. 1) Expand the current Wellness Committee to include school staff, parents, and students who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, staff-staff, and school-community connectedness. D. Implement student wellness education into yearly plan. 1) Develop a plan to implement the Second Step supplemental lessons in to classes or CAT time.				
2.	Provide a comprehensive safety plan for students and staff. A. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents. 1) Coordinate with district personnel, local law enforcement, and local fire department for safety on campus and surrounding campus. 2) Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan. 3) Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to all staff through email and staff meetings. 4) Use CAT time to review safety plan with students. 5) Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series. B. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations. C. Staff and students are educated on suicide prevention protocol at least twice a year. 1) Staff participate in online training prior to start of school year with reminders about specific school protocol at Inservice Days in August and February. 2) Administrators and counselors present suicide prevention protocol to students through assemblies or class lessons with focus on risk factors and protective factors. D. Implement a Digital Citizenship plan using district approved supplemental materials school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to	Administrators Safety Committee Teachers Campus Supervisor Plant Supervisor Classified Staff	None	• Feedback from Safety Committee • Completion of Safety Plan • Staff climate survey • Digital Citizenship plan • Participation in safety drills	Ongoing

	students and parents regarding cyber-safety annually.				
3.	Develop and implement a Behavior Action Plan school-wide to promote positive behavior expectations and interventions. A. Behavior Action Team (BAT) created in Spring 2019 continues to meet to develop a behavior action plan that can be implemented school-wide. 1) Begin roll out of overall plan and vision/values statement by sharing with staff. 2) BAT meets monthly to review plan, collect data related to plan, and update or revise as needed. B. To reduce number of suspensions and overall discipline issues on campus, create behavior action plan to include alternate means of correction focused on education and restorative practices with students. 1) Continue use of restorative practice and restorative circles as an alternate means of correction with the goal to build a healthy school community, increase social skills and understanding, decrease discipline incidents, repair and restore relationships including student-student and student-teacher. a. Provide review and practice for teachers previously trained on Restorative Practices. b. Provide additional training on Restorative Practices for school staff. c. Administrators and counselors will support teachers in use of restorative circles as needed within their classrooms. C. Communicate behavior action plan to students and parents through assemblies, email communication, and parent information meetings.	Administrators Teachers Campus Supervisor Classified Staff	None	• Behavior Action Plan in place for 2019-20 school year • Discipline data including detentions, suspensions • Number of teachers trained in Restorative Practices • Number of teacher using Restorative Practices • Number of Restorative Practice sessions used as alternate means of correction	Ongoing
4.	Develop and implement a plan to address attendance concerns including chronic absenteeism, truancy rates, excessive tardies, and other attendance concerns. A. Communicate to families the importance of student attendance in relation to overall academic success, student well-being, and student connectedness. 1) Include information on importance of attendance using positive messaging to parents and students at Cougar Camp, student expectation assembly, and early in the year parent information nights. 2) Include communication at least once a month in Cougar Connections on importance of attendance for students. 3) Discuss with parent community through Coffee with the Principals, PTSA meetings, ELAC meetings and parent information nights how to increase attendance rates for all students.	Assistant Principal Counselors School support staff	None	• Attendance data • Tardy data • Chronic Absenteeism rates	Ongoing

	B. Implement a plan for accountability for attendance and punctuality: 1) Assistant principal and/or counselor meet with students who are demonstrating attendance/punctuality concerns to determine proactive attendance support plan. 2) Assistant principal and counselor meeting with student and parent/guardians who show continued attendance/punctuality concerns. 3) Assistant principal meets with Attendance Secretary and Administrative Assistant bi-monthly to examine absenteeism/truancy data and determine next step interventions including letter sent home to parents. 4) Assistant Principal and/or counselors will refer students with continued absenteeism/punctuality concerns to the I-Team to determine further supports and interventions. 3) Assistant Principal places students demonstrating attendance/punctuality concerns on a site attendance contract as an initial intervention before proceeding to SART Contract				
5.	Communicate with and involve school community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community. A. Have regular communication with families to relay information and gather feedback from parents both in writing and in person. 1). Send a weekly email (eblast) through communication system to parents highlighting events and giving information about DNO. Include a message from Principal or other staff members relevant to school connectedness or support of students each week. 2). Include updates on school events and information on school website and social media pages. 3) Hold Coffee with the Principals each month to update parents on school and community related events and issues. Invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol. 4) Hold a minimum of four Parent Education and/or Information Nights throughout the year to give information about the school or with invited guest speakers to present to parents with any determined needs such as school safety, drug and alcohol prevention and education, and suicide prevention information and protocol. 5) EL Lead and administrator present information and garner feedback from EL families at scheduled ELAC meetings throughout the year. 6) Incorporate Spanish translated materials to support Spanish-speaking families as often as possible in communications and have a Spanish translator available at school-wide parent meetings. 7) Encourage communication with parents by teachers through update websites, email and other messages.	Administrators EL Lead Counselors	None	• Number of parents attending Coffee with the Principals, Parent Information Nights, ELAC meetings, etc. • Number of Parent Volunteers • Parent Climate survey in Spring 2019	Ongoing

	B. Increase Parent Participation through support programs and volunteer opportunities. 1) Incorporate Parent Information nights throughout year based on parent feedback on determined interests and needs. 2) Encourage parents to volunteer for school activities including Parent Orientation, student activities, festival nights, Spirit Week activities, and other opportunities throughout the year.				

LCAP Goal: **School Goal 3** **LCAP Priority Area:** **Targeted Pupil Student Group(s):**	
A. Rationale:	**B. Expected Measurable Outcomes:**
C. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
3.					

LCAP Goal: **School Goal 4** **LCAP Priority Area:** **Targeted Pupil Student Group(s):**	
A. Rationale:	**B. Expected Measurable Outcomes:**
C. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. 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
Cara Dolnik	X				
Rachel Scherba		X			
Alexis Hillenbrand		X			
Emily Coulter		X			
Deirdre Shannon		X			
Rebecca Vincent			X		
Kayla Doherty					X
Miranda Dana					X
Andrew Forgiarini					X
Casey Ladd				X	
Maria Figueroa-Chacon				X	
Jane Boal				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 G. Budget 2019-20
Diegueño Middle School

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
X	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$6,580.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$3,430.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$75,000.00**
Title I Funds **Does Not Apply**	**$148,089.00**
Total	**$233,099**

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	Cara Dolnik	X				
	Rachel Scherba		X			
	Alexis Hillenbrand		X			
	Emily Coulter		X			
	Deirdre Shannon		X			
*	Rebecca Vincent			X		
*	Kayla Doherty					X
*	Miranda Dana					X
	Andrew Forgiarini					X
	Casey Ladd				X	
	Maria Figueroa-Chacon				X	
*	Jane Boal				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).

*voted electronically - see attached

11 votes to approve 1 absent

The School Plan for Student Achievement

School:	Earl Warren Middle School
District:	San Dieguito Union High School District (SDUHSD)
County-District School (CDS) Code):	37-68346-6061998
Principal:	Justin Conn
Date of this revision:	5/21/19

The School 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:	Justin Conn
Position:	Principal
Telephone Number:	(858) 755-1558
Address:	155 Stevens Avenue Solana Beach, CA 92075
E-mail Address:	justin.conn@sduhsd.net

The District Governing Board approved this revision of the School Plan: Pending June 20, 2019

A. School Site Information
Earl Warren Middle School

Vision Statement:

Earl Warren Middle School is committed to fostering balanced students who have the opportunity to thrive academically, socially, and emotionally.

Mission Statement:

At Earl Warren Middle School, our goal is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & high quality educational programs in a safe and supportive environment.

Principal's Message:
Earl Warren Middle School (EWMS) is committed to individual student achievement and success. The focus in 2018-19 was on engagement, kindness, and wellness to support all students. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. EWMS offers numerous support programs to help students' academic and social/emotional growth. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student. For the 2019-20 school year, the focus for Earl Warren will be "Seahawks CARE" (Connection, Awareness, Responsibility, and Empathy) in line with the district focus on increased Social-Emotional Learning. Working in connection with our PTSA, Earl Warren will use late starts, Academic Practice Time, and evening sessions for parents that will focus on Social-Emotional Learning and teaching the whole child.

EWMS prides itself on a robust, proactive intervention process. Our Student Study Team (SST) meets weekly to identify students who may be in need of additional academic or socio-emotional support. We have multiple student support groups that are run by our school psychologist, counselor, or speech and language pathologist. Academically, we have Homework Hour available before school, and during lunch. We have a Math Lab that is run during our Academic Practice Time (APT), and we have a bi-monthly After School Academic Support (ASAS) for students who need support with remediation and making up missed work. This proactive, diversified approach to additional student supports has led to significant decreases in D/F reports, and increases in CAASPP results - particularly with traditionally under-performing student groups.

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

Currently, EWMS operates as a Title I school-wide program based on a comprehensive needs assessment that identified EWMS's strengths and challenges in key areas that affect student achievement. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program. School-wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts grades 7th and 8th with a current enrollment of 655 students. The ethnic distribution of students is as follows: 71.8% White, 17.0% Hispanic, 4.8% Asian, and 6.3% Multiracial. All Earl Warren students experience a challenging core curriculum that sets high standards for students. Earl Warren provides additional support for those students who have been identified as below grade-level through a number of mechanisms - including D/F grade reports, CAASPP and CAST scores, and feedback from teachers and families. Targeted academic and socio-emotional interventions are a central focus of EWMS administration and staff.

EWMS strives to attract and retain highly qualified teachers to provide all of our students with an outstanding education. EWMS has frequent staff development opportunities that provide training for staff in the areas of identified needs. For example, all staff trainings this year have focused on suicide prevention and awareness, supporting students with special needs, and strategies for working with English Learners. We are continually striving to improve and tailor teaching and

learning to meet the needs of all of our students. This includes Professional Learning Communities (PLC's) meeting time to review essential learning outcomes, develop common formative assessments, analyze student work, identify students needing intervention, develop reteaching plans, prioritize learning needs, and set learning goals for students. In addition, our beginning teachers participate in Beginning Teacher Support and Assessment (BTSA) and are paired with an experienced SDUHSD teacher as a support provider.

English classes are focused on teaching the California Content Standards in English Language Arts in the areas of reading, writing, speaking, and listening. The courses in this department include English 7, English 7 Honors, English 8, and English 8 Honors. EWMS also offers a Yearbook course for students interested in graphic design and writing.

Earl Warren Middle School's Social Science curriculum examines World History and US History through multiple voices and perspectives as an integral part of the historical narrative. The Social Science curriculum uses a thematic analysis approach that employs current, well-researched instructional strategies designed to develop good habits for all students for deep historical understanding and for identifying historical patterns across time and place. This thematic analysis approach employs the notion that there are powerful big ideas in history that are true over many times and places and provides a rich, deep curricular experience for students of all ability levels. EWMS Social Science classes all embrace the importance of teaching literacy across the curriculum - particularly with the introduction of Core Standards that depend upon students' abilities to engage thoughtfully with nonfiction texts.

Earl Warren's innovative math department offers an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers continually collaborate to develop pacing and maintain consistency of instruction. In addition, common formative and summative assessments are being developed and used by our district's math teachers. All courses are based on the California Core Standards. Courses include Integrated Math A Honors, Integrated Math A College Prep, Integrated Math A Essentials, Integrated Math B Honors, Integrated Math B College Prep, and Integrated Math B Essentials. Math interventions are provided through the Essentials curriculum and through Math Lab for College Prep students. These interventions provide a valuable resource to struggling math students.

Earl Warren's Science department offers courses for seventh and eighth grade students that represent a transition from the former California Content Standards to the Next Generation Science Standards (NGSS). Both 7th Grade Science and 8th Grade Science are designed to include life science, earth science, and physical science in an integrated curriculum. The Performance Expectations, Science and Engineering Practices, and Crosscutting Concepts as outlined in the NGSS are included in both courses. Courses are designed to increase students' scientific knowledge base while also fostering science literacy and skills. Earl Warren uses the district-adopted science curriculum in addition to supplemental materials to meet the needs during our first year officially transitioned to NGSS.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, ASB, leadership, band, guitar, digital arts, art for new media, video film, Spanish I and II, and yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced STEM. Students may also participate in Independent Study Physical Education and surf PE to fulfill their PE requirements.

EWMS offers supporting programs to meet the academic, social, and emotional needs of all students. We have a designated Intervention team comprised of teachers, counselor, Title I Coordinator, and administration that meets weekly to identify struggling students, discuss current interventions, and recommend students for Student Study Team (SST) meetings. Specifically, EWMS offers courses and programs such as Academic Lab, Math Lab, After School Academic Support, Homework Hour, and Academic Practice Time (APT).

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes.

The EWMS counseling department welcomes the opportunity to work with all students. At the beginning of each school year, the counseling department coordinates activities to foster student connectedness on campus. This includes weekly socials for students who are new to EWMS. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from organization, time management, and self advocacy to career exploration and preparing for high

school and beyond.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual need outlined in their IEP or 504. Special education offers a continuum of options of specialized academic instruction to included Fundamental courses, support classes, Learning Center, and related services. A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Science Test (CAST) and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. InTouch provides all students and parents with weekly communication through e-mail and phone messaging services. In addition, Earl Warren has a Title I Coordinator who assists in connecting families with supports available for students performing below grade level at EWMS.

EWMS parents and families have a variety of ways to meaningfully participate at school. Parents have access to parent information nights, Parent Teacher Student Association (PTSA), School Site Council (SSC), principal coffees (Coffee-Conn), parent corners in our weekly Seahawk e-news messages, and English Language Advisory Committee (ELAC). This year, EWMS began "Channel 54" - a weekly news program to disseminate information to students regarding events on campus and special announcements.

Providing a safe campus for students is a priority for the entire staff. We stand by the saying of "See Something, Say Something" and work closely with our community and local law enforcement to ensure the safety of our students. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered every two years and the results are used to develop a focus for all staff throughout the years.

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)

EWMS's student performance summary based on the present levels of student data revealed the following priority focus areas:

ACADEMICS-
Overall, EWMS students demonstrated a minor decrease in ELA results, and a minor increase in Math; however, the closing of the achievement gap with certain targeted populations was the most significant change year-over-year.

*ELA: 2018 points above standard, growth from 2017 baseline
All students: 62.7 points above standard, increased 0.6 points
English Learners: 50 points above standard, declined 5.1 points
Economically Disadvantaged: 9.2 points above standard, increased 34.9 points
Special Education: 11.9 points below standard, declined 6.2 points

*Math: 2018 points above standard, growth from 2017 baseline
All students: 57.3 points above standard, increased 1.8 points

English Learners: 76.8 points below standard, increased 9.4 points
Economically Disadvantaged: 18.4 points below standard, increased 48.2 points
Special Education: 41.3 points below standard, decreased 0.1 points

During the first quarter of 2018-19, there has been an increase in the number of students on the D/F list compared to a year prior. The increase correlates with an increased number of students struggling in Math.
1st quarter 17-18 76 D/F Total # students = 13%
1st quarter 18-19 103 D/F Total # students= 16%

There has also been a slight increase in the percentage of students in below grade level math courses:
2017-18: 11%
2018-19: 11.5%

STUDENT SAFETY/CONNECTEDNESS
Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (CHKS) is administered every two years. In the 18-19 school year, CHKS is being administered, with results coming near the end of the school year. This school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families.

The results of our 2017-18 local climate survey indicate the following:
All Students: 82% of students felt like they were part of the school (increase of 5% from 2017 CHKS)
EL Students: 2% of EL students reported they do not feel like they are part of the school; 2.5% EL students reported they feel school is not a safe place.
Socio-Economically Disadvantaged: 2.7% of students do not feel like they are part of the school; 3% of students reported they feel school is not a safe place.

However, another significant finding from our local Climate Survey worth noting is that 35% of all students reported they do not regularly attend school sponsored activities such as school dances, student performances or other school activities. This is was an area of focus for the 2018-19 school year. CHKS data will determine the effectiveness of this focus.

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate increased 0.2% in 17-18 from the prior year resulting in a rate of 3.3%. A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate.

2017-18 Suspension rates:
All students 3.3% (+0.2%)
English Learners 4.2% (-14.4%)
Socioeconomically Disadvantaged 6.5% (-2.7%)

Attendance data for EWMS shows a chronic absenteeism rate of 5.3% for 2017-18. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

2016-17 Chronic Absenteeism rates:
All students 5.3%
Socioeconomically Disadvantaged 8.8%
Students with Disabilities 9.6%

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? The EWMS School Site Council (SSC) met five times over the course of the 2018-19 school year. The council is composed of students, parents, teachers, administration, and other staff. The first meeting on October 4th was focused on organizational information regarding school site council, approval of officers, and exposure to the current School Plan for Student Achievement. Each additional meeting focused on an individual goal for EWMS, and an exploration of the data associated with that goal. The fourth meeting in April was an opportunity to look through the rough draft of the SPSA, and provide meaningful feedback. The final meeting of the year was to look over the final SPSA and determine approval. In addition, EWMS went through a thorough needs assessment with support from the district and the county office of education. This process began with an all staff meeting in January that explored data from the California Dashboard. Coming out of that meeting, there was desire to further explore alternatives to suspension, and how to further support EL students in ELA/Literacy. A committee was formed to dig further in to suspension and EL data. This committee met twice, and made additional recommendations pertaining to Positive Behavior Intervention Supports to combat a rising suspension rate, and resources that would benefit EL students as they continue to work toward improving in ELA and literacy.

D. Summary of Progress Made on 2017-18 Goals
Earl Warren Middle School

School Goal 1

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Student Group(s):

ALL (SES, ELL, SPED)

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
*ELA: 2018 points above standard, growth from 2017 baseline All students: 62.7 points above standard, increased 0.6 points English Learners: 50 points below standard, declined 5.1 points Economically Disadvantaged: 9.2 points above standard, increased 34.9 points Special Education: 11.9 points below standard, declined 6.2 points *Math: 2018 points above standard, growth from 2017 baseline All students: 57.3 points above standard, increased 1.8 points English Learners: 76.8 points below standard, increased 9.4 points Economically Disadvantaged: 18.4 points below standard, increased 48.2 points Special Education: 41.3 points below standard, decreased 0.1 points 2017-18 # of students enrolled in Honors English Baseline: English 59% 2018-19 data reflects no change. 59% of students are enrolled in Honors English classes as of 4/8/19. Growth Target: maintain at least 59% 2017-18 # of students enrolled in Honors Math Baseline: Math 43% 2018-19 data reflects 41% Growth Target: 45%	Current SBAC scores were released in September of 2018. Results are mixed in terms of achieving desired progress. English Learners continued to struggle on the ELA/literacy portion of the CAASPP exam. The decline for EL students and Students with Disabilities signals areas of concern moving forward. These areas will be addressed in new goals for the coming school year. The growth of Socio-economically disadvantaged students in both Math and English are truly remarkable. The robust interventions in place at Earl Warren - developed through the SPSA have led to significant improvements for this group of students. These students benefit from the SST process, Homework Hour, Math Lab, and After School Academic Support. In the area of students taking Honors English, the 2018-19 data reflects essentially no change from the previous year. The goal will remain the same in this category. In the area of Honors Math, the data indicates a 2% decrease from 43% to 41% which is 4% short of our growth target for math. Also, in the are of students in below grade level math for 2018-19, the data reflects an increase of .8% which does not meet the growth target of decreasing by 2%. This will be an area of focus for our 2019-20 school year. The D/F list was reviewed each grading period by counselors, administrators, and our intervention team, including our Title I coordinator. Students who were on the D/F list were invited to attend after school academic support. Although the growth target at the 3rd quarter fell short by .4% for students on the D/F list, there was a decrease in the amount of students on the D/F list by 2% which demonstrates a trend of growth. We will continue to work on providing interventions for our low performing students.

4/2019: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target. 2017-18 # of students enrolled in below grade level Math courses Baseline: 11% 2018-19 data reflects 12% Decrease of .8% of students enrolled in below grade level math courses. Growth Target: Decrease by 2% 4/2019: 11.8%- increase of .8%- shy of our growth target. 2017-18% of students on the D/F list: 12.2% Growth Target: 12% 4/2019: 2018-19% of students on the D/F list at semester: 12.4%	

C. Relevance:

This goal has been partially met. Math CAASPP results for all students, English Learners, and Economically Disadvantaged students all showed marked growth. The only group that had a decrease was students with disabilities. This has led the school site to reflect on the efficacy of Fundamental-level Math courses, and look to expand team-teaching opportunities for our students with disabilities.
In ELA, students with disabilities and EL students both showed decreases in performance. Again, this suggests a need to look at Fundamental English courses, and how to offer more opportunities for students to be in grade level English classes. For EL students, we made a mid-year change to add an EL-focused English 7/8 course due to the concern of performance for these students in ELA/Literacy. This course was added due to the availability of Title I funds. The hope is that this course would continue to run in future years.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Based on the current measurable outcomes, we will be monitoring our RFEP data and providing supports for our EL students. In addition, we noticed an increase in students taking below grade level math courses to include special education. We will monitor and implement support in this area to including professional development on team-teaching models. In addition, school site council, and the needs assessment committee both recommended that Earl Warren add a third goal to the 2019-20 SPSA. This will divide out Math and English data so that it is easier to determine the efficacy of individual programs.

School Goal 2

By 6/2019, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

Students Designated EL and/or Economically Disadvantaged

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
2016-17 Baseline Data/CHKS English Learners: 14% do not feel like they are part of the school Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school. Outcomes: English Learners: Pre- Climate Survey indicated 2% of EL students feel like they are not part of the school which is a 12% decrease from CHKS *Feeling safe at school was also surveyed and 2.5% of EL students reported not feeling safe at school. Economic Disadvantaged: Pre- Climate Survey indicated 2.7% of Economic Disadvantaged students feel like they are not part of the school which is a 10.5% decrease from CHKS *Feeling safe at school was also surveyed and 3% of economically disadvantaged students reported not feeling safe at school. EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families. Overall chronic absenteeism rate is 5.3%. Economically disadvantaged students are at 8.8% and EL students are at 8.3%. Overall suspension rate is 3.3%. Economically disadvantaged	2018-19 CHKS Data (7th grade only) 9% of students feel like they are not a part of the school 10% of students feel like there is NOT an adult on campus who cares about them 2% of students report feeling unsafe at school Specific data on subgroups will be updated once available. 2019-20 Chronic absenteeism rate will decrease by .3% (5%) 2019-20 suspension rate will decrease .3% (3%) Middle school drop out rate will maintain at 0%.

students are at 6.5% and EL students are at 4.2% - both groups saw significant decreases in suspensions.	

C. Relevance:

Concerns are rising regarding the number of students who do not feel there is an adult on campus who cares about them, and do not feel like they are a part of the school. Due to the continued very low numbers of students feeling unsafe on campus, this goal will be revised to focus on school connectedness.s

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

There is a clear need present in terms of continuing to find ways to have students feel connected to school. EWMS will use APT time more regularly for team-building, and school spirit activities.

The needs assessment committee made recommendations to administration regarding alternatives to suspension. Administration and key staff will attend trainings on restorative practices and Positive Behavior Intervention Supports.

School Goal 3 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 and pupils performing below grade level.
Goal #2 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 1

Annual increase in student achievement for all students in English Language Arts with focus on accelerating student learning outcomes for targeted student groups including English Learners and Students with Disabilities.

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Student Group(s):

ALL (SED, ELL, SPED)

A. Rationale:	**B. Expected Measurable Outcomes:**
Based on achievement data from CAASPP in ELA and math, there is still a need to increase overall student achievement with focus improvements for targeted subgroups: EL and students in special education: *ELA: 2018 points above standard, growth from 2017 baseline All students: 62.7 points above standard, increased 0.6 points English Learners: 50 points below standard, declined 5.1 points Economically Disadvantaged: 9.2 points above standard, increased 34.9 points Special Education: 11.9 points below standard, declined 6.2 points 2017-18 # of students enrolled in Honors English Baseline: English 59% 2018-19 data reflects no change. 59% of students are enrolled in Honors English classes as of 4/8/19. Growth Target: maintain at least 59%	Official SBAC scores will be reported once publicly released in September 2019. ELPAC growth target: Decrease Level 2 and Level 1 to under 20% total *ELA: 2018 points above standard All students: 62.7 points above standard Growth Target: Increase of 2 points for all students. English Learners: 50 points below standard Growth Target: Increase of 3 points for EL students Economically Disadvantaged: 9 points above standard Growth Target: Maintain after two years of significant growth Special Education: 11.9 points below standard Growth Target: Increase of 3 points

2017-18 # of students enrolled in below grade level Math courses Baseline: 11% 2018-19 data reflects 12% Decrease of .8% of students enrolled in below grade level math courses. Growth Target: Decrease by 2% 4/2019: 11.8%- increase of .8%- shy of our growth target. 2017-18% of students on the D/F list: 12.2% Growth Target: 12% 4/2019: 2018-19% of students on the D/F list at semester: 12.4% 2017-18 ELPAC Results Level 4: 40.9% Level 3: 36.4% Level 2: 22.7% Level 1: 0%	2018-19 # of students enrolled in Honors English Baseline: 59% 2018-19 Growth Target: maintain at least 59% 2018-19 % of students on the D/F list: 12.4%% 2019-20 Target: 12%

C. Strategy:

EWMS has a robust interventions program that includes options before school, during the day, and after school. This approach to interventions has kept D/F numbers low, and has led to significant improvements on CAASPP testing for economically disadvantaged students. In addition, EWMS has added additional supports for EL students in ELA/literacy, but there is a need for more. For example, students are receiving substantial supports in their ELA classwork, but do not have support in Science and Social Science classes. There is a need for tutoring support for EL students across all curricular areas.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	EWMS will continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC teams	$2135 Source: PLC Support Allocation $2000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on common formative assessments, D/F reports	Progress Checks: Quarterly 11/2019, 1/2020, 4/2020, 6/2020
2.	Provide support classes for students struggling in English Targeted intervention courses in English Language Arts; Reading (Title I), Sheltered English (Title I) Reading a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures	Administration, Leadership Team, English teachers, Title I Coordinator, and Interventions Team	$48,000: (0.4FTE) source: Title I	Common formative assessments, RI, MDTP, SBAC	Staffing: 2019-20 School year 8/2019-6/2020 with quarterly checks.

	including: Lexile levels, English course grade, ELPAC scores, LAS Links scores, SBAC scale scores, and teacher recommendation. b. Instructional strategies: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in lexile level, increase in course grade				
3.	EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills. a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed. c. Exit criteria: Increase in course grade, decrease in number of missing assignments.	Title I Coordinator	$24,000: (0.2FTE) source: Title I (Title I Coordinator) $2,000 Source: Title I (supplemental materials and supplies)	Common formative assessments, RI, MDTP, SBAC	Staffing: 2018-19School year 8/2019-6/2020
4.	Teachers and administrators will have the opportunity to attend professional development sessions on ways to increase student achievement	Administration, teachers	$4,000 Title I	Attendance at PD, D/F rates	2019-20 school year
5.	EWMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups. a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met, teacher recommendations b. Instructional Targets: Review targeted concepts and lessons from	Teachers, tutors	$1,067.50 Source: Tutoring Support Allocation $6,000 Source: Title I		

	grade level courses for remediation, reteaching and enrichment. Aide/tutor will offer these scaffolded supports within the grade level courses. c. Exit criteria: Increase in course grade, course assessment scores, student work samples				

LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

By 6/2019, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

All Students, with a focus on Designated EL and/or Economically Disadvantaged

A. Rationale:

2016-17 Baseline Data/CHKS (7th grade only)
3% of students feel like they are not a part of the school
7% of students feel like there is NOT an adult on campus who cares about them
2% of students report feeling unsafe at school

2018-19 CHKS Data (7th grade only)
9% of students feel like they are not a part of the school
10% of students feel like there is NOT an adult on campus who cares about them
2% of students report feeling unsafe at school

Specific data on subgroups will be updated once available.

EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families.

Overall chronic absenteeism rate is 5.3%. Economically disadvantaged students are at 8.8% and EL students are at 8.3%.

Overall suspension rate is 3.3%. Economically disadvantaged students are at 6.5% and EL students are at 4.2% - both groups saw significant decreases in suspensions.

B. Expected Measurable Outcomes:

- Decrease suspension rates for all students by 1% as well as overall number of suspensions school-wide.
- Decrease chronic absenteeism rate by 1% overall.
- Increase level of student connectedness to school and their teachers/staff.

C. Strategy:

EWMS will implement activities through Academic Practice Time, wellness weeks, and a social-emotional program (Seahawks CARE) to address safety, connectedness, and student-to-teacher relationships

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	EWMS will continue to offer Academic Practice Time where students will be able to engage in student connectedness activities led by administration - including district-funded "Second Step" materials	Administration and Teachers	none - district funded curriculum	local student survey data; discipline and attendance data	ongoing
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include suicide prevention. In addition, this includes school wide-assemblies promoting a positive culture and student connectedness at EWMS.	Administration, Wellness Committee, Title I Coordinator, and Counselor	none - wellness activities supported through PTSA	Number of wellness activities, number of committee meetings	ongoing
3.	Administrators will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness.	Administration, Staff, and Counselor	none - supported by PTSA	Attendance at parent sessions	ongoing
4.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members. The focus will be on encouraging our students to participate in school wide events.	Administration and Staff	none	Attendance and date of meeting	ongoing
5.	A select group EWMS staff members will receive professional development related to Restorative Practices and positive interventions for students.	Administration and Staff	none - site/district budget	Review of discipline records/suspension rates	ongoing

LCAP Goal:

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 performing below grade level.

Goal #2 Alll 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 in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 3

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California's academic standards), 4, (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (socioeconomic status), SPED (special education), ELL (English Language Learners)

A. Rationale:	**B. Expected Measurable Outcomes:**
A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in math.	
*Math: 2018 points above standard, growth from 2017 baseline All students: 57.3 points above standard, increased 1.8 points English Learners: 76.8 points below standard, increased 9.4 points Economically Disadvantaged: 18.4 points below standard, increased 48.2 points Special Education: 41.3 points below standard, decreased 0.1 points	SBAC results, points above/below standard: All students - increase 5 points English learners - increase 5 points Economically disadvantaged - maintain after significant growth Special Education - increase 5 points
2017-18 # of students enrolled in Honors Math Baseline: Math 43% 2018-19 data reflects 41% Growth Target: 45% 4/2019: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target.	Increase enrollment in Honors Math to 45% Decrease enrollment in below grade level math courses to 11% Decrease percent of students on D/F list to 12%
2017-18 # of students enrolled in below grade level Math courses Baseline: 11% 2018-19 data reflects 12%	

Decrease of .8% of students enrolled in below grade level math courses. Growth Target: Decrease by 2% 4/2019: 11.8%- increase of .8%- shy of our growth target. 2017-18% of students on the D/F list: 12.2% Growth Target: 12% 4/2019: 2018-19% of students on the D/F list at semester: 12.4%	

C. Strategy:

Continue to provide targeted Math interventions to increase student learning outcomes for all students. This year, there will be an additional Math Skills B course, supported by Title I, to increase the percentage of students in grade-level math classes and overall improvement in math.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC teams	$2,135 Source PLC Support Allocation $2,000 Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments	Ongoing
2.	EWMS will offer targeted intervention courses in math. Targeted intervention courses in math; Math A Essentials (LCAP) and Math B Essentials (LCAP) Math A Essentials: a. Entry criteria 45-55% on MDTP SBAC math scores in standard not met Performance in 6th grade math course Math A grade (D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. c. Exit Criteria	Administration, Program Coordinators, Support Teachers	$72,000 (.6 FTE Math Essentials) Source: LCAP non-formula sections $24,000 (.2 FTE Math Skills) Source: Title I $6,575 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	B or higher in Math Essentials course Growth on Math A module tests Performance on in-class interim assessments Student detail report from ST Math Math B Essentials: a. SBAC math scores in standard not met Performance in 7th grade math course Math B grade (D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. c. Exit Criteria B or higher in Math Essentials course Growth on Math B module tests Performance on in-class interim assessments Student detail report from ST Math Math Skills B: a. Entry Criteria SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (C/D/F) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal)				

	Student Detail Report from ST Math				
3.	EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills. a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed. c. Exit criteria: Increase in course grade, decrease in number of missing assignments.	Title I Coordinator, teachers	*Duplicated from Goal #1 costs and funding source: $24,000 (.2 FTE) Source Title I (Title I Coordinator)	Grade and assessment Data	Ongoing
4.	EWMS will offer interventions and support through Math Lab during APT, and Homework Hour during lunch and before school, After School Academic Support twice monthly.	Teachers	$1,067.50 Source: Tutoring Support Allocation Additional funding provided by PTSA	Attendance at tutoring, course grades	Ongoing

LCAP Goal: **School Goal 4** **LCAP Priority Area:** **Targeted Pupil Student Group(s):**	
A. Rationale:	**B. Expected Measurable Outcomes:**
C. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. School Site Council Membership
Earl Warren 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
Justin Conn	X				
Erica Williams		X			
Alexa Henning		X			
Cristy Halling		X			
Robert Parrington		X			
Dana Sisitsky				X	
Solange Brill				X	
Mary Taich					X
Luna Espinosa					X
Daniel Taich					X
Sandra Brook				X	
Martha Hutchinson			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 G. Budget 2019-20
Earl Warren Middle School

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$4270**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$2135**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$72,000**
Title I Funds **Does Not Apply**	**$169,966**
Total	**$248,371**

SEAHAWKS

SCHOOL SITE COUNCIL
APPROVAL SPSA
Earl Warren Middle School
May 23, 2019

Print Name	Signature
Mary Taich	Mary Taich
Luna Espinosa	Luna Espinosa
Dena Trujillo	
JUSTIN CONN	
CRISTY HALLING	
Sandra Reed	
Dana Sisitsky	Dana Sisitsky
Erica Williams	
Alexa Henning	
Bobby Parrington	
Martha Hutchinson	Martha Hutchinson
Daniel Taich	Daniel Taich

The School Plan for Student Achievement

School:	La Costa Canyon High School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-3731007
Principal:	Reno Medina
Date of this revision:	5/28/2019

The School 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:	Reno Medina
Position:	Principal
Telephone Number:	(760) 436-6136 x6000
Address:	1 Maverick Way Carlsbad, CA 92009
E-mail Address:	reno.medina@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
La Costa Canyon High School

Vision Statement:

At La Costa Canyon High School, we believe in building a school community of life-long learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

Mission Statement:

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

La Costa Canyon High School graduates will be:
I. Students who will acquire knowledge consistent with state standards.

II. Capable and Responsible Citizens Who:
· understand and appreciate their roles and responsibilities in our democratic society
· are responsible and accountable for their actions and choices
· demonstrate concern, tolerance, compassion, and respect
· understand the impact of human activities on the environment
· actively provide service to both the school and local communities
· understand the choices necessary to develop a healthy lifestyle

III. Self-Directed Lifelong Learners Who:
· are able to analyze and evaluate their own learning
· ask questions in order to solve problems
· are committed to excellence in their work
· understand the importance of new experiences and continual education
· demonstrate creative thought in problem solving
· possess the skills necessary to succeed in the global community
· effectively collaborate in a variety of learning environments

IV. Effective Communicators Who:
· are able to listen and communicate well in written, verbal, and nonverbal modes
· understand and use technology in communication
· show respect for diverse perspectives
· research, create, and evaluate in written, verbal, and artistic modes
· use communication skills to resolve conflicts through positive, non-violent alternatives

V. Creative and Critical Thinkers Who:
· successfully acquire, analyze, organize and apply information
· develop and express creative ideas and solutions
· examine moral, ethical, and cultural issues from multiple perspectives
· integrate and synthesize information across disciplines
· demonstrate growth in higher-level thinking skills

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

La Costa Canyon High School (LCC) is a student-centered educational community located in south Carlsbad. Current enrollment is approximately 1900 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus spanning over 88 acres in size with state-of-the-art facilities which include 120 classrooms equipped with short-throw projectors, 5 computer labs, a 470-seat Performing Arts Center, a newly remodeled 13,000 sq. ft. media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with capacity to seat 2,200, and a newly renovated all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished School as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. LCC is committed to addressing the California Core Standards, as well as Expected Schoolwide Learning Results (ESLRs). In addition, teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. The 7th-period bell schedule was added in the 2016-17 school year. This allows for departments to collaborate every other Monday during an early release of students. In addition, students are able to have more choice and flexibility in their schedules, which is in comparison to the two academy schools also in SDUHSD. In the past couple of years, the school has worked to provide additional supports for students new to the United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students new to U.S. schools. The LCC community also includes a broad and diverse grouping of special education programs that is able to support students with a wide variety of special needs. 21 different AP courses are offered, and over 575 students took an AP exam last year. In addition to a robust AP program, LCC received authorization as an International Baccalaureate (IB) World School, offering a Diploma program. The 2018-2019 school year marked the first year in IB for LCC.

LCC provides a comprehensive interscholastic athletics program with 28 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 70 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

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)

The primary sources of data that have instructed the work of the School Site Council and site leadership decisions pertaining to SPSA have been the California Assessment of Student Performance and Progress (CAASPP) - including Early Assessment Program (EAP), English Language Proficiency Assessments (ELPAC), CA Healthy Kids Survey done in the Spring of 2019, D/F lists, tardy/truancy statistics, the California School Dashboard (www.californiaschooldashboard.org), and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in closing the achievement gap in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide. These goals align with district LCAP goals, and remain consistent from the previous school SPSA.

According to the most recent CAASPP data (2018), students are showing a pattern of benefiting from

instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their regular classes, with regular teachers, on a standard bell schedule where students may feel more accountable during the testing period.

Based on the 2019 California Healthy Kids Survey, 7% of students either feel "unsafe" or "very unsafe" on campus. CHKS results show that 18% of students do not feel like they are a part of LCC, and 26% of students feel as though they do not do things that make a difference at their school. Vaping, bullying, substance and mental health concerns are the most concerning in the report with small increases in percentages for those. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. Attendance continues to be a major area of concern for the School Site Council and administration. Student safety will always be a priority at LCC, but there continues to be very little data to suggest that students and staff do not currently feel safe at school. As a result, Goal #2 has been redeveloped from previous years to focus explicitly on student connections and attendance: Goal #2: Increase the level of "school connectedness" and improve overall attendance.

Based on 2018 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The California School Dashboard has provided a new metric as of this year to assess school performance. The Equity Report identifies a number of student groups in Red/Orange (areas of concern) pertaining to Graduation Rates, Suspension Rates, and EL Progress. While suspension rates are considered "Green/Good)" overall, there was a .06% decrease in suspensions.

One thing to note is that 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers and intervention classes.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? All La Costa Canyon High School Site Council meetings this year have focused on areas of need at LCC and how to refine the SPSA, and eventually was approved at the last school site council meeting on May 21st, 2019 by a vote. The SPSA and school goald in the plan was discussed with ELAC parents at a meeting on March 26, 2019.

D. Summary of Progress Made on 2017-2018 Goals
La Costa Canyon High School

School Goal 1

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

LCAP Priority Area:

LCAP State Priorities
1.Basics
2.Implementation of State Standards
4.Pupil Achievement
7. Course Access

Targeted Pupil Student Group(s):

English Learners; Students with Disabilities

A. Actual Measurable Outcomes:	B. Summary of Progress:
CAASPP data: ELA - Percent Standard Exceeded (SE) or Standard Met (SM) (SWD) Students w/Disabilities (EL) English Learners 2015: All Students - 61 SWD - 11 EL - 13 2016: All Students - 69 SWD - 23 EL - 0 2017: All students - 78 SWD - 24 EL - 12.5 2018 All students - 64.8 SWD - 17.7 EL - 6.7 CAASPP data: Math: Percent Standard Exceeded (SE) or Standard Met (SM) 2015: All students - 54	Overall, students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their normal classes, with normal teachers, on a normal bell schedule where students will feel more accountable during the testing period. The previous the two years in ELA, LCC went from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom.While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our

SWD - 7 EL - 6 2016: All students - 56 SWD - 8 EL - 5 2017: All students - 56 SWD - 6.1 EL - 6.3 2018: All students - 49 SWD - 11.8 EL - 0 Did not achieve 5% target increase D/F List (English & Math) Data Review: Q3 Reporting period Only 2017-2018 School Year: 299 of 1806 students: 2018-2019 School Year: 235 of 1873 students: 4% decrease overall	English Learner (EL) and Students with Disabilities (SWD) student groups.Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017 and back to 6.7% in 2018. While this is a welcomed improvement, there is a significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores. In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. Overall, math scores declined by 7%. The previous year the overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th-grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population. As a result of Academic Survival courses that target students struggling in Math and English and Mav Mentor program, we have seen a 4% decrease in the number of students on the D/F list. This is great news.

C. Relevance:

While there is certainly continued need for growth, LCC has demonstrated a decline in math and English. We hope that the way the tests are administered and education of students and parents prior to testing will have a positive correlation to scores.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

There is a need to create more targeted, prescriptive tutoring opportunities for Math. The "MAV Math Hour and Science" after school has been a resource for the students who have used it, but the numbers have not been sufficient to continue this approach as-is. With the input of parents, students, and teachers, next year's Math tutoring will be organized based upon student need as opposed to a constant schedule. Teachers will identify students with additional needs - particularly prior to assessments - and will organize tutoring sessions outside of school hours that are most beneficial for the largest number of students.

School Goal 2

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

LCAP Priority Area:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

2019 California Healthy Kids Survey data:
"...feel unsafe or very unsafe on campus": 7%
"...do not feel part of LCC" - 14%
"...do not do things that make a difference at school" - 26.5%

2017 California Healthy Kids Survey data:
"...feel unsafe or very unsafe on campus": 7%
"...do not feel part of LCC" - 20.5%
"...do not do things that make a difference at school" - 24.3%.

Attendance:
Chronic Absenteeism Rate 2016-17: 12.0%
Chronic Absenteeism Rate 2017-18: 12.1%

B. Summary of Progress:

The 2019 California Healthy Kids Survey data shows that 7% of students still feel unsafe or very unsafe at school. This did not change percentages.

We saw a great decrease in the number of students that do not feel part of LCC from 20.5% drop to 14%.

Lastly, we saw a change in the number of students that do not do things that make a difference at LCC drop from 24.3% to 26.5%.

This is certainly a national trend that correlates with high-profile examples of school violence that have taken place across the country. Due to the climate of fear and concern on campuses nationwide, including LCC, there is a renewed vigor to look at school safety practices and procedures.

With a focus on acceptance, mentoring, events and a welcoming Maverick Family, we are pleased to know that more and more students feel connected to LCC.

The most updated truancy rate available from CA Department of Education was from 2015-16, which is not an accurate depiction of LCC. The Chronic Absenteeism Rate (students absent more than 10% of classes) last year was 12%. As a result, there has been a renewed focus district-wide attendance letters and the SART/SARB process. The chronic absenteeism issue at LCC includes students with truancies, and students with excused illnesses, and personal absences.

C. Relevance:

School safety has become a renewed concern this year, along with continued concerns about student attendance, and connectedness. We are pleased with the trends and results we see, however remain concerned about student's mental health.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

1. A more targeted focus on attendance interventions has already begun. Friday Night and Saturday Schools are occurring more regularly as a deterrent for tardies and truancies. 2. Assemblies are more topical this year, as opposed to "pep rally" style. Guest speakers have been selected to provide messages that relate to areas of concern for our students (substance abuse, stress, making the transition to college) 3. The addition of a social worker on staff allows for more tiered intervention for students who are struggling emotionally on campus.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

Goal # 3: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Early Assessment Program

ELA

2017-18
All students
College Ready - 43%
Ready - 26.5%
Conditionally Ready - 36.8%
ready - 31.2%
Not Ready - 8.5%
19.7%

2016-17
All students
College Ready - 42%
Ready - 26%
Conditionally Ready - 37%
ready - 30%
Not Ready - 21%
44%

2015-16
All students
College Ready - 33%
Ready - 26%
Conditionally Ready - 36%
Ready - 30%
Not Ready - 31%

MATH

2017-18
All students
College
Conditionally
Not Ready -

2016-17
All students
College
Conditionally
Not Ready -

2015-16
All Students
College
Conditionally
Not Ready -

B. Summary of Progress:

Based on 2018 Early Assessment Program (EAP) data for ELA, 43% of all students are considered college ready, while 0-1% of EL and SWD students are considered college ready. In Math, 26.5% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% this needs to be updated and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The large drop of students who are considered "not ready" for college in ELA is commendable. This can be attributed in part to more targeted tutoring of students struggling in English. In addition, Read 180 courses have provided foundations for students well below grade level. English Learners have benefited from small classes in ELD, and the case management periods of ELD teachers. All of this has resulted in tremendous improvements in ELA; however, all students need additional support in Math. One thing to note is that 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers, counselors and intervention classes.

LCC has also done considerable work in defining Career and Technical Ed (CTE) pathways for students to take as Electives. Pathways that can lead to a certificate include: Business Management, Graphic Design, Education, engineering, film and video production and production and managerial arts.

Advanced Placement course enrollment data has been added this year. There was a significant drop two years ago in course enrollments. With the addition of the International Baccalaureate program in the 2018-19, tracking participation in AP and IB courses will serve as an additional metric of student college and career readiness.

44%

2014-15
All students College Ready - 25% Ready - 24%
All students College Ready - 24%
Conditionally Ready - 36% Ready - 30%
Conditionally Ready - 30%
Not Ready - 39% 46%
Not Ready - 46%

Graduation Rates
2017-18 -All Students - 94.1%
2016-17 - All Students - 91.7%
2015-16 - All Students - 95.6%
2014-15 - All Students - 97%

Advanced Placement course enrollments:

2017-18: 1691
2016-17: 1691
2015-16: 1643
2014-15: 1910

IB Course Enrollments
2017-2018: IB Prep year
2018-2019 :1st Year, 88 Students

C. Relevance:

Goal has been met. A-G Readiness and ELA/math scores of 12th graders and graduation rate has risen.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The International Baccalaureate diploma program will begin in the 2018-19 school year. This will provide additional courses to support students in preparation for college and careers. Next year, teachers will have more time during early releases to focus on the Professional Learning Community process now that WASC accreditation has been completed. Professional development opportunities for IB teachers will continue to take place, and will allow teachers to share best practices associated with the IB program.
Looking at graduation rates for English Language Learners, as well as performance on Math assessments, there is a need for a Sheltered Integrated Math I course to support students in achieving the graduation requirement of Integrated Math I.

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 students performing below grade level.

School Goal 1

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

LCAP Priority Area:

LCAP State Priorities
1: Basics
2: Implementation of State Standards
4: Pupil Achievement
7: Course Access

Targeted Pupil Student Group(s):

All students, with focus on English Learners and Students with Disabilities

A. Rationale:

According to the most recent CAASPP data (2018), students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their normal classes, with normal teachers, on a normal bell schedule where students will feel more accountable during the

B. Expected Measurable Outcomes:

A 3% increase for all students in Standard Exceeded/Standard Met for both ELA and Math

A 3% increase for SWD students in SE/SM for both ELA and Math

A 3% increase for EL students in SE/SM for both ELA and Math

3% decrease in D/F for all students in ELA and Math

testing period.

6.7% of English Learners scored in SM or SE in ELA and 0% did so in Math. Students with Disabilities had 17.7% of students in SM or SE for ELA, and only 11.8% in Math. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and Students with Disabilities student groups.

Comparing 3rd quarter progress report data over the past three years, the number of students receiving D/Fs in English and Math has not added up to a 5% decrease. Those numbers continue to stay consistent over the past three years when comparing the same grading period.

C. School-wide critical area/s for follow up addressed:

This goal aligns with "critical areas for follow-up" from the 2017 WASC self-study lists "Critical Learner Needs" #1 as, "Raise level of academic achievement of subgroup students (EL, SPED) including critical thinking and analysis skills."

D. Strategy:

Site tutoring funds are directly targeting the need for improvement in math since ELA scores have shown such significant growth over the past two years. In addition, courses have been developed and implemented to support Students with Disabilities. The data pertaining to the efficacy of the Newcomers' Academy is under review as a result of concerns raised through California School Dashboard regarding EL progress.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Targeted tutoring based upon student need - primarily math.	Mostly math department - some science and ELA	$4,762.50 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	One section of EL Lead. This teacher functions as a "case manager" to support EL students. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students to meet the criteria for reclassification. EL Lead also monitors students' academic and language acquisition progress.	Admin and Teachers	$25,000 District Funded Section	D/F rates for EL population in Math and ELA	Year long
3.	Two sections Math 1/2 essentials, Math 1 Readiness, and Math Support 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, prepared for Integrated Math I	Admin Teachers	$75,000 District Funded sections - LCAP	CAASPP Math data for EL students, as well as UC/CSU eligibility rates	August - June

4.	Two sections of ELD support 1. English Learners 2. Prioritized Instructional Goals: Support for all classes through SDAIE strategies and foundational language skills 3. Methods of Assessment: Grades in other academic courses, CAASPP data for EL students; increase in ELPAC/LAS proficiency levels 4. Exit Criteria: Reclassification	Admin and Teachers	$50,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; EL/RFEP Monitoring, increases in reclassification rates and an increase in # of students in LAS links.	August - June
5.	2 sections of Academic support to provided targeted reteaching and organizational support in math and English. 1. Entry Criteria: Students w/2 or more D's and F's. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math, English and Organization skills. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, no longer has D's and/or F's.	Admin and Teachers (Math/English)	$50,000 District Funded Sections - LCAP	D/F Rates	August-June

LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

Increase the level of school connections and improved attendance schoolwide

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students - particularly fostering connections for underrepresented populations such as EL and SWD.

A. Rationale:

2019 CHKS results show that 14% of students do not feel like they are a part of LCC, and 26.5% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate (According to Education Code: A student, "who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant") for 2017-2018 was 68% and chronic absenteeism (absent 10% or more of school days) stands at 12.1% for the 2017-18 school year, the same as the year before. 51 suspensions were issued over the course of the 2017-18 and increase of 19 students.

B. Expected Measurable Outcomes:

Based on internal survey data, a 3% decrease in the number of students who do not feel like they are a part of LCC

Based on internal survey data, a 3% decrease in the number of students who feel as though they do not do things that make a difference at LCC.

A 5% decrease in the number of students suspended out of school

A 3% decrease in truancy rates

C. School-wide critical area/s for follow up addressed:

The 2017 WASC self-study "Critical Learner Need" #2 states, "Improve the culture of inclusion, school engagement, and character skills."

D. Strategy:

Addition of PALS course to connect struggling students; formalizing of Friday Night and Saturday School, lunch and after school detentions; revision of school-wide assemblies/activities

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Revised assemblies and school-wide activities. Incorporation of more	Admin/ASB	N/A	Attendance during	August through June

	topical speakers to address student wellness concerns, and opportunities for students to access information regarding ways to connect at school (Club fairs, demos). Partnership with outside agencies to provide specialized services to support socio-emotional wellness of students school wide.			assemblies; participation rates of clubs	
2.	Safety Committee, Wellness Committee	Admin	N/A	CA Healthy Kids Survey data results	August through June
3.	Provide Friday Night School, Lunch detentions, morning detentions for students with excessive tardies and truancies, conduct home visits and SART meetings in an attempt for a reduction in truancy rates.	Admin	N/A	Truancy rates	October through June
4.	PALS (Peer assisted Listener Students), Community Day event (2 times)	Admin, Teacher	N/A	CA Healthy Kids Survey data results	August-June
5.	Staff, student and parent presentations on student mental health, school safety and vaping.	Admin, Teacher, Carlsbad Police	N/A	CA Healthy Kids Survey data results, LCAP survey	August-June

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students, with focus on English Learners and Students with Disabilities

A. Rationale:

According to Early Assessment Program (EAP) data, LCC went from 10% of students considered "not ready" for college in English in 2016-17 to 8% in 2017-18. In Math, the growth was less marked, increasing from 17% to 19.7% in 2017-18.

UC/CSU eligibility rates among graduating seniors remained similar to previous years - consistently at 65-70%, and continues to be an area of need - particularly students with disabilities (11.5%) and EL students (0%).

Graduation rates have remained similar year-over-year for overall population, however in 2018, there was an overall increase in our graduation percentage by 2.4% (94.1%). Also, historically graduation rates of EL and SWD are below expectations. However, in 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers and intervention classes.

According to the CA Dashboard scores, overall 72.8% of LCC students were " Prepared in College and Career Ready" an increase of 7.1%. More specifically 12.8% of ELL students were "prepared" an increase of 7.7% and for SWD 27% were "prepared" and increase of 8.7%

B. Expected Measurable Outcomes:

3% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP

3% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP

3% increase in percentage of students with disabilities who scored in the "College Ready"
range in math and ELA as measured by EAP

Increase UC/CSU eligibility rates for EL and SWD students

Increase cohort graduation rates for EL and SWD students

C. School-wide critical area/s for follow up addressed:

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

D. Strategy:

AVID I course to provide college-focused preparation for students in at-risk populations; professional development of teachers in preparation for IB programme and Professional Learning Communities; Sheltered Life Science to provide additional support in academic language acquisition, and support EL students in getting on track for graduation

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Teacher release to supplement teacher PLC work (District Writing Benchmark, etc.) and professional development for teachers who will be offering IB courses in the 2018-19 school year.	Admin and teachers	$18,750- Formative Achievement Funds	IB courses offered in 2019-20; implementation of common assessments across all disciplines	August through June
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	Counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	August through June
3.	Two sections of AVID I. Entry Criteria: Average to high test scores; 2.0-3.5 GPA, college potential with support, desire and determination Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in AVID throughout high school, with goal of 4-year college attendance	Admin and teachers	$50,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June
4.	Math 1/2 Essentials, Math 1 Readiness, and Math Support Elective 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade - fulfilling graduation requirement for math	Admin and teachers	$75,000 Non-Formula district funded section	Math D/F data for targeted students	August through June

LCAP Goal: **School Goal 4** **LCAP Priority Area:** **Targeted Pupil Student Group(s):**	
A. Rationale:	**B. Expected Measurable Outcomes:**
C. School-wide critical area/s for follow up addressed:	
D. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. School Site Council Membership
La Costa Canyon High 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
Debbie Pinter				X	
Courtnee Carmean				X	
Sarah Steele		X			
Silvia Wiedmann		X			
Shannon Kinney				X	
Olivia Stephens					X
Lauren Palmer					X
Sarah Williams					X
Melissa Hernandez-Cyr			X		X
Jeremy Meadows			X		X
Case Wagstaff					X
Lexxa Kight					X
Saralyn Miller				X	
Reno Medina	X				
Morgan Overman		X			
Katie Stapko		X			
Emily Steward		X		X	
Briann Hailey			X		
Numbers of members of each category	**1**	**6**	**3**	**5**	**5**

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 G. Budget 2019-2020
La Costa Canyon High School

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$18,750.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$4,762.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$275,000.00**
Title I Funds X**Does Not Apply**	**$0.00**
Total	**$298,512**

SCHOOL SITE COUNCIL SIGN IN SHEET

05/21/19
2:50 pm
LCC

Member Name	Signature
Case Wagstaff	
Cortne Carmean	
Debbie Pinter	
Emily Steward	
Jeremy Meadows	
Katie Stapko	
Lauren Palmer	
Lexxa Kight	
Melissa Hernandez-Cyr	
Morgan Overman	
Olivia Stephens	
Reno Medina	
Sarah Steele	
Sarah Williams	
Saralyn Miller	
Shannon Kinney	
Silvia Wiedmann	
BriAnn Hailey	
Leo Fletes	

The School Plan for Student Achievement

School:	Oak Crest Middle School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-6059737
Principal:	Brieahna Weatherford
Date of this revision:	May 30, 2019

The School 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:	Brieahna Weatherford
Position:	Principal
Telephone Number:	(760) 753-6241
Address:	675 Balour Drive Encinitas, CA 92024
E-mail Address:	brieahna.weatherford@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
Oak Crest Middle School

Vision Statement:

Oak Crest Middle School will offer high quality education, focusing on social, emotional, and academic enrichment and growth for all students.

Oak Crest Middle School Believes:

- that a caring atmosphere allows all students, parents, and staff to feel valued, welcomed, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- that professionalism, including collaboration, of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens all aspects of school life.
- that all students will be challenged to meet high standards with the expectation of academic excellence.

Mission Statement:

Oak Crest Middle School is a learning community which nurtures the individual, promotes academic rigor for future success in high school and beyond, provides varied opportunities for success and academic intervention, values excellence, and celebrates student academic, social, and emotional growth. Oak Crest Middle School's dynamic staff focuses on providing all students with high-quality instruction, based on challenging curriculum, in a safe, supportive environment, to best prepare students for their futures. We provide opportunities for adult-student connections (homeroom), and a unique schedule, based upon semester-long elective class offerings, allowing students more choice when it comes to elective classes throughout the school year. Oak Crest Middle School is the only middle school in the district to earn a Gold Ribbon Award and continues to focus on the success of all students for the future.

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

Oak Crest Middle School currently serves 743 students including the following breakdown:
Total students for the 2018-2019 school year: 743
7th grade:380
8th grade: 363
Female: 348
Male: 395

The school's enrollment number continues to grow annually, with an increase of 35 students from 2017-2018 to the 2018-2019 school year.

The school's student breakdown by student Ethnicity/Race continues to grow consistently with enrollment numbers, including the following:

2018-2019 school year
514 students reported being of non-Hispanic ethnicity/race
167 students reported being of Hispanic ethnicity/race

2017-2018 school year
470 students reported being of non-Hispanic ethnicity/race
184 students reported being of Hispanic ethnicity/race

Currently, OCMS operates Title I schoolwide program. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to

achieve a common goal. Schoolwide programs maximize the impact of Title I. The adoption of this strategy has provided Oak Crest Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two-year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject-specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate on student learning. SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science, and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

In addition to student academics, Oak Crest Middle School also provides student opportunities for social and emotional growth by setting high expectations for student achievement, providing comprehensive support systems for all students, and offering a variety of enrichment programs for student exploration. Each teacher not only focuses on teaching the essential standards for their specific subject area and/or course but also provides a nurturing student experience, preparing students for both the transition to and from middle school.

OCMS offers a language arts program that is aligned with the California State Standards (CSS). Grade level and honors English courses are available to all students, as well as ELA intervention courses to best support specific student populations. Additionally, Oak Crest offers support programs during lunch and after school. Students in need of reading remediation utilize the Read 180 program with the support of specially trained teachers.

Our math curriculum is CSS-aligned, and we have adopted an integrated approach to math. Our students have multiple levels of math accessible to them based on their needs. Oak Crest offers below and at-grade level math courses and honors courses. OCMS also offers the opportunity for incoming 7th-grade students to accelerate to an 8th-grade level math course if the student qualifies, by earning a passing score on an Integrated Math Readiness test. Students at risk of slipping below grade level have access to math skills support classes. Additional math support is available to all students before and after school. All three levels of math courses at OCMS use an integrated approach to conceptually teaching math. The below grade level and support math classes utilize online curriculum to help meet the students' math needs, including the personalized, remediation program ST Math.

Oak Crest uses the district-adopted pilot science curriculum as we transition to the Next Generation Science Standards, NGSS. Both grade-level courses offer hands-on, lab-based activities using technology in a structured environment that builds content knowledge and skills.

Our social science program is aligned with the California Social Studies Framework which includes literacy standards outlined in the California State Standards. No matter the content area of focus, all students will be developing critical thinking and problem-solving skills in order to be best prepared for career, college, and civic life.

Oak Crest offers a wide range of academic support for our English Language Learner (EL) population. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting the acquisition of the English language. We also assign qualified, trained, college student tutors to assist in the classrooms to provide an additional layer of support to our EL students. For Long-Term English Learners (LTEL), we offer an Academic Literacy class geared toward vocabulary acquisition and reading skills.

Students with Individualized Educational Plans are supported through a wide range of levels of support to facilitate individual needs including team teaching in mainstreamed classes, fundamental classes in math and English, and special-day programs. Oak Crest boasts a team of five full-time teachers supported by instructional assistants who provide the support necessary for students with special needs to succeed. An on-site speech & language therapist and psychologist are also part of the OCMS SPED team.

OCMS also offers a wide variety of elective courses. From academic courses such as Spanish I and II, to creative classes such as art and cartooning/animation, students have opportunities to experience and learn new skills while broadening

their perspectives.

Oak Crest's PE department promotes the students' physical development while exploring passions and interests. Our general PE course differs from the typical traditional PE course as it integrates a diverse array of units into its curriculum. For example, students learn about other cultures through dance units and take advantage of current affairs, such as the Olympics, by participating in activities that mirror those events.

We provide opportunities for students to grow socially and emotionally with the initiation and facilitation of over twenty clubs, based on student interest. We utilize a character program to help our students develop traits such as responsibility and compassion. We recognize academic and character achievement on a monthly and quarterly basis with restaurant gift certificates, theme days, and other celebrations.

Oak Crest benefits from an active Parent Foundation. This group, supported by donations from our parent population, helps support academic and enrichment programs such as STEM, Lego robotics, and math technology.

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)

After analyzing multiple measures of student achievement and school climate which include; state test scores, Healthy Kids survey results, attendance data, grades, course enrollment data we identified the following as target/priority areas:

1 & 2. Increase student achievement for all students in math and English language arts with a focus on accelerating outcomes for students with disabilities and English Learners.

SBAC scores:

Continued tracking of data from the 2017 and 2018 SBAC represents specific areas of student growth and success. For example, per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017. Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017. English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017. Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

This data shows that all student subgroups (English Learners students with disabilities and ELL) at OCMS continue to maintain progress in English Language Arts. For math, this data shows that students with disabilities are maintaining their progress, while English Learners are experiencing a decline in their progress.

Grades:
OCMS reviews D/F data every 9 weeks. 2018-19 grade data reflects a decrease of 20 students during the fall semester, in the number of students on the D/F list.

2017-18 # of students with D/F grades
Fall 1st semester progress: 103 (67 at final grading period)
Spring 1st semester progress: 137 (126 at May grading period)

Total for Year: 178

2018-19 # of students with D/F grades
Fall 1st semester progress: 129 (102 at final grading period)
Spring 1st semester progress: 149 (115 at May grading period - estimated at roughly 100 based on past year's data)
Total for year: Estimated 202 based on past year's data

Course enrollment data:
2018-19 course enrollment data reflects that enrollment in below grade level or support math (Math Essentials) and English Language Arts (Read 180, Reading Support) courses has increased by 71 students when compared to the prior year.

2017-2018
Math A Essentials 49 students
Math B Essentials 41 students
Math Skills 7th 17 students
Math Skills 8th 15 students
Academic Literacy 9 students
ELD Support 9 students
Reading 35 students
Academic Lab 16 students
Total: 191 students

2018-2019
Math A Essentials 57 students (plus 3 new students in March)
Math B Essentials 75 students
Math Skills 7th 19 students
Math Skills 8th 20 students
English Enrichment 15 students
ELD Support 15 students
Reading 32 students
Academic Lab 29 students
Total: 262 students

3. Increase the positive school climate and culture at OCMS.

The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available):
94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").
54.8% of students surveyed reported that their trusted adult on campus is a teacher.
48.5% of students surveyed reported that their trusted adult on campus is a counselor.
34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
Students survey reported the following top three reasons an individual was selected as a trusted adult:
85.7% selected because he/she can be trusted.
84.3% selected because he/she cares about me.
75% selected because he/she listens to me.

The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS)
1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS

2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey
3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

Middle School drop out rate
OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Involvement Process

Involvement Process:

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

Site leadership from Oak Crest Middle School, comprised of two administrators, a counselor, seven department chairs, and one program coordinator, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the fall of 2018 and spring of 2019, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC via our site representative and ELAC meeting group on March 23, 2019. SSC approved OCMS SPSA on May 28, 2019.

D. Summary of Progress Made on 2018-2019 Goals
Oak Crest Middle School

School Goal 1

Annual increase in student achievement for all students in English Language Arts with a focus on accelerating student learning outcomes for target subgroups including English Learners students with disabilities.

LCAP Priority Area:

4 and 5

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
CA Dashboard Results - SBAC Data (2018) English Language Arts All Students: Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners: English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017. Students with Disabilities: Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017. 2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades. 2017-18 # of students with D/F grades for ELA 1st sem final: 29 2nd sem progress: 43	For English Language Arts, this data shows that there was a decline in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, these subgroups are maintaining scores from spring 2017 to spring 2018. In addition to the SBAC data, there was an increase in the number of D/F grades earned by students in ELA. This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS, but proved to be productive in maintaining student subgroup scores. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade. However, OCMS continues to outperform county and state averages.

C. Relevance:

We did not meet this goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to provide intervention/support class in English for all students and targeted student groups, in addition to after school support in ELA.
This goal will continue in the plan for the 2019-2020 school year to address ELA progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests.

School Goal 2

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
CA Dashboard Results - SBAC Data (2018) Math All Students: Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017. English Learners: English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017. Students with Disabilities: Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017. 2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 9 students 2nd-semester progress report when compared to 1st-semester final grades. 2017-18 # of students with D/F grades for ELA 1st sem final: 58 2nd sem progress: 67	For math, this data shows that there was a decline in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, students with disabilities are maintaining scores from spring 2017 to spring 2018. In addition to the SBAC data, there was an increase in the number of D/F grades earned by students in math. This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS, but proved to be productive in maintaining student scores for students with disabilities. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade. However, OCMS continues to outperform county and state averages.

C. Relevance:

No, we did not meet the goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to provide intervention/support class in math for all students and targeted student groups, in addition to after school support in math. Additionally, two new math sections will be added to the master schedule for the 2019-2020 school year to specifically support these student subgroups.

This goal will continue in the plan for the 2019-2020 school year to address math progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests.

School Goal 3

OCMS will increase the level of “school connectedness” and "sense of safety" for students.

LCAP Priority Area:

1, 3, 5, 6

Targeted Pupil Student Group(s):

All

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available): 94.5% of students surveyed (617 total respondents) have a trusted adult in their life. 59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure."). 54.8% of students surveyed reported that their trusted adult on campus is a teacher. 48.5% of students surveyed reported that their trusted adult on campus is a counselor. 34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal). 90.4% of students surveyed reported that their trusted adult outside of school is their parent(s). 55.3% of students surveyed reported that their trusted adult outside of school is an extended family member. Students survey reported the following top three reasons an individual was selected as a trusted adult: 85.7% selected because he/she can be trusted. 84.3% selected because he/she cares about me. 75% selected because he/she listens to me. The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS) 1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS 2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey	The 2018 OCMS School Internal Climate Survey shows an increase in overall school connectedness and a sense of safety for students as compared to the 2015 Healthy Kids Survey results. The 2018 OCMS School Internal Climate Survey shows that students have a trusted adult on campus and that the most important indicators of a trusted adult are that the individual can be trusted, cares about the student, and listens. Other school climate indicators represent progress as evidence by consistently low suspension rates and drop out rates. However, OCMS will continue to focus on student attendance, specifically truancy rates.

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

Middle School drop out rate
OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Relevance:

We are making progress in increasing a positive school climate. Growth targets were partially met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to implement homeroom and anti-bullying/character programs (i.e. No Place for Hate) to bolster our social and emotional support of students. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. Additionally, we will be implementing the Were

Everybody Belong (WEB) program in the 2019-2020 school year. The goal will continue to include multiple measures of school climate.

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

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 pupils and pupils performing below grade level.

Goal #2 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 1

Annual increase in student achievement for all students in English Language Arts with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

1 (Basic), 2 (implementation of California's academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in ELA.

CA Dashboard Results - SBAC Data (2018)

English Language Arts

All Students:
Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017.

English Learners:
English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017.

B. Expected Measurable Outcomes:

SBAC results, points above/below standard in 2019:

English Language Arts

All students: 55 points above standard
English Learners: 29.5 points below standard
Students with Disabilities: 21 points below standard

Grade/report card data:
Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.

Students with Disabilities: Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017. 2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades. 2017-18 # of students with D/F grades for ELA 1st sem. final: 29 2nd sem. progress: 43	

C. Strategy:

Continue to provide targeted English Language Arts interventions to increase student learning outcomes for all students.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC Teams	$4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in ELA. Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP): English Enrichment a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade, ELPAC scores, LAS Links scores, SBAC scale scores, teacher recommendation. b. Instructional targets: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.	Administration, Program Coordinators, Support Teachers	$25,000 (0.2 FTE) Source: Title I (English Enrichment) $50,000 (0.4 FTE) Source: LCAP non-formula sections (READ 180) $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade. Review of SBAC/ELPAC assessments, in combination with teacher recommendations. It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.				
3.	OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and ELD Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills. a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not Met - Nearly Met range, students in need of additional support developing organization, time management, and study skills. This data is reviewed via the SST process. b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed. c. Exit criteria: Increase in course grade, decrease in the number of missing assignments, as determined via the SST process.	Title I and ELD Coordinator, teachers	$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) $25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator) $50,000 (0.4 FTE) Source: Title 1 (Academic Lab) $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing
4.	OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.	Administration; Teachers	$15,000 Source: Title I	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups. a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met - Nearly	Teachers; Tutors	$22,000 Source: Title I	Attendance at tutoring, Course grades	Ongoing

	Met range, teacher recommendations. b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses. c. Exit criteria: Increase in course grade, course assessment scores, student work samples.				

LCAP Goal:

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 performing below grade level.

Goal #2 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 2

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California's academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

Math

All Students:
Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017.

English Learners:
English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017.

Students with Disabilities:
Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

2018-19 Grade/Report Card Data:
The number of students earning D and F grades increased by 33 students

B. Expected Measurable Outcomes:

SBAC results, points above/below standard in 2019:

Math

All students: 30.6 points above standard
English Learners: 70.8 points below standard
Students with Disabilities: 67 points below standard

Grade/report card data:
Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.

2nd-semester progress report when compared to 1st-semester final grades. 2018-19 # of students with D/F grades for ELA 1st sem. final: 58 2nd sem. progress: 91	

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment opportunities to ensure student learning. This may also include the identification and implementation of research-based instructional materials.	Administration, PLC Teams	*Duplicated from Goal #1 costs and funding source: $4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in math. Targeted intervention courses in math: Math Skills A/B (Title 1) and Math A Essentials (LCAP), Math AE-EL (Title 1), Math BE-EL (LCAP): Math Skills A: a. Entry Criteria 45-55% on MDTP SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 6th-grade math course (D/F) Students' Math A class grades (C/D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math.	Administration, Program Coordinators, Support Teachers	$50,000 (0.4 FTE) Source: Title I (Math Skills A/B) $25,000 (0.2 FTE) Source: LCAP non-formula sections (Math A Essentials) $25,000 (0.2 FTE) Source: Title 1 (Math AE-EL) $25,000 Source: LCAP non-formula sections (Math BE-EL) *Duplicated from Goal #1 costs and funding source: $8,000 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	c. Exit Criteria C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math and/or additional student data as needed It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.				
3.	OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and EL Coordinator will also support intervention teachers, track data, and work with families. Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills. a. Entry criteria: Low course grades in core content areas, low levels of homework/class	Title I and ELD Coordinator, teachers	*Duplicated from Goal #1 costs and funding source: $25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) $25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)	Grade and assessment data	Ongoing

	assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills. SST feedback and recommendations are considered for student placement as well. b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed. c. Exit criteria: Increase in course grade, decrease in number of missing assignments		$50,000 (0.4 FTE) Source: Title 1 (Academic Lab) *Duplicated from Goal #1 costs and funding source: $8,000 Source: Title I (supplemental materials and supplies)		
4.	OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the development of a Sheltered English math class to best support the English Learners at OCMS. This may also include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.	Administration; Teachers	*Duplicated from Goal #1 costs and funding source: $15,000 Source: Title I	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups. a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations. b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses. c. Exit criteria: Increase in course grade, course assessment scores, student work samples	Teachers	*Duplicated from Goal #1 costs and funding source: $22,000 Source: Title I (supplemental materials and supplies)	Attendance at tutoring, course grades	Ongoing

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3

OCMS will increase the level of “school connectedness” and "sense of safety" for students.

LCAP Priority Area:

3 (parent involvement), 5 (supporting student engagement), 6 (highlighting school climate and connectedness)

Targeted Pupil Student Group(s):

All

A. Rationale:

The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available):
94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").
54.8% of students surveyed reported that their trusted adult on campus is a teacher.
48.5% of students surveyed reported that their trusted adult on campus is a counselor.
34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
Students survey reported the following top three reasons an individual was selected as a trusted adult:
85.7% selected because he/she can be trusted.
84.3% selected because he/she cares about me.
75% selected because he/she listens to me.

The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS)
1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS
2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey

B. Expected Measurable Outcomes:

California Healthy Kids Survey data:
75% of our students feel that they have a trusted adult at OCMS
100% of our students who feel that an adult cares about them
96% of students who feel safe at school.

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance
2019-20 Truancy rate will decrease to 50% (-2.54%)

2019-20 Chronic absenteeism rate will decrease to 5.4% (-2.4%)

Discipline data
2018-19 or most recently published suspension rate will decrease to 3% (-1.2%)

Middle School Drop Out Rate
OCMS will maintain a 0% drop out rate.

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance
2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.
17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

Discipline data
2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.
17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

Middle School drop out rate
OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Strategy:

OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to offer a homeroom period from which students will participate in student connectedness activities: a.) Elect homeroom ambassadors to distribute leadership opportunities; b.) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities;	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing

	c.) Utilize homeroom events with a focus on academic and character celebrations.				
2.	OCMS will implement an anti-bullying program(s), character development program, and new "Where Everybody Belongs (WEB) program to: a.) Provide anti-bullying, cyber education assembly, and positive school transition assemblies. b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait) c.) Charter traits are reviewed and discussed during homeroom. d.) Ongoing academic & social check-ins with 7th-grade and new students to OCMS by the WEB leaders The WEB program requires training of teacher WEB leaders, training of 8th-grade WEB student leaders, time-cards for teacher planning and development, and support for ongoing activities and student-check ins focused on building and maintaining school culture.	Administration; Counselor; Homeroom teachers, WEB team	$8,645 Source: Title I (supplemental materials and supplies, time cards)	Local student survey data; discipline and attendance data	Ongoing
3.	OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior. a.) OCMS staff will attend Restorative Practice training each year. b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	OCMS will monitor and track attendance and discipline data. a.)Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, truancies, and tardies. b.)To help motivate students, monthly awards will be given for student attendance goals and progress.	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	OCMS will collaborate with families and the community to support our learners: a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.	Administration; Counselor	none	Attendance and feedback at parent forums and workshops	Ongoing

LCAP Goal: **School Goal 4** **LCAP Priority Area:** **Targeted Pupil Student Group(s):**	
A. Rationale:	**B. Expected Measurable Outcomes:**
C. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. School Site Council Membership
Oak Crest 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
Brieahna Weatherford	X				
Katie Friedrichs			X		
Stephanie Lytle			X		
Susan Lesan		X			
Mariah Weibel		X			
Dani Rodriguez		X			
Gloria Sanchez				X	
Leanne Vennemeye				X	
Marc Duxbury				X	
Devyn Dudek					X
Kate Miller					X
Reagan Ericson					X
Numbers of members of each category	**1**	**3**	**2**	**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 G. Budget 2019-2020
Oak Crest Middle School

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
X	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$0**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$0**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$125000**
Title I Funds **Does Not Apply**	**$240645**
Total	**$365645**

SCHOOL SITE COUNCIL SIGNATURE SHEET
***2019-2020 Plan Approval**

May 28, 2019
3:00pm-4:00pm
Room M3

Print Name	Signature
MARC DUXBURY	
Katie Friedrichs	
Leanne Vennemeyer	
Devyn Dudek	
Kate Miller	
Marcia Weibel	
Lauren May	
Reagan Ericson	
Stephanie Drosti	

The School 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:	June 2019

The School 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: Pending June 20, 2019

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:

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

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 Description:

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 and added the additional grade level in 2016. Currently, our enrollment is 740 students and has continued to show steady growth. We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the 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 community building, 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 success in high school.

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 and added the additional grade level in 2016. Currently, our enrollment is 740 students and has continued to show steady growth.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. There are 735 students enrolled at Pacific Trails Middle School. Demographic data is currently 8.5% Hispanic, 51.5% white, 33% Asian, and 7% other ethnicities. Other subgroup data includes10.9 % socioeconomically disadvantaged students, 5.5% sped students, and 4.4% are English Language Learner students.

We are 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 peer to peer connections, student wellness, enrichment opportunities, and incorporates learning opportunities with the school counselor and administration. A priority during homeroom is to support students with their academic achievement. Targeted interventions are available to students and include Math Lab, Reading Lab, and Organizational Group. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared to further their success in high school.

Course offerings and enrollment data for Math and English are as follows:
English 7 (college prep): 166 students
English Honors 7: 207 students
English 8 (college prep): 117 students
English Honors 8: 218 students
Sheltered English: 15

Integrated Math A Essentials: 18 students
Integrated Math A: 133 students
Integrated Math A Honors: 133 students
Integrated Math B Essentials: 19 students
Integrated Math B: 108 students
Integrated Math B Honors: 213 students (38 of these students are 7th graders who passed the IMRT grade skip test)
Integrated Math 1 Honors: 42 students

Other core academic course offerings include US History, World History, 7th Grade Science, 8th Grade Science, and Physical Education. We have a variety of year-long elective courses, which include Art Explorations, STEM Explorations, Advanced STEM Explorations, Band, Orchestra, Vocal Performance, Yearbook, Leadership/ASB, Spanish I, and Spanish II.

Students with an Individualized Education Plan (IEP) receive specialized academic instruction via team-taught classes, such as Integrated Math A Essentials and/or English. Fundamental English and Math Classes are also offered to support students. An Academic Support class is offered as an elective to help students meet their educational goals and provide access to additional instruction and/or reteaching opportunities.

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)

After analyzing multiple measures, which include the 2019 Healthy Kids Survey, California Dashboard data (SBAC data results), grade reports, and Math Diagnostic Test Project (MDTP), and the Reading Inventory (RI) our school will focus on the following goal areas:

Goal 1: Maintain a campus that supports student connectedness and overall student safety.

The previous Healthy Kids survey was conducted in Spring, 2017 by a different company and given to all 7th and 8th graders. The 2019 Healthy Kids Survey was given to all 7th graders only in March, 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District. "School Environmental Scales" are in line with other SDHSD middle Schools. PTMS data represents students' response as "Pretty much true" or "Very much true.":

Caring adults in school 69%

High expectations-adults in school 81%

Meaningful participation at school 36%

School connectedness 75%

Academic motivation 79%

Parent involvement 66% (middle school district average 62%)

Physical Environment: Quality of the school physical environment is higher than the district average, which is most likely the result of PTMS being a brand new school.

School Safety: Students perception of school safety is in line with district averages with 78% of our students feeling "very safe or safe." Twenty-one percent of our students answered "neither safe nor unsafe." 33% percent of students report "experiencing any harassment or bullying in the past 12 months (middle school district average 29%).

Substance Use: Data results of substance use are very low. There are no trends identified with alcohol, marijuana, binge drinking cigarette smoking or electronic cigarette/vape use.

Mental Health: When asked, "During the past 12 months, did you ever seriously consider attempting suicide?" 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade students reported "feeling so sad or hopeless almost every day for two weeks." This is also a little higher than the district average of 20%.

Goal #2. An annual increase in student achievement in English Language Arts (ELA) and math for all students.

- After reviewing California Dash Board data results, it is evident that all students are 89 points above standard in English Language Arts (ELA) and 94.1 points above standard in math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our ELL, SED, and SWD increased.

Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -37% (was -38% in 2017)

SWD Math achievement gap: -56% (was -53% in 2017)

EL ELA achievement gap: -50% (was -57% in 2017)

EL Math achievement gap: -31% (was -33% in 2017)

EDS ELA achievement gap: -30% (was -30% in 2017)

EDS Math achievement gap: -23% (was -35% in 2017)

SBAC data along with grade data, Reading Inventory (RI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention, specifically Reading Lab and/or Math Essentials classes.

Goal 3: Annual increase in student achievement for all students in English Language Arts (ELA) and Mathematics with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

- The 2019-20 school-year will be Pacific Trail Middle School's fifth year and our enrollment continues to increase. Our opening enrollment in 2015-16 was 267 with only seventh-grade students. Our enrollment for the 2018-2019 school year was 740 students and our projected enrollment for 2019-2020 is 800. Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilizing the PLC process to focus on student learning and continuous improvement.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? School data was shared with the School Site Council (SSC), Department Chairs, and teachers. Input was received from all stakeholders. Goals and goal progress was reviewed with the SSC and all teachers. At the March 25, 2019 ELAC meeting, an EL Needs assessment and the LPAC survey was completed by parents. Goals and goal progress was shared at the spring ELAC meeting.

D. Summary of Progress Made on 2018-19 Goals
Pacific Trails Middle School

School Goal 1

Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

1. School Connectedness Survey Results/ Healthy Kids Survey Results (received May 2019)

2. Attendance Data: Chronic absenteeism rate will remain below 6% for all students.

3. Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%

4. Site Safety Plan

B. Summary of Progress:

1. The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data of students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Data results include:

- 95% of students feel that they have friends at PTMS
- 95% of students feel they have a peer they can talk to at lunch, break, etc.
- 90% of students enjoy attending PTMS
- 97% of students feel that PTMS is a supportive and inviting place for students to learn
- 93% of students report that they feel safe at school
- Students treat each other with respect (165 students disagree = 30%)
- If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
- Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
- Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

Areas of focus for the 2018-19 school year include:

- Yearly theme - "Kindness Rocks" - New Student Orientation, Rock Garden, Welcome Week activities, New student social, Club Day (Fall & Spring)
- Great Kindness Challenge (1/28-2/1) - ASB/Homeroom activities focused on

kindness

- Restorative Practices Training - five more teachers trained (approximately 75% of teaching staff is trained)
- Restorative Practices Trainer of Trainers- Principal, counselor, and teacher attended
- First-semester Counselor/Assistant Principal - "How to have an awesome year at PTMS" presentations to all students in September
- Homeroom Ambassador meetings (quarterly)
- Restorative practices used regularly by staff with challenging student behaviors and student conflict
- Second-semester student circle check-ins (using restorative practices)
- Second-semester Assistant Principal presentations to PE classes - See something, say something; identifying the signs of suicide prevention, active shooter, campus expectations.
- Wellness Week 3/11/19-3/15/19: Wellness Assembly (anxiety prevention, vaping prevention, etc.) for all student on 3/11. Same speaker to speak with parents about the same topics at the Principal's Coffee on 3/8/19.

Healthy Kids Survey to be given March 14 & 15, 2019 - Data to be reviewed late spring.

2. In reviewing attendance data for the 2017-18 school year and according to California Dashboard, 3.4% were chronically absent. As of Feb 1, 2019, 2.22% (16 students) are chronically absent. Our goal is to have an absenteeism rate below 6% for all students. The assistant principal reviews bi-monthly excessive absences and tardy reports. Students who fall within the guidelines of chronic absenteeism receive notification and are referred to our Student Attendance Review Team (SART). An official referral to the Student Attendance Review Board (SARB) is made for those students who do not improve.

3. According to the California Dashboard data for 2017, 1.1% of students were suspended once. In 2018, 1.5% of students were suspended once. Two subgroups which have increased in suspensions are our Socioeconomically Disadvantaged (6.3%) and Students with Disabilities (8.2%). Our goal is to have suspension and expulsion data be below 1%.

4. The school site safety plan was updated and approved by the School Site Council on September 24, 2018. All teachers have been trained in various drills and safety roles outlined in the safety plan. Participation in emergency drills is up to date and the Safety Committee meets quarterly. In January, they changed their name to the School Safety and Wellness Committee, which includes additional members (3 students and 1 parent). During the 2018 school year, the assistant principal created a discipline committee composed of teachers and classified staff. Assistant principal solicited feedback regarding school discipline to the Homeroom Ambassadors and ASB students. A vision supporting school discipline was created in the middle of the 2017-18 school year and a progressive plan was developed and communicated to teachers at the February 2018 late start meeting and the August 2018 inservice. The updated plan was presented to students and parents at the

	start of the 2018-19 school year.

C. Relevance:

Although the 2018 School Connectedness Survey yielded many positive results in areas that surveyed student perception of student connectedness, 30% of students disagree that students treat each other with respect, 29% of students would not tell a teacher or staff that they were being bullied, and 22% of students believe that teachers or staff members do not help students solve conflicts with one another.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

More teachers will be trained in restorative practices. At least 3-4 late start meetings will support the restorative practices process. Counselor and principal will meet with random students on a monthly basis using the restorative practices process to help build a sense of school community and student connectedness Also, the Safety Committee, which meets monthly changed their focus to include Wellness. As of January 24, 2019 this group is now called the School Safety and Wellness Committee.

School Goal 2

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 Student Group(s):

All students

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
Maintain over 80% of "all students" will score in the standard met/exceed range in math. Maintain over 80% of "all students" will score in the standard met/exceed range in ELA. The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.	1. After reviewing California Dash Board data results, it is evident that all students are 89. points above standard in English Language Arts (ELA) and 94.1 points above standard in math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our ELL, SED, and SWD increased. Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard. Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math: SWD ELA achievement gap: -37% (was -38% in 2017) SWD Math achievement gap: -56% (was -53% in 2017) EL ELA achievement gap: -50% (was -57% in 2017) EL Math achievement gap: -31% (was -33% in 2017) EDS ELA achievement gap: -30% (was -30% in 2017) EDS Math achievement gap: -23% (was -35% in 2017) In the spring of 2018, a flexible master schedule was created to support all students using initial assessment data. It was reviewed and finalized prior to the first day of school.

Classes offered were driven by student needs and requests. Course conflicts were removed so students could gain access to essential classes. A zero period was also offered for those students who requested an earlier start time. Students identified as SWD had the opportunity to have equal access to electives by opting for a 7th course through zero period.

Math Diagnostic Testing Project (MDTP) scores were used to identify 7th-grade students who would benefit from a math intervention class called Integrated Math A Essentials. We have one section of Integrated Math A Essentials for our 7th-grade students, which incorporates ST Math software to support individual student's needs. The 7th grade Math Essentials A class has 18 students enrolled. We also have an Integrated Math Essentials B class for 8th graders. This class currently has 16 students enrolled and also uses the software ST Math. Both math essentials classes support students with disabilities (SWD) with a team-teaching model and incorporate the support of AVID tutors. D/F grade data was reviewed in the fall at the progress report mark and again at the semester.

Homeroom is utilized to support all students with academic practice, which includes interventions coordinated and monitored by the Intervention Coordinator. The Intervention Coordinator holds weekly meetings to help students with organization/study skills (Organization Group). Utilizing Homeroom Interventions such as Read Lab and Math Lab allows for the opportunity to support all students during the school day. We have a comprehensive intervention team that meets weekly and includes an administrator, counselor, school psych, special education teacher, and the Intervention Coordinator. This model allows us to continue to provide a systematic approach to multi-tiered supports for all students, including students identified as SWD, ELL, and EDS.

In the fall, Reading Inventory (RI) scores were used to identify students who would benefit from a reading intervention. Approximately 25 7th grade students and seven 8th grade students were enrolled in the Homeroom Intervention called Reading Lab and received prescribed computer-based reading support/intervention with the Read 180 software. At the semester, these students were reassessed with RI to check progress. All students but one made progress, and four 7th graders were exited from the program because these students met the growth target. At the end of last school year, nine ELL students were in Reading Lab, but this year they are scheduled in our new sheltered English class and receiving the appropriate reading intervention.

Math Lab Homeroom is a math intervention used during the school day to support students in need of extra math help using a peer tutoring model. The 8th grade Math Lab has approximately 18 seekers and 12 coaches. The 7th grade Math Lab has approximately 11 seekers and 10 coaches. Seekers are selected based on low course grade, teacher/parent referral, and/or student self-referral.

English Language Learners are supported in an EL Sheltered English class, which

	incorporates the Inside curriculum. AVID tutors are also present to offer extra support. Approximately 13 students are enrolled. Our school participates in quarterly ELAC meetings with the assistant principal in attendance. Mid-year individual student monitoring meetings were held by the EL teacher and the assistant principal. These meetings will also be held for all designated students in the spring. We re-classified 6 students this year. We have 4 students who are dually identified as SPED and EL. We are monitoring their progress and working with sped team to identify when it may be appropriate to reclassify these students as well. We have had 5 students enroll after January 2019 who qualified as EL learners and will continue to monitor their progress. Overall, all students were an average of 89.4 points above standard for ELA, this is a decline of 3.7 points. English Learners were 30.2 points above standard (a gap of 59.2 points from the overall score of the school. However, that is also an increase of 11.5 points for EL students. In comparison, SED students were 32.1 points above standard with an increase of 7.6 points and SWD were 27.3 points above standard and maintained from the previous year. Interestingly, Hispanic students were 54.5 points above standard with an increase of 14.8 points. We currently have a Sheltered English course for students who are in the Emerging or Expanding ranges on the ELPAC (levels 1 and 2 overall). Other academic areas modify work as necessary for students within their classes. We do not offer Sheltered History, Science, or Math. Counselor and AP have discussed the possibility of changing our Sheltered English course to ELD 1,2,3 for the 2019-20 school year to better accurately describe the instruction students are receiving.

C. Relevance:

Students need equal access to a flexible master schedule that allows for interventions during the school day. This includes support with English Language Development, reading, math, and organization/study skills.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We need a data collection process and timeline to monitor the progress of students participating in Math Lab.

School Goal 3

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 Student Group(s):

All students

A. Actual Measurable Outcomes:

a. Department Chairs submit Professional Learning Community's (PLC's) mid-year update of progress in lieu of updating the "PLC Work" website link.

b. Essential learning objectives (ELO's) and a minimum of four common formative assessments (CFA's) with an assessment calendar

c. Late start Monday professional development opportunities focus on increasing student learning and closing the achievement gap

B. Summary of Progress:

a. January 2019 - Department Chairs provided mid-year feedback as it relates to the Actions/Tasks:

Science: The science department has been working collaboratively to shift content and instructional strategies to align with NGSS. 7th grade science is in its first year of implementing the fully integrated model of NGSS. 8th-grade science is still in transition and will be fully integrated next year. Through late start days, prep periods and several collaboration days the following has been accomplished:

- Filtering through different pilots and seeing which one meets our needs of our students (example pilots include Carolina Smithsonian, Lab-aids...), gathering materials for the pilot, making google slides and student worksheets to support the pilot, and figuring out the timing of the pilot and working around limited resources
- Building common assessments around the pilot and discussing student achievement to inform instruction
- Discussing pros and cons of each pilot and determining whether or not we will keep it for next year and if we keep it, how we can make it better. Collaborating with other schools such as CVMS and DNO and comparing pilots/lessons
- 7th grade science teacher took an online course through the Teaching Channel as they implemented an NGSS aligned unit called Disruptions in Ecosystems (with CVMS) and 8th grade science teachers went to a training to learn about how to implement their lab-aids pilot

Social Studies:

8th grade U.S. History:

	1. Creating and revising common assessments - we currently have six (6) total, and plan to create a common summative unit assessment for "A Dividing Nation" unit. Moving forward, we may also add to the pool of these common unit exams. With the Four Principles of the Declaration of Independence, as well as another common assessment, "Constitution Portfolio/Analysis Project", we have made essential revisions. For example, with the Constitution Portfolio/Analysis Project, including directions for introducing and evaluating evidence. 2. Review of assessment data - we have spend a significant amount of PLC time reviewing our students' Four Principles of the Declaration of Independence writing assignment to establish consistent grading criteria and review of results. 3. Collaboration - Brian and I collaborated on our Introduction Unit for the beginning of the school year, which introduced Historical Thinking Skills, geography, and early human migration. We have not spent additional PLC collaborating beyond this unit. 4. PD - participating in Department PD days; Brian will be attending a writing seminar sponsored by the district. 7th grade World History: 1. Creating and revising common assessments: we have eight common formative and summative assessments, one each per unit (eight units total). We are in the process of learning and developing our formative/summative assessments for the new State required Gupta Empire, which we will begin teaching next Fall. 2. Review of assessment data: we are lock-step in our assessment calendar and curriculum design. We formally and informally review and discuss both our formative and summative assessments. Each Late Start PLC we discuss the most recent assessment. 3. Collaboration: once a month, during our designated PLC Late Start, we meet to discuss and, if needed, revise our assessments. Currently, our focus has shifted to the new content area of the Gupta Empire required by the State. We are in the process of creating common assessments for this new unit. We collaborate on an on-going, informal basis. 4. PD: we spent our district PD day collaborating on the new Gupta Empire. We have not taken an additional PD day beyond the district PD day. We feel our PLC time and informal discussions have been a great use of PD. Math: PLC's are made up of course-alike groups and meet with site and district teachers during late start time to review curriculum pacing and student data to monitor learning and inform instruction. Math ELO's have been written for every math course (accessible online for all district teachers to access via the "math curriculum support website). CFA's are

aligned with ELO's and an assessment calendar is established. Specific questions on CFA's are changed as needed, based on student performance. Student academic progress is consistently monitored in all math classes and students in Math A and Math B are provided additional support in Math Lab (teacher directed peer tutoring program) during Homeroom. Several math classes are piloting a one to one computer supported curriculum delivery (all students have access to a Chromebook with a touch screen called a smart notebook). At the January teacher inservice, all middle school Math B teachers met to discuss pacing and teaching strategies, and to review curriculum. Teachers continue to give curriculum related feedback and adjuments are made accordingly.

English: The PTMS English department has been calibrating our grade-level teachers with each other as there have been shifts in our teaching team from last year. Based on our initial writing assessment (DWB) we have met, discussed and shared data across the district and within our site-- both student scores and trends in student writing. For example, the team has: Normed for DWB essay rubrics for each grade, shared findings within student writing, shared collaborative documents around peer editing, quotation blending, thesis statements, re-teaching tools for paragraph/essay writing.

Additionally, the department has used our PLC work and PD time to work on common assessment refinement for each grade and to discuss/create documents we can share across subject areas specifically to support students in classes outside of English. The following is a breakdown by grade of the assessments.

7th Grade: Decided on 4 common assessments for the year, confirmed grade level learning outcomes

8th Grade: Discussed Wall-E versus "There Will Come Soft Rains" Common Assessment, Shared "Broken Chain" Quiz, 2nd Common Assessment is "Tell-Tale Heart"

For both grades: Revisited Department Writing RIP - Collaborate and create writing document to share with the history department (in the process)

Spanish: Teachers use release days as needed and late start days to analyze student learning. Spanish teachers are aligned in Spanish 1. Teaching tools, resources, quizzes and part of the exams are shared. ELO's and four CFA's are established. Right now, we are working on improving student' speaking skills by using frequently used phrases and questions. Speaking in Spanish is a focus this year. In addition, we offer Spanish tutoring as an intervention opportunity for students during homeroom. Spanish 1 and Spanish 2 students that need additional help and support in class are be paired with another student. (coach/seeker).

PE: PLC meets during late start mornings. ELO's are established and CFA's are created and student work is analyzed and assessed using vocabulary quizzes, knowledge checks,

	and via Google classroom (students video themselves doing a skill and the video is uploaded for assessment). Rubrics continue to be developed. b. See ELO and CFA details above (part a.) c. Staff Development Topics: Suicide Prevention, Restorative Practices, Homeroom vision work/Intervention/Enrichments, Various Wellness topics, Safety Training, 504 Training, and Disconnected Students, Technology Topics, EL Training and Documenting Interventions in Aeries, fall review of CAASPP 2018 data results with a focus on students identified as SWD, EDS, and ELL, and California Dashboard training (to be held end of February).

C. Relevance:

Due to the growth of our new middle school, we value the need to utilize Professional Learning Communities (PLC's) to focus on best practices. This is done by utilizing the PLC cycle to monitoring student achievement and ensure continuous growth of all students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

More focus on closing the achievement gap of the students identified as SWD, EL, and EDS.

School Goal 4 LCAP Priority Area: Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 1

Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:

State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

The previous Healthy Kids survey was conducted in Spring, 2017 by a different company and given to all 7th and 8th graders. The 2019 Healthy Kids Survey was given to all 7th graders only in March, 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District.
“School Environmental Scales” are in line with other SDHSD middle Schools. PTMS data represents students’ response as “Pretty much true” or “Very much true.”:

Caring adults in school 69%
High expectations-adults in school 81%
Meaningful participation at school 36%
School connectedness 75%
Academic motivation 79%
Parent involvement 66% (middle school district average 62%)

Physical Environment: Quality of the school physical environment is higher than the district average, which is most likely the result of PTMS being a brand new school.

B. Expected Measurable Outcomes:

A student/campus culture survey will be given in the Spring of 2020 to all students to monitor progress. The Healthy Kids Survey will be given to 7th graders in the spring of 2021 to capture current students' perception of school safety and connectedness.

School-wide Connectedness: Student participation in school-wide wellness activities/assemblies will be at least 95% of the student body.

Attendance Data: Chronic absenteeism rate will remain below 6% for all students.

Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.

School Safety: Students perception of school safety is in line with district averages with 78% of our students feeling “very safe or safe.” Twenty-one percent of our students answered “neither safe nor unsafe.” 33% percent of students report “experiencing any harassment or bullying in the past 12 months (middle school district average 29%).

Substance Use: Data results of substance use a very low. There are no trends identified with alcohol, marijuana, binge drinking cigarette smoking or electronic cigarette/vape use.

Mental Health: When asked, “During the past 12 months, did you ever seriously consider attempting suicide?” 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade students reported “feeling so sad or hopeless almost every day for two weeks.” This is also a little higher than the district average of 20%.

C. Strategy:

The Safety & Wellness Committee and ASB/Leadership will align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least four more teachers, and continue to implement restorative practices, hold quarterly Homeroom Ambassador meetings, hold a spring Wellness Week, and pilot Second Step/Social Emotional Learning in Physical Education classes..

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members (staff, parents, and students) for the School Safety & Wellness Committee 2. Principal Assistant Principal will work with ASB Advisor to develop a wellness plan of activities a. Committee and ASB will identify wellness themes for each quarter including a timeline of activities, which will be aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL). b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. ASB and the School Safety & Wellness Committee will plan a spring Wellness Week and include input from the school counselor. d. PE Department will pilot the Second Step - Social Emotional Learning curriculum to all students e. Administration and Wellness Committee will identify assemblies as	1. Principal & Assistant Principal 2. Principal, Assistant Principal, ASB Adviser, Counselor	Admin Budget	School Climate Student Survey, Student Wellness and Wellness Week post survey	1. Fall 2019 2. Fall 2019 a. Fall 2019 b. Fall 2019 and ongoing c. Spring 2019 d. Fall 2019 and ongoing e. Fall 2019 and ongoing f. August/September 2019

	needed to address student wellness concerns f. Hold a staff training on AB1266 in an effort to support LGBTQ youth				
2.	Use the Homeroom period for Community Building, Wellness Activities, and Restorative Circles 1. The Restorative Practices Trainers (school counselor, teacher, and principal) will provide a brief training/refresh of Restorative Practices to all teaching staff 2. The counselor will work with teachers to co-facilitate Restorative Circle strategies as needed in subject-specific classes to build community. 3. The principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (ideally 1 from each subject area) 4. The assistant principal will determine how to use restorative practices effectively for student conflict resolution 5 The principal will work with student leaders and staff to use Restorative Practices to support Community Building in Homeroom	Principal, Assistant Principal and Counselor	Admin Budget	Student Wellness Survey	1. August 2019 2. Ongoing 3. Fall 2019 4. Fall 2019 and ongoing 5. Fall 2019 and ongoing
3.	Develop a comprehensive school safety plan 1. Identify members (staff, parents, and students) for the School Safety & Wellness Committee 2. Assistant Principal will work with district staff to obtain and update a site safety plan template 3. Assistant Principal will work with School Site Council to approve and adopt the PTMS Safety Plan. 4. Utilize staff in-service to train staff on how to implement the PTMS Safety Plan 5. Work with SDPD to hold an "active shooter" training	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Emergency drills execution	1. September 2019 2. Summer 2019 3. September 2019 4. August/September 2019 5. Fall 2019
4.	Earn a Digital Citizen Certification with Common Sense Media 1. Intervention Coordinator will inform and train teachers about the Common Sense Media digital certification and provide the necessary curriculum 2. Deliver Common Sense Media approved lessons on Digital Citizenship Day in each subject area (math, science, social studies, English, electives, and PE) 3. October 21st Family Night will include distribution of online/media safety tips	Principal, Intervention Coordinator, and Subject Specific Teachers	no cost	Late Start agenda, department specific lesson plans, and receipt of Common Sense Digital Citizenship Certification, emails blasts to parents (eoption), school calendar	1. September/October 2019 2. Monday, October 21, 2019 3. Monday, October 21, 2019

LCAP Goal:

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

Annual increase in student achievement for all students in English Language Arts (ELA) and Mathematics with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students

A. Rationale:

After reviewing California Dashboard data results, it is evident that all students are 89 points above standard in English Language Arts (ELA) and 94.1 points above standard in Math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our EL, SED, and SWD targeted subgroups all increased.

Most of our various student groups (i.e. Students with Disabilities (SWD), English Learners (EL), and Economically Disadvantaged Students (EDS) made improvements in ELA and Math; however, we are concerned that the SWD group decreased 3% in the number of students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and Math:

SWD ELA achievement gap: -37% (was -38% in 2017)
SWD Math achievement gap: -56% (was -53% in 2017)

EL ELA achievement gap: -50% (was -57% in 2017)
EL Math achievement gap: -31% (was -33% in 2017)

EDS ELA achievement gap: -30% (was -30% in 2017)
EDS Math achievement gap: -23% (was -35% in 2017)

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

SBAC data along with grade data, the Reading Inventory (RI) assessment and Math Diagnostic Testing Project (MDTP) scores were reviewed in the spring of 2019 and used to identify students who would benefit from math and/or reading intervention. Approximately 30 students are enrolled in the Reading Lab Homeroom Intervention and receive prescribed reading support/intervention with the Read 180 Universal curriculum. Math Lab Homeroom uses a peer tutoring model and has approximately 11 seekers for grade 7 and 18 seekers for grade 8.

We have two sections of Math Essentials, which incorporates ST Math software for a prescribed and individualized intervention. The 7th grade Math Essentials A class has 18 students enrolled and the 8th grade Math Essentials B class has 16 students enrolled. These two math essentials classes also support special education students with a team-teaching model.

C. Strategy:

Create a flexible master schedule to support all students and create systems of support and interventions. Identify students that would benefit from ELD English, Math Lab, and Reading Lab. Teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	A flexible master schedule will be developed to allow students access to grade level appropriate courses 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Offer Integrated Math Essential courses for grades 7 & 8 to include targeted instruction by utilizing the district-approved curriculum and ST Math software to remediate identified learning gaps for students performing below grade level. 3. Utilize the Intervention Coordinator to evaluate the effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 4. Hold weekly intervention team meetings to review student progress and assign appropriate interventions as needed. 5. Continue developing our ELD program to support our increasing English Learner population. Review English Learner enrollment to determine EL English class placement. 6. Use the co-teaching model to support the SWD group in accessing grade-level content	1. Principal and Counselor 2. Principal 3. Intervention Coordinator 4. Intervention Coordinator, Site Administration, and Intervention Team 5. Principal, Assistant Principal, Counselor 6. Principal	1 Section of Integrated Math A Essentials - $25,000 (Source: Non-Formula LCAP) 1 Section of Integrated Math B Essentials - $25,000 (Source: Non-Formula LCAP) 1 Section of English for EL's (ELD) - $25,000 (Source: Non-Formula LCAP)	CAASPP data/California Dashboard	1. August 2019, Spring 2020 2. August 2019, Spring 2020 3. Fall 2019 and ongoing 4. Fall 2019 and ongoing 5. August 2019, Spring 2020 6. August 2019
2.	PTMS will maintain an after-school Homework Club and Math Mornings to be implemented and staffed with PTMS teachers. 1. Intervention team will review grade reports and teacher feedback to identify students who could benefit from homework club/Math Mornings	1. Intervention Team 2. Principal 3. Intervention Team	After-School Homework Club - 2 teachers, 2x/week, 30 min sessions at approx	CAASPP data/California Dashboard, grade reports, student sign	1. Fall 2019 2. September 2019 3. Spring 2020

	2. Identify teachers to support after-school sessions as needed. 3.The intervention team will review student grade reports and teacher feedback to measure the effectiveness of the program, and will be adjusted based on data review		$35/hr - $2,389 (Tutoring Support Allocation and PTSA budget) Math Mornings - 1 teacher, 2x/week, 30 min sessions at approx $35/hr - $1,195 (PTSA Budget)	in/out attendance sheet	
3.	Utilize the Intervention Coordinator to identify and monitor at-risk students access interventions 1. Intervention coordinator will work with targeted teachers, principal, and resource specialists to identify current support and needed supports 2. Intervention coordinator will create and share the PTMS multi-tiered intervention plan with teachers and train them on how to implement the plan and log student intervention in Aeries 3. Intervention coordinator will lead a weekly review of academic progress, grade data and teacher feedback on the effectiveness of current intervention plan 4. Intervention Coordinator will be a member of the Student Study Team (SST)	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - $25,000 (general FTE staffing formula)	CAASPP data/California Dashboard, grade report data, teacher/parent feedback	1. Fall 2019 and ongoing 2. Fall 2019 3. Starting September and ongoing 4. Ongoing
4.	All College Prep and Honors English students will be administered the Reading Inventory (RI) to identify students reading below grade level. 1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab." 2. Reading Inventory (RI) will be given and reviewed quarterly students in the Reading Lab intervention. 3. Reading data will be shared with English teachers to support individual students' reading development. All teachers will have access to their students' scores via Aeries	Assistant Principal, Counselor, Intervention Coordinator	no cost	Reading Inventory data	1. Fall 2019 & Spring 2020 2. Quarterly 3.Fall 2019 & Spring 2020
5.	Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students 1. Math Lab (math peer tutoring program) 2. Writing Lab (peer tutoring model) 3. Reading Lab (targeted intervention using Read 180 software) 4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success) 5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, Career Explorations, etc.) 6. Individualized teacher assistance for students as needed 7. Various small group activities to support SWD and EDS needs	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	1-3. Admin budget 4. Organizational Group supplies - PTSA funded $300 5. Homeroom Enrichment Supplies - PTSA funded $500 6-7. No cost	Homeroom Student Survey CAASPP data/California Dashboard Subject Specific Common Formative Assessments	1.-7. Fall 2019 and ongoing

LCAP Goal:

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

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 Student Group(s):

All students

A. Rationale:

The 2019-20 school-year will be Pacific Trail Middle School's fifth year and our enrollment continues to increase. Our opening enrollment in 2015-16 was 267 with only seventh-grade students. Our enrollment for the 2018-2019 school year was 740 students and our projected enrollment for 2019-2020 is 800. Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilizing the PLC process to focus on student learning and continuous improvement.

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

Mid-year progress update of PLC work, which may include meeting agendas, meeting minutes, and samples of essential learning objectives, common assessments, student work samples, and/or curriculum samples

Late Start Monday professional development opportunities to focus on increasing student learning and closing the achievement gap.

C. Strategy:

PLC groups will participate in 16 late start Monday meetings with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement, with a focus on EL students, students with disabilities, and socioeconomically disadvantaged students.

	Actions/Tasks	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 Monday Late Start Days and collaboration release days as needed to:	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - not to exceed	Meeting agendas and PLC cycle data, curriculum	1. Fall 2019 and ongoing 2. September late start

	1. Groups use release days as needed to analyze student data, create a plan to adjust instruction, and identify students who need an intervention. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create/update 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 common formative assessments. 5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.		$4,000 (PLC Support Allocation - site budget)	development, meet SBAC growth targets, Intervention Team meeting notes	meeting 3. Fall 2019 and ongoing 4. Fall 2019 and ongoing 4. Fall 2019 and ongoing 5. Fall 2019 and ongoing 6. Second Semester 9. Fall 2019 and ongoing
2.	During Monday late start time, provide professional development opportunities for all teachers. Targeted PD topics include: Educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, English Learner strategies, Second Step Curriculum/Social Emotional Learning, achievement data/California Dashboard review, etc.	Principal	no cost	Meeting agendas, grade reports, CA Dashboard data	1. Starting August 2019 and ongoing 2. Starting August 2019 and ongoing

F. 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	X				
Parnak Memar		X			
Brian Gillette		X			
Gregg Hunt		X			
Hannah Reed		X			
Mona Healy			X		
Marie Vaughn				X	
Alina Maor				X	
Brandi Nishnick				X	
Remi Morris					X
Henna Qadiri					X
Alexa Nguyen					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 G. Budget 2018-19
Pacific Trails Middle School

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$6,850.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$1,713.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$75,000.00**
Title I Funds **Does Not Apply**	**$0.00**
Total	**$83,563**

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Brian Gillette		X			
Gregg Hunt		X			
Hannah Reed		X			
Mona Healy			X		
Marie Vaughn				X	
Alina Maor				X	
Brandi Nishnick				X	
Remi Morris					X
Henna Qadiri					X
Alexa Nguyen					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).

The School Plan for Student Achievement

School:	San Dieguito High School Academy
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-3737418
Principal:	Adam Camacho
Date of this revision:	May 2019

The School 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:	Adam Camacho
Position:	Principal
Telephone Number:	(760) 753-1121
Address:	800 Santa Fe Drive Encinitas, CA 92024
E-mail Address:	adam.camacho@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
San Dieguito High School Academy

Vision Statement:

Vision Statement: We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

Mission Statement:

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression.

Principal's Message:
San Dieguito H.S. Academy (SDA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring staff on a flexible (4x4) schedule, enhanced by adult-student connection opportunities through homeroom. Students have access to a variety of courses, including Advanced Placement (AP), honors, CTE Pathways, and college prep, along with an assortment of electives. SDA received the California Distinguished School Award in the spring of 2010 and is currently awaiting results from the February 2019 visit from the Western Association of Schools and Colleges.

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

Community Surroundings

San Dieguito HS Academy is located in the north coastal region of San Diego County. Ninth through twelfth grade San Dieguito Union High School District students may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or either of the academies (San Dieguito High School Academy or Canyon Crest Academy). Students living in Cardiff-by-the-Sea, Carmel Valley, Del Mar, Encinitas, Fairbanks Ranch, La Costa, Leucadia, Olivenhain, Rancho Santa Fe and Solana Beach bring a rich diversity of socio-economic backgrounds to San Dieguito HS Academy.

School

San Dieguito HS Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school serving 1,850 students during the 2018-2019 school year. The SDA campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. The site is currently undergoing construction of a new 33-classroom facility that will house Arts & Humanities classes, along with Seaside Prep Academy. The SDA learning community fosters active student involvement, leadership, and teamwork. SDA values both rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Additionally, SDA students volunteer their time to support a wide variety of causes.

SDA's active Associated Student Body leadership team offers a tremendous range of student involvement opportunities throughout the year. Clubs and other campus events allow students to pursue interests including academic fields-of-study, visual arts, world languages, career interest areas, community service, physical activities, and politics. Parents and community members are encouraged to take an active role at SDA. They serve as members of SDA's School Site Council, SDA Foundation, Student Success Services, and in numerous other volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. Ninety-seven percent of SDA's Class of 2018 self-reported their intention to attend post-secondary institutions, with 33% attending two-year colleges and 64% attending four-year colleges, including: M.I.T., University of Illinois, University of Southern California, Pennsylvania State University,

University of San Diego, New York University, University of Oregon, University of San Francisco, Purdue University, Santa Clara University, Loyola Marymount University, University of Washington, University of Colorado, Boulder, University of Hawaii, Northeastern University, Tulane University, Pepperdine, Emerson College, University of Redlands, Rensselaer, and a variety of colleges within the University of California and California State University systems.

During the 2017-18 school year, 71% of participating SDA students earned a 3 or higher on AP tests, 86% earned a 21 or higher on the ACT, and 93% and 81% (respectively) met English Language Arts and Math benchmarks on the SAT. Out of the 477 members of SDA's most recent senior class, 7 were recognized as National Merit Scholarship Program Semi-Finalists and 22 additional students earned Commended Student status.

Schedule

SDA operates on a 4 x 4 block schedule, in which students attend four 90-minute classes daily. SDA's two 18-week terms are divided into four 9-week quarters. The school day includes a twenty minute homeroom period four times a week. Students can earn 320 credits over four years. Underclassmen are required to earn at least 80 credits each year. This schedule allows SDA students to enroll in a wide array of elective courses, including culinary arts, video/film production, psychology, photography, computer programming, speech and debate, and American Sign Language.

Faculty

The faculty at SDA reflect the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. More than half of SDA's faculty members hold advanced degrees. Teachers and counselors serve as homeroom advisors to students and as liaisons to their parents. Students have the special opportunity of remaining with the same homeroom advisor throughout their four years 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)

A detailed evaluation of the performance data allowed the School Site Council and site leadership to identify specific areas of need, including increasing student connectedness, increasing college and career readiness, increasing the number of English Learners who are reclassified, and increasing student achievement. These goals were based on a thorough analysis of CAASPP scores, California Healthy Kids Survey results, career readiness indicators, D/F lists, and English Learner data.

1. Enhance the strong sense of school connectedness reported by San Dieguito Academy students - Based on 2017 CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, and student reports from the 2018 Connectedness Survey include 7% of the student population in this metric. In 2017, 24% students reported they do not feel that they do things that make a difference at the school. California Healthy Kids Survey results for 2019 are not yet available for comparison to prior years. State-reported chronic absentee rates indicate a 2017-18 chronic absentee rate of 8.7%. During the 2018-19 school year, 56 students were placed on a SART contract, after 174 students received excessive absence or illness letters 1, 2, and 3. An analysis of student self-reports and state-reported attendance data points support the need to focus on improving school connectedness.

2. Increasing SDA students' college and career readiness - Based on 2017-18 EAP Math results, 59% of all SDA students scored in the "college ready" range (Standard Met or Standard Exceeded). 37.7% of socioeconomically disadvantaged students, 21.2% of Special Education students scored in the "college ready" range, and there were no English Learner students in the participating grade. 2017-18 EAP ELA results indicate that 78.5% of all SDA students scored in the "college ready" range. 64.7% of socioeconomically disadvantaged students, 42.5% of Special Education students scored in the "college ready" range, and there were no English Learner students in the participating grade. In the most recent available data from 2016-17, 71% of all SDA students fulfilled the UC/CSU eligibility requirements. Fifty-nine percent of SDA's socioeconomically disadvantaged students met the UC/CSU eligibility requirements, and one of three of SDA's EL students met the requirements. That said, SDA's English Learners and Special Education students are underrepresented in Advanced Placement and Honors courses: __% of all students enrolled in AP and honors courses were EL students and __% were Special Education students. SDA's 2017-18 cohort graduation rate was 98.9% (Due to the changes in the methodology for calculating the 2016–17 ACGR and subsequent years, the CDE strongly discourages against comparing the ACGR with the cohort outcome data from prior years). This data supports the need to focus on increasing college and career readiness for all students.

3. SDA's English Language Learners will: Progress through English proficiency levels in a timely manner, meet reclassifcation criteria after 4-7 years in a language assistance program, and achieve academic success in core academic courses that is commensurate with non-EL peers - Based on 2017-18 enrollment data, _ of 30 of SDA's English Learners are classified as Long-term English Learners (6+ years classified at an EL). As there were no English Learners in the testing participation grade, data from 2016-17 shows that 21.4% of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test and none of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges for math. None of SDA's of English Learners scored in the "college ready" range on either the EAP Math or ELA tests. Additionally, only 1 of 3 of SDA's English Learners met the 2018 UC/CSU eligibility requirements. _ of English Learners are currently enrolled in Advanced Placement or Honors courses. This data supports the need to focus on implementing strategies to increase SDA's English Learner reclassification rate.

4. Increasing student achievement - 78.5% of all SDA students scored in the "met standards" or "exceeded standards" ranges on the 2017-18 CAASPP ELA test, which is a decrease from previous years. 61.2% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test, while 242.4% of Special Education students, and 64.7% of socioeconomically disadvantaged students scored in the same ranges in ELA (all are decreases from prior years). Turning to Math, 58.9% of all SDA students scored the "met standards" or "exceeded standards" ranges on the 2017-18 CAASPP math test (again, a decrease - 6%). 30% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP math test, while 21.2% of Special Education students, and 37.7% of socioeconomically disadvantaged students scored in the same ranges in math (decrease in all student groups). A focus on increasing student achievement for all students is clearly indicated by these results.

C. Involvement Process

Involvement Process:

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

SDA's School Site Council meets four times annually, and its primary function is to review the Single Plan for Student Achievement (SPSA) with a particular focus on the plan's goals, action plans, and progress toward goal achievement. The 2018-19 SSC met on:

December 3
March 3
May 28

Prior to the May 20, 2019 meeting, the SSC will receive a copy of the 2019-2020 SPSA for review. At the meeting, the Council will discuss, provide feedback, and approve the document. At the October 2019 meeting, the Council will review their roles and responsibilities. Signatures indicating plan approval will be obtained, and our School Plan for Student Achievement will be in place for the 2019-20 school year. The school leadership/administrative team is guided by these four approved goals. The SPSA document, data, and goals are regularly discussed and inform decisions made by site leadership at weekly administrative meetings (Mondays) and larger Principal's Cabinet meetings (Fridays). The administrative team collaboratively develops the SPSA with input from department chairs, parent advisory groups, and student focus groups.

D. Summary of Progress Made on 2018-19 Goals
San Dieguito High School Academy

School Goal 1

Enhance the strong sense of school connectedness reported by San Dieguito Academy students.

LCAP Priority Area:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Rationale:

Research shows that when students feel a positive connection to their school and to the adults in their school, they learn better, have healthier relationships, and feel better about life, in general. San Dieguito Academy prides itself on being an inclusive community where students feel accepted and cared for.

During the 2018-19 school year, the following metrics were used to assess progress toward a strong sense of school connectedness for SDA students:

- 2019 California Healthy Kids Survey (NOTE: The California Healthy Kids Survey is administered in odd-numbered years and the SDA Student Connectedness Survey is administered in even-numbered years.)
- 2018 Senior Exit Survey
- Attendance Metrics [Aeries]
- Suspension Rates [DataQuest/CA Dashboard]

Measurable outcome #1: Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel like I am

B. Summary of Progress:

Based on the 2019 California Healthy Kids Survey results, a very low percentage of SDA students (only 4-9%) report disagreement with the survey's connectedness prompts (I feel like I am part of the school; I feel close to people at this school; there is a teacher or some other adult at school who really cares about me; there is a teacher or some other adult at school who listens to me when I have something to say).

Based the 2018 Senior Exit Survey results, a very high percentage of SDA students feel a strong sense of connection to the school community. More than 90% of SDA's graduating seniors reported feeling that they have a strong relationship with at least one adult at SDA, and that there are adults at SDA who they can turn to with school-related or personal problems. These results align with the reports from all grade levels on previous CA Healthy Kids Surveys.

Attendance metrics indicate extremely small numbers of students being place on attendance contracts or being referred to the School Attendance Review Board.

Suspension rates are declining for all students and for SDA's Hispanic students. That said, Hispanic students are still suspended at a higher rate than the general student population.

PART of this school" on the 2019 California Healthy Kids Survey. Because the percentage of students who disagree with this (and the following three) statement(s) is already extremely low and in consideration of the longitudinal trend, SDA's focus is on maintaining the current sense of connectedness.

The 2019 CHKS was administered only to 9th and 11th graders. 7% of freshmen and 9% of juniors "disagreed" or "strongly disagreed."

Measurable outcome met: PARTIAL

Measurable outcome #2: Less than or equal to 7% of students will "disagree" or "strongly disagree" with the statement, "I feel CLOSE to people at this school" on the 2019 California Healthy Kids Survey.

Only 7% of both freshmen and juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: YES

Measurable outcome #3: Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who really CARES about me" on the 2019 California Healthy Kids Survey.

Only 6% of freshmen and 4% of juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: PARTIAL

Measurable outcome #4: Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who LISTENS to me when I have something to say" on the 2019 California Healthy Kids Survey.

Only 7% of both freshmen and juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: YES

Measurable outcome #5: The percentage of seniors (on the 2018 SDA Senior Exit Survey) who choose “disagree” or “strongly disagree” in response to the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here" will remain at (or be lower than) the 2017 average of 10%.

2017: 10% strongly/disagreed

2018: 8.9% strongly/disagreed (40 out of 447)

Measurable outcome met: YES

Measurable outcome #6: The percentage of seniors (on the 2018 SDA Senior Exit Survey) who choose “disagree” or “strongly disagree” in response to the statement, “There are adults at SDA who I can TURN TO with school-related or personal problems" will return to (or be lower than) the 8% 2017 average.

2017: 8% strongly/disagreed

2018: 7.6% strongly/disagreed (34 out of 447)

Measurable outcome met: YES

Measurable outcome #7: The percentage of students who are placed on a School Attendance Review Team contract will remain less than 2% of all SDA students.

2016-17: 1.7% of students placed on SART contract (32 students)

2017-18: X.X% of students placed on SART contract (XX students)

Measurable outcome met: Data available 6/19

Measurable outcome #8: The percentage of students who are referred to the SDUHSD School Attendance Review Board will remain under 0.3% of all SDA students.

2016-17: 0.1% of students referred to SARB (2 students)

2017-18: X.X% of students referred to SARB (X students)

Measurable outcome met: Data available 6/19

Measurable outcome #9: The percentage of students suspended will decrease at least 0.5% from a 5.0% suspension rate in 2016-17 to less than or equal to 4.5% in 2017-18. [DataQuest/CA Dashboard]

The suspension rate declined by 2.5% from 5.0% in 2016-17 to 2.6% in 2017-18.

Measurable outcome me: YES

Measurable outcome #10: The percentage of Hispanic students suspended (unduplicated; out-of-school) will be proportional (or less than) their representation within the general student enrollment. [DataQuest/CA Dashboard]

While the Hispanic suspension rate declined 0.9% from 2016-17 (4.6%) to 2017-18 (3.7%), Hispanic students were still over-represented among students in 2017-18. Specifically, Hispanic students comprised 30.43% of suspended students but only 19.66% of the cumulative student enrollment.

Growth target met: NO

C. Relevance:

Partially met. The available data suggest that most goals were met or almost met with the exception the suspension rate for Hispanic students, when compared to the suspension rate for the general school population.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to goal: Add "sense of safety" so the updated goal reads, "Enhance the strong sense of school connectedness and sense of safety reported by San Dieguito Academy students."

Changes to methods/metrics to measure progress: In order to assess students "sense of safety," an additional question from both the CHKS and the SDA Student Connectedness Survey will be monitored: "I feel safe at my school."

Changes to actions/services: Current programs that contribute to student connectedness will continue, but with an increased focus on evaluating program effectiveness. Armed with effectiveness data, we will strengthen the initiatives that are proving to make a measurable difference, reexamine those that are not, and improve collaboration and communication between these disparate programs.

School Goal 2

To increase college and career readiness.

LCAP Priority Area:

Goal # 3: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Learners (EL), students who qualify for Special Education programs (SPED), and socio-economically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
During the 2018-19 school year, progress on college and career readiness was assessed based on: • SBAC CAASPP results in ELA and Math (measured by EAP) • CDE reported UC/CSU eligibility rates • Cohort graduation rates • AP and honors enrollment Measurable Outcome #1: Increase percentage of all, EL, low-SES, and SPED students who scored in the "College Ready" range in math and ELA as measured by EAP. Based on multi-year data on SBAC assessment results for ELA, the EAP has identified the following percentage of students as "College Ready" (scored in the Exceeded Standards) in English Language Arts (2015, 2016, 2017): ALL STUDENTS: ELA (2015, 2016, 2017): 79%, 89%, 87% MATH (2015, 2016, 2017): 58%, 64%, 65% EL: ELA (2015, 2016, 2017): N/A, 25%, 21% MATH (2015, 2016, 2017): N/A, 7%, 0% Low-SES:	Overall, most student groups, aside from SDA's students with disabilities, have performed consistently on SBAC assessments, evidenced by multi-year data. SPED student scores on the SBAC have decreased relatively dramatically in ELA, which emphasizes that SPED students are less college ready today than previously. However, as a whole, SDA students' college preparedness has increased by almost 5% over the last year. Looking at AP and Honors enrollment, there is limited change in enrollment percentage for student groups other than "all students." As such, enrollment in these courses does not reflect our student population. As SDA moves forward with developing our CTE Pathways offered on site, we seek to analyze data on pathway participants and pathway completers.

ELA (2015, 2016, 2017): 52%, 68%, 67%

MATH (2015, 2016, 2017): 16%, 22%, 39%

SPED:

ELA (2015, 2016, 2017): 50%, 63%, 53%

MATH (2015, 2016, 2017): 18%, 26%, 26%

Measurable Outcome Met: NO. The percentage of SDA students from virtually all student groups that achieved "college ready" scores on the SBAC ELA and math assessments has decreased slightly. Between 2015 and 2017, low-SES students scoring in this category has almost doubled in math.

Measurable Outcome #2: Maintain cohort graduation rates for all students, EL, and Low-SES.

Though multiyear data obtained last year demonstrated there have been slight increases in all cohort graduation rates (2014-15, 2015-16), the CDE has recommended that cohort graduation rates from 2016-17 not be compared with other years, as there is a new formula for calculation. SDA will report on cohort graduation rates in the Summary of Progress for next year's developed SPSA.

Measurable Outcome #3: Increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA. (2017-18, 2018-19)

All Students: 46.5% (863 of 1854), 68% (1250 of 1850)

EL: 0% (0 of 19), 0%

No data available for Low-SES students, as site does not have access to list of students classified as socioeconomically disadvantaged.

Measurable Outcome Met: NO. The percentage of all SDA students that are enrolled in AP and Honors courses has increased dramatically. However, the EL student population's representation in AP and Honors courses has not increased.

Measurable Outcome #4: Increase UC/CSU eligibility rates for EL and Low-SES to more closely reflect the demographics of SDHSA.

All Students: 70% (263 of 374, 2015-16), 72.1% (274 of 380, 2016-17)

EL: 0% (0 of 4, 2015-16), 33% (1 of 3, 2016-17)

Low-SES: 41.4% (24 of 58, 2015-16), 59.3% (35 of 59, 2016-17)

Measurable Outcome Met: NO. While the percentage of students in all student groups meeting UC/CSU eligibility criteria has increased, SDA still does not see EL or low-SES students graduating with UC/CSU requirements met at the same rate as all students. There is a slight increase in the percentage of all students meeting criteria, attributed to the rapid increase in low-SES student eligibility rates.

Measurable Outcome #5: Increase the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release.

2016: 76.4%

2017: 79.8%

2018: 84.4%

Measurable Outcome Met: YES.

Measurable Outcome #6: Increase in percentage of students enrolled in CTE courses

2015-16: 47% (856 students)

2016-17: 55.5% (1,056 students)

2017-18: 65% (1,185 students)

Measurable Outcome Met: YES. Metrics for 2017-18 were pulled from Aeries. Moving forward, we will pull all available data from DataQuest for consistency.

Measurable Outcome #7: Increase in percentage of students that have completed a CTE pathway.

2017-18: 37 total completers

After participating in the Federal Program Monitoring process in December 2018, many pathways, courses, and CTE information have been revisited and altered in various ways. As such, data on the last few this metric is unreliable. CTE completer progress will be re-evaluated moving forward, as consistent pathways and courses are solidified in future years.

Measurable Outcome Met: Cannot be determined.

C. Relevance:

Partially met. Increase in percentage of students graduating "College Prepared," per CA Dashboard Fall 2018. However, EL and low-SES students are graduating having fulfilled UC/CSU requirements at a lower rate than all students. Additionally, low-SES, SPED, and EL students consistently underperform on SBAC assessments when compared to the "all students" group. There has been no marked increase in "college ready" scoring on SBAC assessments for other subgroups, aside from low-SES ELA scores, along with lack of improvement in EL enrollment in AP/Honors courses.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Measurable Outcome #2: Remove analysis of low-SES student enrollment in AP and Honors courses, as site does not have access to this information. Include SPED student group in analysis of course level enrollment.

Measurable Outcome to add: Percentage of 11th and 12th grade students enrolled in a CTE course that are on track to (or have already) complete a pathway.

Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data, along with increase marketing and awareness of CTE pathway options to increase college and career readiness for all students.

School Goal 3

SDA's English Language Learners will:

- Progress in a timely manner through the English proficiency levels, as measured on the ELPAC assessment (an increase of at least one level annually until students reach level 4/well-developed)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Achieve academic success in core academic courses that is commensurate with non-EL peers

LCAP Priority Area:

Goal #2: 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 (R-FEP).

Related state priorities: #2 (state standards), #4 (pupil achievement), and #8 (other pupil outcomes)

Targeted Pupil Student Group(s):

English Language Learners

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
Rationale: English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach level 4/well-developed, at which point their proficiency should be maintained). EL Learners are expected to meet reclassification criteria following 4 - 7 years in a language assistance program. Students who are appropriately exited from their language assistance program (through reclassification as Fluent English Proficient) should perform as well as their non-EL peers in core academic courses. During the 2018-19 school year, the following metrics were used to assess EL Learner language development, reclassification and academic success following reclassification: English Learner Progress Indicator [CA Dashboard] Post-reclassification representation on SDA's D/F Grade Report [AERIES] _____ Measurable outcome #1: Maintenance of, or an increase in, the	While the CA Dashboard English Learner Progress Indicator (ELPI) is not available this year due to the transition from the CELDT assessment to the ELPAC assessment, we are able to measure our students' reclassification rate based on site-maintained data. SDA students were reclassified at a much higher rate (33%) during the 2018-19 school year when compared to the previous year (24%). Another area for celebration is a decrease in the achievement gap between recently reclassified students and their non-EL peers. Specifically, this year's recently reclassified students account for a smaller percentage of students earning at least one D or F in a core academic course when compared to their representation on the D/F Grade Report the previous year.

English Learner Progress Indicator (ELPI), which measures language development and reclassification rates. According to the Spring 2017 ELPI Report, SDA's English Learners performed at the green/HIGH level.

Spring 2017: green or HIGH ELPI level (based on CELDT performance)

Spring 2018: With the transition to the ELPAC assessment, an overall ELPI performance level is unavailable on the Spring 2018 CA Dashboard.

However the CA Dashboard does indicated the percentage of students performing at each level. Of the 18 EL students assessed, 38.9% were at level 4 (well-developed), 27.8% were at level 3 (moderately developed), 33.3% were at level 2 (somewhat developed), and 0% were at level 1 (beginning stage).

Spring 2019: Data maintained by the EL Lead Teacher indicates that 33% (10 of 30) of SDA's English Learners were reclassified during the 2018-19 school year. This is a huge increase as compared to the 24% reclassification rate that has held steady since 2016.

Measurable outcome met: UNCERTAIN, but available data suggest progress

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Measurable outcome #2: The representation of recently reclassified students on the D or F Report (for core academic courses) will move closer to the representation of recently reclassified students in the total student population, thus reducing the achievement gap.

During the fall term of 2018-19, recently reclassified students made up 4.5% of the student body but represented 9.1% of the students who earned at least one D or F in one of the four core academic areas (English, math, science or social science). This indicates a 4.6% achievement gap.

Fall term of 2017-18: 7.5% achievement gap

Fall term of 2018-19: 4.6% achievement gap

Measurable outcome met: YES	

C. Relevance:

UNCERTAIN/YES

Some of the data needed to state an unequivocal "yes" is not available this year due to a transition from the CELDT assessment to the ELPAC assessment. That said, available indicators suggest that SDA's reclassification rate is increasing. Additionally, the achievement gap for recently reclassified students is shrinking.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to goal: None

Changes to methods/metrics to measure progress: None

Changes to actions/services: Current actions and services will be continued and build upon.

School Goal 4

Increase student achievement in English Language Arts (ELA) and Math.

LCAP Priority Area:

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Language Learners (EL Learners), Reclassified Fluid English Proficient students (RFEP), students who qualify for Special Education programs (SPED), and socioeconomically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
During the 2018-19 school year, progress on student achievement in ELA and Math was assessed based on: • SBAC CAASPP results in ELA and Math (measured by EAP) • Fall and Spring D/F List • Enrollment in grade level math courses Measurable Outcome #1: Increase in percentage of students scoring in the met or exceeded range on the CAASPP in ELA and math for all students. ELA (2016, 2017, 2018): 89%, 87%, 79% MATH (2016, 2017, 2018): 64%, 65%, 59% Growth target met: NO, there has been a marked decrease in both ELA and math performance for all SDHSA students. Measurable Outcome #2: Increase in percentage of all student groups scoring in the met or exceeded range on the CAASPP in ELA and math, to more closely reflect scores of "all student" group at SDHSA. 2018 ALL STUDENT: 79% ELA, 59% Math 2018 SPED: 42% ELA, 21% Math 2018 RFEP: 61% ELA, 30% Math 2018 LOW-SES: 65% ELA, 38% Math	While the percentage of all students in the met or exceeded range remained relatively consistent in both 2015-2016 and 2016-2017, after an impressive increase between 2014-15 and 2015-16, all SDA students (and SDA student groups) saw a relatively significant decrease in test scores in 2018. The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. After a two-year increase in scores, low-SES students scores have remained relatively steady this year (slight decrease). The percentage of 11th and 12th grade students enrolled in below grade level math courses has increased, while the percentage of students on the D/F list has also increased. It is important to note that the percentage of EL and RFEP students achieving D's and F's is higher than their peers.

There is no available data provided by CAASPP to evaluate progress toward this desired outcome for the English Learner student group, as there were only 4 English Learners in the participating testing grade.

Measurable outcome met: NO, the data shows that the SPED, RFEP, and LOW-SES student groups are not performing at a level commensurate with the "all student" group at SDA. These student groups are performing far below their peers, particularly in ELA for SPED students and mathematics for all identified student groups.

Measurable Outcome #3: Decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

Via Student Information System (Aeries), the percentage of 11th and 12th students enrolled in below grade level integrated math courses are as follows:

2016-17: 9.6%

2017-18: 13.2%

2018-19: Data available 6/19

After a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses last year, we now see ___. For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math.

Measurable outcome met: AWAITING FURTHER DATA

Measurable Outcome #4: Decrease in the percentage of students on D/F list in Fall and Spring term.

2017-18 D/F List

Fall Q2: 13.4%

Spring Q4: 10.6%

2018-19 D/F List

Fall Q2: 15.5%

Spring Q4: Data available 6/19

Measurable outcome met: NO. The percentage of students on the Fall term (Q2) D/F list increased from 2017 to 2018. Data for 2019 Spring term (Q4) will be reported in June for comparison.

Measurable Outcome #5: Decrease in percentage of EL and RFEP students on the D/F list, to more accurately reflect the percentage of "all students" on the D/F list.

2017-18 D/F List for EL & RFEP Students

Fall Q2: 15.1% (compared to 13.4% for all students)

Spring Q4: 18% (compared to 10.6% for all students)

2018-19 D/F List

Fall Q2: Data available 6/19

Spring Q4: Data available 6/19

Measurable outcome met: AWAITING FURTHER DATA. The percentage of EL and RFEP students on the D/F list is higher than that of "all students."

C. Relevance:

Goal is not yet met. CAASPP scores have decreased for all students, including all student groups, in both math and ELA. Meanwhile, there was an increase in percentage of 11th and 12th graders enrolled in below grade-level math courses between 2016-17 and 2017-18, clearly demonstrating no growth in set goals for increasing student achievement in math. D/F List reports show that there has been an increase in D's and F's earned by all students, while EL and RFEP students are more likely to achieve a D or F. AWAITING FURTHER DATA ON 2018-19 MATH CLASSES.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Continued use of intervention classes, tutoring, after school support programs, and staff collaboration through the PLC process to identify student needs through formative assessment and develop methods for intervention/reteach to increase student achievement.

Changes to actions/services: Math department to identify, organize, and implement a system to provide opportunities for math support during Homeroom.

Changes to methods/metrics to measure progress: In Measurable Outcome #3, we will look at course enrollment for EL/RFEP and SPED students in comparison

to all students, as well. In Measurable Outcome #5, we will include SPED student group.

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.

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 1

Enhance the strong sense of school connectedness and sense of safety reported by San Dieguito Academy students.

LCAP Priority Area:

Related state priorities: #5 (pupil engagement) & #6 (school climate)

Targeted Pupil Student Group(s):

All students

A. Rationale:

Research shows that when students feel a positive connection to their school and to the adults in their school, they learn better, have healthier relationships, and feel better about life, in general. San Dieguito Academy prides itself on being an inclusive community where students feel accepted and cared for. The following metrics will be used to assess progress toward a strong sense of school connectedness for SDA students.

_____

California Healthy Kids Survey/SDA Connectedness Survey

I feel like I am PART of this school: Based on the 2019 CHKS, only 7% of freshmen and 9% of juniors "disagree" or "strongly disagree" with the statement, "I feel like I am PART of this school." This is an improvement over the 11% from the 2017 California Healthy Kids Survey.

I feel CLOSE to people at this school: When asked on the 2019 CHKS about

B. Expected Measurable Outcomes:

1) Decrease or maintain the percentage of students who report "disagree" or "strong disagree" with the following on the California Healthy Kids/SDA Connectedness Survey :

- I feel like I am a PART of this school
- I feel CLOSE to people at this school
- There is a teacher or other adult at school who really CARES about me
- There is a teacher or other adult at school who LISTENS to me when I have something to say
- I feel SAFE at my school

2) Decrease or maintain the percentage of students who report "disagree" or "strong disagree" with the following on the SDA Senior Exit Survey:

- I developed a strong RELATIONSHIP with at least one adult at SDA during my time here
- There are adults at SDA who I can TURN TO with school-related or personal problems

3) Decrease or maintain the percentage of students who are placed on a School

their relationships with people generally, 7% of freshmen and juniors "disagree" or "strongly disagree" that they "feel CLOSE to people at this school." As with the prior statement, this is an improvement over the 11% from the 2017 California Healthy Kids Survey.

There is a teacher or other adult at school who really CARES about me: When asked on the 2019 CHKS whether, "There is a teacher or other adult at school who really CARES about me," 94% of SDA freshmen and 96% of juniors reported that this is "a little true," "pretty much true" or "very much true." This is up from 92% on the 2017 California Healthy Kids Survey.

There is a teacher or some other adult at school who LISTENS to me when I have something to say: 96% of freshmen and juniors reported on the 2019 CHKS that it is "a little true," "pretty much true" or "very much true" that "there is a teacher or some other adult at school who LISTENS to me when I have something to say." This is 2 percentage points higher than the 94% reported on the 2017 California Healthy Kids Survey.

I feel SAFE in my school: Results from the 2019 CHKS indicate that a very small percentage of students do not feel safe at SDA. Five percent of freshmen and 4% of juniors "disagree" or "strongly disagree" that "I feel safe at my school."

2019 Senior Exit Survey

I developed a strong RELATIONSHIP with at least one adult at SDA during my time here: Between 2010 and 2016, an average of 92.5% of graduating seniors reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here." In 2017, the percentage dropped slightly to 90.3, but then increased in 2018 to 91.1%. We would like to see 2019 results remain in the 90 - 100% agreement range.

There are adults at SDA who I can TURN TO with school-related or personal problems: Between 2010 and 2016, an average of 92.0% of graduating seniors have reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "There are adults at SDA who I can TURN TO with school-related or personal problems." In 2017, the percentage dropped to 87.1, but increased to 92.4% in 2018. We would like to see the 2019 results remain in the 90 - 100% range.

Attendance Review Team contract

- Decrease or maintain the percentage of students who are referred to the SDUHSD School Attendance Review Board

4) Decrease or maintain the suspension rate (out-of-school)

- Decrease or maintain the percentage of SPED students suspended (unduplicated; out-of-school)

Attendance Metrics

SDA's School Attendance Review Team contract and School Attendance Review Board referral rates are consistently very low so we will strive to maintain, if not improve, these metrics.

Suspension Rates [update when 2017-18 data becomes available]

SDA's 2016-17 out-of-school suspension rates range from 3.5% (AERIES) to 3.0% (DataQuest). These rates are higher than the previous year's (1.4% according to AERIES and 1.6% according to DataQuest). However, these rates are in line with the 3.1% San Diego County rate and are far lower than the 4.3% State rate. Suspension rates throughout San Dieguito Union High School District spiked in 2016-17 for reasons that are still being explored. We would like to see the 2017-18 suspension rate decrease significantly from the previous year's level.

Note: DataQuest suspension rates were filtered to include only out-of-school suspensions and those for students in grades 9 - 12.

Hispanic Student Group Suspension Rate: Hispanic students have comprised 19-21% of SDA's cumulative enrollment for the past 6 years. In 2015-16, 22.6% of the SDA students suspended identified as Hispanic and in 2016-17, 18.3% of suspended SDA students identified as Hispanic. We will strive to keep the suspension rate for Hispanic students proportional to, if not lower than, their representation within SDA's total enrollment.

C. School-wide critical area/s for follow up addressed:

2019 WASC Goal #1: Promote and support SDA’s safe, inclusive, and accepting community.

D. Strategy:

We will continue to move toward data-driven decision making when it comes to the numerous initiatives that contribute to school connectedness and safety. This will necessitate the development and analysis of effectiveness metrics. We will also work to improve collaboration and communication between the various groups and programs that promote student connectedness and safety.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Key stakeholders will analyze student connectedness and safety data with a focus on 2018 SDA Student Connectedness Survey, 2019 California Healthy Kids Survey, and 2019 Senior Exit Survey results.	Administrative Leadership Team Counseling Team School Site Council Safety Committee	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Fall Term
2.	Develop effectiveness metrics (pre- and post-intervention surveys) for school-wide connectedness including: Link Crew, PALs, and counseling support groups.	Assistant Principal Counseling Team Link Crew Advisors	None	Artifacts: Pre- and post-intervention surveys	Develop surveys during Fall term to be administered by May 2020
3.	Monitor relevant discipline data, including: • CA Dashboard suspension rate report • DataQuest suspension data • School Attendance Review Team contracts & SARB referrals	Assistant Principals	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Each term (Feb & May 2020)

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 2

Increase SDA students' college and career readiness.

LCAP Priority Area:

Related State and/or Local Priorities: 1, 2, 4, 7

Targeted Pupil Student Group(s):

All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

A. Rationale:

Based on multi-year data on SBAC assessment results for ELA, the EAP has identified the following percentage of students as "College Ready" in

During the 2019-20 school year, progress on college and career readiness will be assessed based on:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- CDE reported UC/CSU eligibility rates
- Cohort graduation rates
- AP and honors enrollment

Based on multi-year data on SBAC assessment results, the EAP has identified the following percentage of students as "College Ready" (scored in the Exceeded Standards) in ELA and Math:

ALL STUDENTS:

ELA (2016, 2017, 2018): 89%, 87%, 79%

MATH (2016, 2017, 2018): 64%, 65%, 59%

EL STUDENTS:

ELA (2016, 2017, 2018): 25%, 21%, N/A

MATH (2016, 2017, 2018): 7%, 0%, N/A

RFEP STUDENTS:

B. Expected Measurable Outcomes:

Increase percentage of all, EL, RFEP, low-SES, and SPED students who scored in the "College Ready" range in math and ELA as measured by EAP.

Maintain cohort graduation rates for all students, EL, and Low-SES

Increase AP and Honors enrollment for EL and SPED subgroups to more closely reflect the demographics of SDHSA

Increase UC/CSU eligibility rates for EL and Low-SES to more closely reflect the demographics of SDHSA

Increase or maintain the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release

Increase the percentage of students enrolled in CTE course.

Increase the percentage of students that have completed a CTE pathway.

ELA (2016, 2017, 2018): 94%, 74%, 62%

MATH (2016, 2017, 2018): 31%, 35%, 30%

SPED STUDENTS:

ELA (2016, 2017, 2018): 63%, 53%, 42%

MATH (2016, 2017, 2018): 26%, 26%, 21%

LOW-SES STUDENTS:

ELA (2016, 2017, 2018): 68%, 67%, 65%

MATH (2016, 2017, 2018): 22%, 39%, 38%

The percentage of all students in the met or exceeded range remained relatively consistent from 2015-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16. However, as evidenced in the above data, over the course of the last three years SDA has experienced a relatively significant downward trend in student performance in both ELA and math for all student groups, aside from the relatively consistent scores of socioeconomically disadvantaged students.

The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards in both ELA and math. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. There is also a concern for the discrepancy in students scores between ELA and Math for all student groups.

Though multiyear data obtained last year demonstrated there have been slight increases in all cohort graduation rates (2014-15, 2015-16), the CDE has recommended that cohort graduation rates from 2016-17 not be compared with other years, as there is a new formula for calculation. SDA will continue to analyze cohort graduation rates in the upcoming year, as the metric adjustments will be consistent moving forward.

All students - 99.1%, 99.7%

EL - 93.3%, 100%

SPED - 91.9%, 97.8%

Low-SES - 96.1%, 100%

English Learner, low-SES, and SPED student groups are underrepresented in AP and Honors courses. The demographics of SDHSA are not reflected in AP/Honors enrollment. Each student group comprises the following percentage of our AP/Honors enrollment (2016-17, 2017-18):

All Students: 46.5% (863 of 1854), 68% (1250 of 1850)

EL: 0% (0 of 19), 0%

SPED: 16.8% (26 of 155 in 2016-17)

No data available for Low-SES students, as site does not have access to list of students classified as socioeconomically disadvantaged.

In addition, multiyear data on students meeting UC/CSU entrance requirements are as follows:

All Students: 70% (263 of 374, 2015-16), 72.1% (274 of 380, 2016-17)

EL: 0% (0 of 4, 2015-16), 33% (1 of 3, 2016-17)

Low-SES: 41.4% (24 of 58, 2015-16), 59.3% (35 of 59, 2016-17)

Though greatly increasing UC/CSU eligibility rates are evident in EL and low-SES student groups in 2016-17 (most recently-released data), the small sample size can trigger immense growth over the course of a given year. The stagnant and at times decreasing rates show a long-term need to improve college and career readiness. This is especially true for EL and low SES students, whose percentage of students meeting requirements are far below that of the entire student population.

The percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release are as follows:

2016: 76.4%

2017: 79.8%

2018: 84.4%

SDA has seen an increase in students graduating "college prepared," based on CA Dashboard results. We strive to increase or maintain this percentage of college preparedness, as this is the first year that the dashboard has released multi-year data.

SDHSA total CTE course enrollment has followed an increasing trend over multiple years. Enrollment has been as follows:

2015-16 - 856 students (9 pathways, new pathway enrolled 33 students)

2016-17 - 1056 students (10 pathways, 2015-16's new pathway enrolled 65 students, new pathway enrolled 39 students)

2017-18: 1,185 students

In 2017-18, SDA had 37 pathway completers. Of the 1,185 students enrolled in at least one CTE course, this is a low percentage of students (3%) and has prompted review.

After SDA's Federal Program Monitoring visit for our CTE program in December 2018, SDA has been working with the district office to fine tune available pathways, to peak student interest and follow-through on completion. SDA will continue to monitor CTE enrollment and pathway completer data moving forward, as a result of these changes.

An analysis of this data reveals that SDHSA should seek to improve college and career readiness.

C. School-wide critical area/s for follow up addressed:

2019 WASC Goal 4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

Task 5: SDA staff will use student assessment data, both formative and summative, to focus instruction and to guide teachers when modifying teaching strategies. (PLC)

D. Strategy:

SDA will utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Counselors will utilize Aeries to track A-G completion rates/UC/CSU eligibility requirements, CaliforniaColleges.edu, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Ongoing
2.	Counselors will analyze AP Potential data to: • identify potential AP students with a focus on underrepresented student groups • counselors to schedule and hold student meetings to encourage AP course enrollment • send home informational letters in English and Spanish to notify parents of students' AP potential	Counselors	N/A	# of student meetings and AP/Honors enrollment data	Ongoing
3.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team members	$___ Source: Site Tutoring Funds	D/F reports	Ongoing
4.	Counselors will educate student body, parents, and community about CTE Pathways available at SDHSA via website, classroom presentations, and parent presentations/webinars.	Counselors	N/A	CTE enrollment and pathways completer data	Ongoing

LCAP Goal:

Goal #2: 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 Re-designated Fluent English Proficient (RFEP).

School Goal 3

SDA's English Language Learners will:

- Progress in a timely manner through the English proficiency levels, as measured on the ELPAC (an increase of at least one level annually until they reach the "well-developed" proficiency level)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Achieve academic success in core academic courses that is commensurate with non-EL peers

LCAP Priority Area:

Related state priorities: #2 (state standards), #4 (pupil achievement) & #8 (other pupil outcomes)

Targeted Pupil Student Group(s):

English Language Learners

A. Rationale:

Rationale: English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach the "well-developed" proficiency level). EL Learners are expected to meet reclassification criteria following 4 - 7 years in a language assistance program. Students who are appropriately exited from their language assistance program (through reclassification as Fluent English Proficient) should perform as well as their non-EL peers in core academic courses.

During the 2019-20 school year, the following metrics will be used to assess EL Learner language development, reclassification and academic success following reclassification:

English Learner Progress Indicator [CA Dashboard]

Post-reclassification appearance on SDA's D/F Grade Report [AERIES]

B. Expected Measurable Outcomes:

1) Maintenance of, or an increase in, the English Learner Progress Indicator (ELPI), which measures language development and reclassification rates.

2) The representation of recently reclassified students on the D or F Report (for core academic courses) will move closer to the representation of recently reclassified students in the total student population, thus reducing the achievement gap.

C. School-wide critical area/s for follow up addressed:

2019 WASC Goal #4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

D. Strategy:

All previous initiatives will continue. Additionally, SDA will be welcoming the first cohort of English Learner "newcomers" in the fall of 2019. In order to meet the specific language needs of these incoming newcomers, we are exploring the addition of an ELD support class.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	The English Language Learner team will continue to monitor the growth targets detailed above during quarterly progress meetings.	EL Lead EL Assistant Principal EL Counselor Academic Literacy Teacher	N/A	Artifacts: Meeting agendas and minutes; growth target monitoring spreadsheets	Quarterly
2.	Continue clustering appropriate 9th grade EL Learners into classes taught by a cohort teacher. These students will be scheduled together in their core academic classes and in their support course(s) (Academic Literacy/English Language Development support course). This model fosters teacher collaboration and enables teachers to more effectively address student language development needs.	EL Team Lead EL Counselor Cohort teachers	N/A	Artifacts: Class rosters; cohort meeting minutes	August 2019
3.	Offer English language development support course(s) based on the English Language Development needs of our incoming and continuing students (Academic Literacy/English Language Development support course).	EL Counselor EL Assistant Principal Support course teacher(s)	$38,000 Source: LCAP non-formula section	Artifacts: master schedule	Fall 2019 Spring 2020
4.	Continue to offer professional development for 9th grade cohort teachers focused on English Language Development best practices.	EL Team	N/A	Artifacts: professional development materials	Fall 2019 Spring 2020

5.	Continue to fund EL Lead Teacher, including a period of release time each term.	EL Lead	$38,000 Source: LCAP non-formula section	Artifacts: master schedule	Fall 2019 Spring 2020

LCAP Goal:

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

School Goal 4

Increase student achievement in English Language Arts (ELA) and math

LCAP Priority Area:

Related State and/or Local Priorities: 1, 2, 4, 7

Targeted Pupil Student Group(s):

All students, with focus on English Learners, reclassified English learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

A. Rationale:

Reviewing multi-year data in the following areas has revealed that SDHSA should seek to increase student achievement in ELA and math. Metrics that have provided data that support SDA's need for a focused on increasing achievement in ELA and math are:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- Enrollment in grade level English and math courses
- D/F List for Fall and Spring

Reported percentage of ALL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2016, 2017, 2018): 89%, 87%, 79%

MATH (2016, 2017, 2018): 64%, 65%, 59%

Reported percentage of EL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2016, 2017, 2018): 25%, 21%, N/A

MATH (2016, 2017, 2018): 7%, 0%, N/A

Reported percentage of RFEP STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

B. Expected Measurable Outcomes:

Increase in percentage of students scoring in the met or exceeded range on the CAASPP in ELA and math for all students.

Increase in percentage of all student groups scoring in the met or exceeded range on the CAASPP in ELA and math, to more closely reflect scores of "all student" group at SDHSA.

Decrease in the percentage of 11th and 12th grade students enrolled in below grade level English and math courses.

Decrease in the percentage of EL, RFEP, and SPED 11th and 12th grade students enrolled in below grade level English and math courses, to more closely reflect enrollment of "all student" group at SDHSA.

Decrease in the percentage of students on D/F list in Fall and Spring term.

Decrease in percentage of EL, RFEP, and SPED students on the D/F list, to more accurately reflect the percentage of "all students" on the D/F list.

ELA (2016, 2017, 2018): 94%, 74%, 62%

MATH (2016, 2017, 2018): 31%, 35%, 30%

Reported percentage of SPED STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2016, 2017, 2018): 63%, 53%, 42%

MATH (2016, 2017, 2018): 26%, 26%, 21%

Reported percentage of LOW-SES STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2016, 2017, 2018): 68%, 67%, 65%

MATH (2016, 2017, 2018): 22%, 39%, 38%

The percentage of all students in the met or exceeded range remained relatively consistent from 2015-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16. However, as evidenced in the above data, over the course of the last three years SDA has experienced a relatively significant downward trend in student performance in both ELA and math for all student groups, aside from the relatively consistent scores of socioeconomically disadvantaged students.

The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards in both ELA and math. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. There is also a concern for the discrepancy in students scores between ELA and Math for all student groups.

Via Student Information System (Aeries), the percentage of 11th and 12th students enrolled in below grade level integrated math courses are as follows:

2016-17: 9.6%, (68 of 711 total 11th/12th graders enrolled in math in Fall and Spring)

2017-18: 13.2%, (107 of 811 total 11th/12th graders enrolled in math in Fall and Spring)

2018-19: ___ (102 of __ total 11th/12th graders enrolled in math in Fall and Spring)

There was a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses at the time we initiated tracking below grade-level course enrollment information. This year, we see ___. This supports maintenance of a goal related to ELA and math achievement for all students, as we are seeing an increasing amount of students enrolled below grade level, which is tied to academic achievement. For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math.

_____

Last year, an adjustment was made to the measurable outcome(s) related to D/F List data, to include both Q2 and Q4 grade reports (Fall/Spring). The intent of this change was to look more closely at student performance throughout the year, as we follow a 4x4 schedule and have 4 grade reporting periods. SDA is experiencing a slight increase in number of students on the D/F list.

2017-18 D/F List

Fall Q2: 13.4%

Spring Q4: 10.6%

2018-19 D/F List

Fall Q2: 15.5%

Spring Q4: Data available 6/17

Students achieving D's or F's in classes are not achieving academically, and SDA seeks to support these students in increase their achievement. Particularly, SDA will look to support EL, RFEP, and SPED students in increasing their academic achievement. This need is identified by the higher percentages of EL, RFEP, and SPED students that are on the D/F list, in

comparison to the percentage of “all students” on the D/F list. Student groups should be represented on the D/F list at a rate commensurate with their peers.

2017-18 D/F List

Fall Q2: EL/RFEP - 15.1%, SPED - __% (compared to 13.4% for all students)

Spring Q4: EL/RFEP - 18%, SPED - __% (compared to 10.6% for all students)

2018-19 D/F List

Fall Q2: EL/RFEP - __%, SPED - __%

Spring Q4: Data available 6/17

_____

An analysis of CAASPP, course enrollment, and D/F List data reveals that SDHSA should seek to increase student achievement in ELA and math, particularly for the student groups of EL, RFEP, SPED, and low-SES students.

C. School-wide critical area/s for follow up addressed:

WASC (2019) Goal 4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

Task 5: SDA staff will use student assessment data, both formative and summative, to focus instruction and to guide teachers when modifying teaching strategies. (PLC)

D. Strategy:

Continued use of intervention classes, tutoring, after school support programs, and staff collaboration through the PLC process to identify student needs through formative assessment and develop methods for intervention/reteach to increase student achievement.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline

1.	Implement math and English intervention classes, to provide targeted strategies for under-performing students: a)Academic Literacy course: • Identification: teachers and administrators review ELPAC, LAS links, and grades for placement in this intervention course • Target: instruction is targeted at both language acquisition and and the development of academic skills • Exit: students are exited by reviewing reclassification requirements, including grades, ELPAC, LAS links, and CAASPP results b)Math readiness course: • Identification: review of SBAC scores, previous math course enrollment and grades, and D/F list for student placements • Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1 • Exit: students are exited by reviewing grades c) General Education support class • Identification: review of current grades, current general education supports in place, D/F list, and discussion in MRT for student placements • Target: instruction is targeted on developing organizational and study skills, and providing structured one-on-one support via teacher and peer tutors • Exit: students are exited by reviewing grades, self reports, and teacher reports	Administrators/teachers	a) $38,000 (cost reflected in Goal 3) Source: LCAP non-formula section b) $38,000 Source: LCAP non-formula section c) $38,000 Source: .67 FTE	ELPAC, LAS Links, grades, SBAC, enrollment data, D/F list, MRT notes	Ongoing
2.	Continue to offer multiple after-school tutoring opportunities for all students. • sign in sheets track attendance • tutoring provided by both SDA math teachers and NHS students	Teachers	Source: Foundation Funding through 2018 Shared Vision	Grades, D/F list, course enrollment, SBAC scores	Ongoing
3.	In addition to collaboration during late start and hour lunch, provide opportunities for professional development, release time, and sub days for teachers to utilize the PLC process to review student data and analyze student achievement data, in order to identify targeted interventions and best practices for underperforming student populations.	Administrators/Teachers	$13,000 Source: Site PLC Support Allocations	Common assessments	Ongoing
4.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team	$6,600 Source: Site Tutoring Support Allocations	D/F list, course enrollment, SBAC scores	Ongoing
5.	Continue offering Writing Lab support to all students on Mondays, Wednesdays, and Fridays by appointment, for review of student writing or	Writing Lab Instructor	Source: Foundation Funding through 2018	D/F list, course enrollment, SBAC	Ongoing

	assistance in initiating written work.		Shared Vision	scores	

F. School Site Council Membership
San Dieguito High School Academy

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
Adam Camacho	X				
Ruth Magnuson		X			
Kelly Hawkins		X			
Sheryl Bode		X			
Jacqueline Parks		X			
Kalani Crosby			X		
Randi Joelson				X	
Crystal Sandoval				X	
Amelia Kaiser					X
Kalvin Grensted					X
Numbers of members of each category	**1**	**4**	**1**	**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).

Form G. Budget 2019-20
San Dieguito High School Academy

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$13,384.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$6,692.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$180,000.00**
Title I Funds X**Does Not Apply**	**$0.00**
Total	**$200,076.00**

SAN DIEGUITO
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Principal
Adam Camacho

San Dieguito
Union High School District

Board of Trustees
Joyce Dalessandro
Kristin Gibson
Beth Hergesheimer
Melisse Mossy
Maureen "Mo" Muir

Superintendent
Robert A. Haley, Ed.D.

I have reviewed and approve the 2019-20 School Plan for Student Achievement (SPSA) for San Dieguito High School Academy.

Member Name	Position	Signature	Date
Adam Camacho	Principal		5.28.19
Ruth Magnuson	Classroom Teacher		5/29/19
	Classroom Teacher		
Jacqueline Parks	Classroom Teacher		5-28-19
Kelly Hawkins	Classroom Teacher		
Kalani Crosby	Other School Staff		5/28/19
Crystal Randall	Parent		5/31/19
Randi Toels	Parent		5-28-19
	Parent		
KALVIN Grenstad	Student		6-5-19
	Student		
	Student		

The School Plan for Student Achievement

School:	Torrey Pines High School
District:	San Dieguito Union High School District
County-District School (CDS) Code):	37-68346-3730033
Principal:	Robert Coppo
Date of this revision:	June 2019

The School 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:	Robert Coppo
Position:	Principal
Telephone Number:	(858) 755-0125
Address:	3710 Del Mar Heights Road San Diego, CA 92130
E-mail Address:	robert.coppo@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

A. School Site Information
Torrey Pines High School

Vision Statement:

Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world. We strive to facilitate student growth so that they are self-directed learners, effective communicators, collaborative workers, quality producers, and world citizens who are active community participants.

Mission Statement:

Torrey Pines High School is committed to fostering an academic supportive school culture that promotes academic proficiency in state standards through rigorous and challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real-life problems, actively Involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, and most importantly, achieve a healthy balance between academics, social relations, and personal commitments.

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

Torrey Pines High School (TPHS) is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2018-2019 of 2,416 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has been receiving acclaim from places like US News and World Report. In 2017, 77.8% of the students met or exceeded UC requirements and 90% of the students planned on attending a four year school. In May 2019, 2,236 Advanced Placement Exams were administered. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (AP), ACT and SAT exams. More than 60% of graduating seniors take the ACT and/or SAT.

A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for over 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District.

Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In November 2012, Proposition AA was passed as a $449 billion bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of: connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure and security of the campus. The revamping of the entrance to Torrey Pines was completed in 2016. In Spring of 2019, the construction of a new Performing Arts Center was completed. Over the course of the next 6 years, every portion of the TPHS campus will be touched by over $75 million worth of improvements.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as Advancement Via Individual Determination (AVID), Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new teachers have joined the staff in recent years, the California New Teacher Induction Program (CTIP) continues to support these new teachers and provide them with opportunities for professional growth. The District has its own California New Teacher Induction Program (CTIP) which includes a week-long orientation and continued support from accomplished, veteran teacher who function as support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school has aligned its curriculum with the Common Core Standards and Next Generation Science Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework and being well-rounded through participation in extracurricular programs. In 2018, TPHS continued to offer courses aligned to six Career Technical Education (CTE) Pathways. Engineering Design, Business Management, Food Service & Hospitality, Digital Media Production, Design, Visual, & Media Arts, and Software & Systems Development are the six pathways currently offered at TPHS. Rigorous courses and high academic standards have led 13 Torrey Pines Seniors to qualify as finalists for the National Merit Scholarship award and 1023 students to take 2236 AP exams with a pass rate that has not been released yet.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. During the 2018-2019 school year, there were over 80 school sponsored clubs and over 30 non-school sponsored clubs. Traditionally, Torrey Pines California Interscholastic Federation (CIF) athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in four years, Torrey Pines was named the number one school for girls sports in California. TP Players Theatre Company has over 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians and performed 4 main stage plays in 2018-2019. The TPHS Music Program, Academic Team, Falconer Student Newspaper, Visual Arts, Science, Foreign Language, Math, Mock Trial, and Speech and Debate teams have been consistently recognized among the finest in both local and national competitions.

Several student groups and community members have worked hard to beautify the unique campus of Torrey Pines. PALS, Visual Arts, Torrey Pines High School Foundation and The Key Club have improved the appearance of our school by creating new murals in the “B” building and Lecture Hall, as well as providing trees, banners, and directional signs in the front of our campus. Each year, the principal works with local Eagle Scouts on projects to enhance the campus including the signage with keys to help visitors navigate the campus with ease and trees planted around campus.

Torrey Pines is continually working on creating a positive school spirit. Many fans show up to sporting events, especially the Friday night football games and the many CIF championship playoff games. The ASB established a “TP Chaos” group which has students leading fans in cheers in the stadium and traveling to away games in support of teams. PALs has made a strong impact on the school community in the past two years by promoting student well-being and connectedness by sponsoring all school events, establishing one-on-one student peer assistance, facilitating campus tours, and supporting campus activities. They also host the week long Challenge Days in October where more than 600 students and 150 adult volunteers come together to “Be the change they wish to see in the world”. Challenge Days are one of the major programs designed to connect students to each other and to their teachers by engaging in activities and dialogue focused on breaking down social/emotional barriers. PALs also hosts Red Ribbon Week and Yellow Ribbon Week which raise awareness about drug, alcohol, and suicide prevention. The Torrey Pines ASB program plans and leads the school-wide pep rallies throughout the year, creates lunch-time activities to increase student connectedness, and hosts dances throughout the year.

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)

A comprehensive needs assessment which included multi-year qualitative and quantitative measure including, stakeholder feedback, local survey data, California Healthy Kids Survey data, CAASPP results, ELPAC/CELDT scores, course enrollment data, D/F lists, graduation rates, A-G rates, dropout rates, discipline data, and attendance data have instructed the work of the Torrey Pines High School (TPHS) School Site Council (SSC) and site leadership in developing the Single Plan for Student Achievement. As a result of this work, specific areas of need have been identified as increasing student achievement in English Language Arts and Mathematics, fostering collaboration among staff/teachers as it relates to student achievement, ensuring all TPHS graduates are college and career ready, and improving the sense of school connection and safety for all students. These goals align with the San Dieguito Union High School District (SDUHSD) Local Control Accountability Plan (LCAP) and the TPHS Western Association of Schools and Colleges (WASC) goals.

According to the most recent California Assessment of Student Performance and Progress (CAASPP) data, at TPHS 84.7% of students met or exceeded standards in the area of English Language Arts and 69.9% of students met or exceeded standards in the area of Mathematics. These scores demonstrate an increase of 16.3% in English Language Arts and an increase of 13.2% in the area of mathematics. It is important to note that several sub-groups of students showed an increase in performance on CAASPP assessments. The Multi-year analysis of CAASPP data showed scores for students who are English Learners grew in the area of English Language Arts by 9.7% and in the area of Mathematics by 11.8%. In addition, scores for students with disabilities increased in the area of Mathematics by 11.8%. Students with disabilities demonstrated an increase in the percentage of students who met or exceeded standards in Math based on CAASPP scores by 6% even though the overall mathematics scores demonstrated a decline. In the area of English Language Arts, our students with disabilities who met or exceeded standards decreased showing an alignment to the overall population. Offering support and intervention for all students continues to be a focus for Torrey Pines. We offer multiple programs for students with special needs and make student achievement and success a priority. Changes to curriculum and course alignment to the Common Core State Standards may be factors into the decline in scores for the overall population of students. Each department has been working with their Professional Learning Communities (PLCs) in order to identify possible factors into the overall decline and interventions and improvements to instruction in order to increase future scores. D/F lists are run twice during the course of each semester and counselors meet with students on the lists to provide support and discuss success plans. Data showed a decline in the number of students on the D/F mid-way through semester one as compared to final semester one grades.

A multi-year review of California English Language Development Test (CELDT) scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is slightly declining (2016=68%, 2017=65%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) is increasing slightly (2015=5%, 2017=8%). The CELDT has now been replaced with the English Language Proficiency Assessment for California (ELPAC) and is a large shift from the CELDT, with different ranges in proficiency and testing focus. English Learners at TPHS showed a performance growth higher than their English Speaking peers on the CAASPP data. Enrollment of students who are English Learners has grown at Torrey Pines in the past few years. This may factor into the assessment results and trends. The English Learner (EL) Progress Indicator on the California School Dashboard shows English Learner Progress and College and Career Indication for English Learners. The 2017 release showed a slight decline (2016=93.6%, 2017=88.1%) in the English Learner Progress Indicators for EL students at Torrey Pines. We continue to adjust and improve our services and support for English Learners at Torrey Pines High School. Our English Learner department works closely with counselors, teachers, and families to ensure students are provided with the appropriate supports and challenges in order to excel in their academic endeavors. Students who need additional academic supports may be placed in sheltered subject area classes with teachers who are trained and understand how to best support students who are English Learners. In addition, these sheltered classes provide students with smaller class sizes and more opportunities to practice English in addition to learning the subject content. As observed in our CAASPP data, English Learners at Torrey Pines demonstrated growth. This growth surpassed the English Learner

performance of all other schools within SDUHSD.

Torrey Pines has 11 Professional Learning Communities (PLCs) on campus based on subject areas. Twice a month, Torrey Pines offers a Late Start Day which enables teachers to meet with their PLC in order to collaborate, reflect and assess their programs based on student achievement, and determine steps for improving instruction and supports for students. Counselors, teachers, and administration meet once a week to discuss students who are at risk during Intervention Team time. During this time, the team brainstorms next steps and supports to ensure student success. Some additional supports offered to students include Peer Tutoring, Teacher Tutoring, TPHS Mentor Program, Parent Meetings, Student Success Team (SST) Meetings, Academic Survival courses, behavior interventions, and course adjustments.

Based on the California School Dashboard, Torrey Pines High School students are in the very high range for College and Career Readiness with 72.7% of our students being prepared. This is in line with other schools in the San Dieguito Union High School District for students being College and Career Ready. Counselors work diligently with students to understand their options and bring in guests from universities, colleges, community colleges, and career industries. In addition, the multiple Career Technical Education pathways offered at Torrey Pines allows students to explore some of the popular industry sectors as outlined by labor market information within California.

In regards to school connectedness and safety, local and state data helps to provide a good snapshot of areas of strength and areas for improvement. According to the California School Dashboard, Chronic Absenteeism Rates show Torrey Pines High School (13.9%) higher than SDUHSD (9.4%), San Diego County (10.2%), and State (10.8%). Improving attendance rates is a focus for Torrey Pines High School. According to the 2017 Healthy Kids Survey, 66% of our students feel like they are part of Torrey Pines High School. That was a 2% drop from the 2015 Healthy Kids Survey results. However, it is important to note that the number of students who strongly agreed that they feel like they are part of this school went up 10% from the 2015 results. 91% of students surveyed feel there is a teacher or other adult at school who cares about them. 84% of the students surveyed feel safe at school and 16% of the students surveyed felt neither safe nor unsafe. TPHS has placed a large emphasis on social-emotional well being. Peer Assistant Listeners (PALS) and Associated Student Body Leaders (ASB) run various activities throughout the year to help students make connections and form relationships with peers and staff. Weekly lunches are hosted by PALS and are open to all students. ASB and PALS are present during Info Nights, Readiness Days, and New Student Orientation to welcome incoming Falcons and show them around campus. The TPHS counseling department oversees a mentor program that links students with staff mentors in order to increase the number of trusted adults students have on campus. Red Ribbon week helps students to learn about the dangers drugs, alcohol, and tobacco present and options for support to refrain from use. Yellow Ribbon Week is hosted by PALS and helps students to understand the importance and coping mechanisms for improving mental health. TPHS principal, Rob Coppo, hosts parent meetings monthly to update parents on school news and answer questions parents may have about campus security and climate. While school conntectedness and safety are a strength, it is always an improvement priority.

C. Involvement Process

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

Torrey Pines Single Plan for Student Achievement (SPSA) involved a variety of Torrey Pines stakeholder groups including Department Chairs, WASC Committee Members, Site Administration, AP Advisory Counselors, Counselors, English Learner Advisory Committee and School Site Council (SSC). Each group presented Site Administration with specific needs that have been assessed through a thorough review of state

and local data. A review of data was presented to School Site Council (March 2019 and April 2019), English Learner Advisory Committee (March 2019). Each stakeholder group provided TPHS leadership with input and suggestions for updating and improving site goals.

D. Summary of Progress Made on 2018-2019 Goals
Torrey Pines High School

School Goal 1

Increase student achievement for all students with a focus on target student groups who are under-performing in comparison to their peers.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students with a focus on students who qualify for special education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
Decrease the percent of students on the D/F list from semester 1 to semester (2017-2018 by 3.2% and 2018-2019 by 2017-2018 Semester 1: 476 students were identified on the D/F list. Approximately 19.6% of the school population. 2017-2018 May D/F List for Semester 2: 552 students were identified on the D/F list. Approximately 22.8% of the school population. 2018-2019 Semester 1: 273 students were identified on the D/F list. 11.2% of the school population. 2018-2019 Semester 2: 583 students were identified on the D/F list. 22.6% of the school population. *Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2% 2015-2016: 79% of students met or exceeded standard in ELA. 2016-2017: 68.28% of students met or exceeded standard in ELA. *Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2% 2015-2016: 62% of students met or exceeded standard in Math. 2017-2018: 56.68% of students met or exceeded standard in Math.	The timeline of SPSA progress makes it challenging to analyze current year D/F List of semester 1 versus semester 2. In comparing Semester 1 of 2016-2017 and 2017-2018, there was a 3.6% decrease in the number of students on the Semester 1 D/F List. CAASPP testing results showed a decline in the percentage of students who met or exceeded standard in both ELA and Math. The percentage of students who met or exceeded standard in ELA dropped by 10.7%. The percentage of students who met or exceeded standard in Math declined by 5.3%

*Increase English Learner Reclassification rates. *AP and honors course enrollment reflects demographics of Torrey Pines High School	

C. Relevance:

No. Data shows a decline in the percentage of students who met or exceeded standard in both ELA and Math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

This goal will be reevaluated to focus on increasing achievement for all students.

School Goal 2

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students including students who qualify for Special Education, Low Socioeconomic Status (SES), and English Language Learners (EL).

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
All Students: Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics. English Learners: Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics. Students with Disabilities: Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics. Students who are Low Socioeconomic: Based on 2017 CAASPP scores, 41.68% (-10.33% when compared	Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.

to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics. Hispanic Students: Based on 2017 CAASPP scores, 43.53% (-14.47% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 35.82%(-7.18% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.	

C. Relevance:

No. We did not show a 5% increase in the number of 11th grade students who met or exceeded standards on the SBAC.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Create and implement a structured calendar of PLC processes and procedures. Departments will be working together and collecting data to show what supports are in place for students who are not meeting standards based on common formative and summative assessments. In addition, PLCs will work to identify students who would benefit from academic interventions and invite these students to targeted tutoring/intervention groups.

School Goal 3

Create Career and Technical Education (CTE) pathways that allow students to gain valuable experience and real-world experience in careers.

LCAP Priority Area:

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
TPHS has developed the following completed CTE pathways with a signed articulation agreement with Mira Costa College for the 2017-2018 school year: Business Management Systems, Diagnostics, Service & Repair TPHS has the following CTE pathways that have a Capstone course: Graphic Design, Film/Video Production, Multimedia Production, Business Management, Engineering Technology, Food Service & Hospitality, Software & Systems Development, and Systems, Diagnostics, Service & Repair.	Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition, TPHS has eight CTE pathways with capstone courses.

C. Relevance:

Yes, Torrey Pines has two compete CTE pathways and signed articulation agreements with Mira Costa College.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

This goal will be redeveloped for 18-19 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.

School Goal 4

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

LCAP Priority Area:

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.
Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:	**B. Summary of Progress:**
The 2017 Healthy Kids Survey showed a 4.2% increase in overall school connectedness as compared to the 2015 Healthy Kids Survey. An analysis of a three year trend in truancy rates between 2014 and 2015 showed a 41.7% increase in truancy rates. The number of all day unexcused absences at Torrey Pines showed a decrease. 2015-2016, showed 952 all day unexcused absences. 2016-2017, showed 892 all day unexcused absences. Chronic Absenteeism at Torrey Pines has shown a decrease. In 2015-2016, Chronic Absenteeism rates were at 13.7% for all students. In 2016-2017, the Chronic Absenteeism Rate was 10.5% for all students.	While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. High Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school-wide attendance.

C. Relevance:

This goal was not met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Continuation of programs that increase student-school connections. A more cohesive staff will foster the student-staff-school relationship. Attendance procedures and systems for following up on attendance concerns will be reviewed and adjusted based on staff suggestions.

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.

LCAP Goal:

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 performing below grade level.

School Goal 1

Increase student achievement for all students with focus on target student groups who are under-performing in comparison to their peers.

LCAP Priority Area:

LCAP priority #1, #2, #4 and #7

Targeted Pupil Student Group(s):

All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), Hispanic, and English Language Learners (EL).

A. Rationale:

Historic data from the school/district of discrepancies in achievement of these sub-groups in graduation rates, AP/honors course enrollment, GPA, and the number of sub-group students on the D/F list.
Number of identified students on D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report:
Semester 1: 476 students were identified on the D/F list for semester 1
Semester 2: 552 students were identified on the D/F list for semester 2
28.9% of all students enrolled in Advanced Placement courses. Enrollment in Advanced Placement courses for our underachieving subgroups was:
1.2% of our Special Education population
13.9% of our Low Socioeconomic Status population
2.0% of our Limited English Proficient population
17.8% of our Hispanic Population

All Students:
Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, 56.68% (-5.32% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.
English Learners:
Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior

B. Expected Measurable Outcomes:

*Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%
*Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%
*Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%
*Increase the average GPA for grades/class specific ELA, Math, Social Science, and Science classes every quarter
*AP and honors course enrollment reflects demographics of Torrey Pines High School

year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.
Students with Disabilities:
Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.
Students who are Economically Disadvantaged:
Based on 2017 CAASPP scores, 41.68% (-10.33% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

During the 2016-2017 school year, Torrey Pines reclassified 50 students resulting in a reclassification rate of 32.3%.

C. School-wide critical area/s for follow up addressed:

Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students with particular emphasis on long-term English Learners and academically at-risk students.

D. Strategy:

Identify instructional best practices to support struggling students within the school day. Identify struggling students and provide targeted interventions to support academic improvement.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Help facilitate the process to make AP/Honors enrollment more reflective of the overall student population a. Have counselors/registrar identify the at risk students in under performing sub-groups and collect transcript information on each one b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes c. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of	Administration, Counselors and Teachers	none	• Creation of a list of students and documentation of interactions with those	Quarterly

	students into AP/Honors classes. d. Communication with middle schools during registration period to educate about the benefits of honors/AP classes e. Create a system of supports for these identified students in honors/AP classes			students. • Course enrollment data • Intervention data on meetings with students regarding enrollment in honors/AP classes	
2.	Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students (ie PLC/department curriculum work after school/targeted department release days).	Administration and Teachers	$3,000 Source: Site Formative/Achievement Funds	Agendas/PLC work from PDs to demonstrate movement to help students	Ongoing
3.	Intervention Team: a. Identify students in need of Academic Supports based on specific criteria b. Weekly meetings to discuss struggling students and brainstorm intervention strategies c. Focus on underlying themes and concerns across subjects, grade levels, and student sub-groups d. Plan targeted school-wide intervention strategies	Administrators, Counselors, and Teachers	none	Intervention list of students who need support based on teacher and PLC recommendations	Quarterly
4.	Intervention Courses for Struggling Students: AVID: Entry Criteria: Student that shows academic potential (student in the middle) and has other circumstances which can include the following:1st generation college student, Low SES, Underrepresented demographic in college, or other circumstances Prioritized Instructional Goals: Building critical thinking and analytical skills through constant reading and writing exercises and projects. Developing student study skills and self-advocacy through tutorials and class discussions (socratic seminars, philosophical chairs, etc.). Creation of a support system for students to help ensure their academic and personal success Exit Criteria: Student is exited when:at family's discretion, violation of AVID contract and no remediation during probation period, or graduate HS Provide Academic Literacy course/s designed specifically to develop	Administration and Teacher	$275,000 Source: LCAP Funded Non-Formula Intervention Sections	Course enrollment data	ongoing

	literacy skills for students who are identified as deficient in these skills. Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Student that has been identified by teachers/grades that need more language/academic support. Prioritized Instructional Goals: Give students more specialized instruction in language and writing, as well as academic help in all classes Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class or has obtained passing grades in English with teacher recommendation Provide Integrated Math 1 Readiness Course/s designed specifically to prepare students to enroll in grade level math courses. Entry Criteria: Student that had one or more of the following:was in a math readiness class in middle school failed Math B in middle school struggling in Int. Math recommended by their teacher to be class Prioritized Instructional Goals: Helping students build the foundational skills to be successful in math (basic algebra and arithmetic skills).Help students familiarize themselves with the common core curriculum. Exit Criteria: Student is exited when they pass the class. Provide additional support for English Learners which include Sheltered English courses, English Language Development courses and an EL Lead Teacher to monitor student progress throughout the year. Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Prioritized Instructional Goals: Build language skills through more exposure to curriculum everyday Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class or are reclassified.				
5.	Provide tutoring in core academic subjects. Target invitations to identified struggling students and students on D/F list.	Teachers and Administration	$5,975 Source: Site Tutoring Funds	Create a sign-in sheet for all before/after school tutoring opportunities to create a baseline of tutoring use • D/F list and invitations to use tutoring after school	ongoing

LCAP Goal:

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 performing below grade level.
Goal #3: All district graduates will be college and career ready.

School Goal 2

Continue to refine and structure the PLC process with all departments to foster more collaboration and vertical alignment/articulation among staff/teachers that will help increase student achievement

LCAP Priority Area:

Priority #2: Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
Priority #4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), Hispanic, and English Language Learners (EL)..

A. Rationale:

Research data shows student achievement increases in schools that have effective Professional Learning Communities (PLC) routines in place for their staff. Effective PLCs discuss best instructional practices, formative and summative assessment, and means to support struggling students.
All Students:
Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.
Departments are still in the development phase of creating common formative assessments and course alike Essential Learning Outcomes (ELO's).

B. Expected Measurable Outcomes:

*Increase performance of CAASPP scores for 11th grade students:
*Increase percent of students who meet or exceed standard in ELA by 3%
*Increase percent of students who meet or exceed standard in Mathematics by 3%
*Establish baseline of number of common formative assessments and creation of ELO's in all PLC groups
*Creation of a vertical alignment/articulation ELO for each grade level/subject

C. School-wide critical area/s for follow up addressed:

Increase collaboration time in order to develop common formative assessments, allow for in-depth analysis of assessment data, develop Common Core State Standards (CCSS) aligned lessons, develop Next Generation Science Standards (NGSS) aligned lessons, share instructional best practices, and use the Formative Process.
Align curriculum, learning objectives, and instructional strategies with the CCSS and the NGSS, and increase collegial best practices across the curriculum.
Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students, with particular emphasis on long-term English Learners and

academically at-risk students.
Increase professional development in the effective use of technology to support 21st Century classroom practices within updated classrooms and facilities.

D. Strategy:

Foster a PLC culture with dedicated time for department collaboration and implementation of the entire PLC process so that the teachers can identify effective teaching practices and implement them throughout the department.
Continue to develop effective methods to identify, monitor, and support at-risk students who do not qualify for traditional support systems such as Special Education, ELD, and AVID.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Foster the implementation of the PLC process with each course-alike class a. Department members and administration attend course-alike PLC meetings and create a schedule for PLC meeting times (at least once a month) b.Department members and administration attend course-alike PLC meetings that take place at least once a month during late starts/release days/after-school c. Department chairs will collect course-alike meeting minutes from each PLC meeting and send to administration d. .Department chairs and administration will create a PLC survey for each department for each of its member to fill out anonymously to help improve the PLC process. e. Administration and department chairs will give the PLC survey to the staff and the staff will take it. f. Administration and department chairs will dis-aggregate and analyze the data collected from the PLC surveys.	Administration, Department Chairs and Department Members	$20, 900 for department release days as needed Source: Site Formative/Achievement Funds	*Collection of department agendas/minutes *PLC survey results (specific focus on safe space to collaborate and share teacher practices and assessment results)	Ongoing
2.	Establish protocol for professional learning communities (PLC) a. Administration will work with department chairs to identify areas of needs and concerns by department. b. Departments will develop a shared vision for student achievement and the formative process work	Administration, Department Chairs and Department Members	none	*Creation of PLC needs for each department list *Document from each department that lists its shared vision for student achievement and the PLC process	Spring 2020
3.	Formative and Summative Assessment Review: a. PLCs identify evidence of student achievement to be used during PLC cycles b. PLCs review evidence of student achievement used during PLC cycles c. PLC identify areas for strengthening in subjects based on review of	Administration, Department Chairs and Department Members	Reflected in Action 1, cost for release days as needed	Documented identified evidence and review of data	Ongoing

	evidence				

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 3

All Torrey Pines graduates will be college and career ready.

LCAP Priority Area:

Priority #4: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

Targeted Pupil Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), Hispanic, and English Language Learners (EL).

A. Rationale:

CAASPP percent of students scoring in the College Ready range as defined by the Early Assessment Program:
38.82% of students scored in the College Ready range in English.
31.2% of students scored in the College Ready range in Mathematics.

Graduation Rates have decreased slightly over the last three years.
Cohort graduation rate for the class of
16-17 was 97.1%
15-16 was 97.1%
14-15 was 97.5%

AP Passing Exam Scores have slowly decreased over the last three years.
84% pass rate for 2015-2016
85% pass rate for 2014-2015
86% pass rate for 2013-2014

UC/CSU eligibility Rates have dropped over the last three years. However, they have shown an increase since last year.
77.7% eligibility rate for 2016-2017
71.4% eligibility rate for 2015-2016
95.9% eligibility rate for 2014-2015

Continue to increase the number of students enrolled in CTE Pathway courses:
Based on a review of 2015-2016 and 2016-2017 CTE enrollment data, Torrey Pines offered 12 additional CTE courses when compared to prior year with

B. Expected Measurable Outcomes:

CAASPP increase percent of students scoring in the College Ready range as defined by the Early Assessment Program
Increase Graduation Rates
Increase the percent of students with AP Passing Exam Scores
Increase UC/CSU eligibility Rates
Continue to increase the number of students enrolled in CTE Pathway courses.
Decrease in the number of students on the "C" list

2,139 students enrolled in at least 1 CTE course. This is an increase of 658 students when compared to the previous year.

C. School-wide critical area/s for follow up addressed:

Further discuss and encourage students and their families regarding multiple post-high school options and opportunities that align with the 21st Century Learning Outcomes.

D. Strategy:

Increase course access to include rigorous academic classes as well as a wide variety of college prep and career-based electives.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Department members/chair and administration will align current pathway classes to the industry sector expectation by having meetings with the current pathway teachers and meeting to change classes/curriculum to national and local community college curriculum.	Department Members/Chair and Administration	None	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter
2.	Market pathway classes to all students (including incoming students and families) a. Using students/staff to advertise classes to incoming and current students. Marketing classes to help with this action. b. Administration and teachers reach out to AP, SPED, Low SES, EL, and Hispanic students to encourage them to enroll in these classes c. Administration and counselors review enrollment to evaluate if promotion efforts increased participation in target pathways. d. Marketing and information sessions about pathways to occur 1 month prior to course registration. e. Creation of Pathway Descriptor Pamphlets for incoming families f. Provide CTE information and pamphlet to middle school counselors g. Provide information and pamphlet to incoming students and families at Info Night	Administration and Teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes *Creation of CTE pamphlet	3rd quarter
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc), and training in transferable technical skills (ie. online job search, etc.)	Administrators, CTE Teachers, Foundation Representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Ongoing
4.	Administration and CTE teachers will articulate CTE course with community colleges so that students will receive certification after completing the capstone class.	Administration, CTE Teachers, District Officials	none	*Articulation/certification for CTE pathways documented with local	Ongoing

				community colleges	
5.	Creation of a quarterly list of students that have one or more "C" grades (the C List) a. Intervene with each student and document reason why student has a C in class b. Provide each C student resources to help improve (tutoring schedule, help talking to teacher, etc.) c. Track C students quarter to see improvement in grades	Administration, Counselors, Administrative Assistants	none	*Creation of C list *Intervention documentation of talking to C list students *Tutoring schedule *Comparison of # of students on C list quarterly *Comparison if students come off the C list (and tracking to see if they improve overall grades)	Quarterly

LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 4

Expand opportunities for inclusion, and a sense of safety, to improve positive connections to our school community and support the social-emotional needs of all students.

LCAP Priority Area:

Priority #3 - Parental Involvement: Opportunities for parental involvement, meaningful participation in school activities and support systems
Priority #5 - Pupil Engagement: Social and emotional needs of students, access to mental health and other appropriate student support services, supports for families
Priority #6 - School Climate: Student and staff wellness, school attendance rates, pupil expulsion rates, other local measures including survey of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Student Group(s):

All student groups, including students of historically disadvantaged groups, students with disabilities, students in poverty, English learners, and foster youth

A. Rationale:

Data from the 2017 California Healthy Kids Survey (CHKS), as well as suspension rates and attendance/discipline data, show that some students are not connected or feel safe at TPHS.

2017 CHKS data indicates that 82.7% of students reported that they feel safe in school. 68.7% of students reported that they agree with the statement “An Adult or Teacher at school cares about me”
66.7% of students reported that they agree with the statement “I feel like I am part of this school”
2016-17 Student Information System data indicates that 13.9% of students were chronically absent.

Suspension Rates:
2018-2019 = 46 suspensions
2017-2018 = 1.40% or 43 suspensions
2016-2017 = 2.70% or 86 suspensions
2015-2016 = 1.10% or 42 suspensions
2014-2015 = 1.00% or 28 suspensions

Expulsion Rates:
2018-2019 = 0.00% or 0 students expelled
2017-2018 = 0.12% or 3 students expelled

B. Expected Measurable Outcomes:

3% increase in the percentage of students who agree with target Safety and Connectedness statements on a local climate survey that assesses similar resiliency and risk factors as Healthy Kids. Note: Healthy Kids Survey will was not administered in the 2017-2018 school year. Local survey data will be used to measure progress in this area.
5% reduction in the percentage of students that are chronically absent as measured by local attendance data.
Reduce the number of students suspended and expelled.

2016-2017 = 0.04% or 1 students expelled
2015-2016 = 0.00% or 0 students expelled
2014-2015 = 0.10% or 3 students expelled

C. School-wide critical area/s for follow up addressed:

Increase student access to school-wide activities such as Challenge Days (previously FalconFest), Pep Rallies, and other campus events.

D. Strategy:

Create and strengthen systems to support student safety and connectedness at TPHS.
Create systems to improve school-wide attendance.
Continue to implement restorative practices, determine alternatives to suspension when possible, and increase awareness of social & emotional learning needs and strategies.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Promote and increase participation in the Mentor Program a. Administration personally encouraging all teachers to participate. b. Share data and follow-up information with all staff	Administration, counselors and Teachers	Site Funds	Documentation of a 3%teacher increase in participation in the Mentor Program Creation of a shared document for teachers and counselors to share best practices around SELC	Fall 2019 - Ongoing
2.	Increase student attendance schoolwide a.Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SART'ed and SARBed b.Create a consistent attendance practices and interventions and provide to all staff c. Educate freshman students on attendance policies in the fall Year One PE, Dance, Freshman Football classes. d. Use Readiness Day to educate all TPHS parents on the attendance policies e. Develop a system of positive attendance interventions for use by teachers and administrators f. Use weekly communication tools to address attendance and connect attendance to wellness and academic success g. Educate parents about attendance data h. Administer site attendance survey with CHKS	Administration, Support Staff and Teachers	Site Funds	Attendance interventions query Freshmen presentation schedule Readiness Days schedule Newsletter and bi-weekly email	Ongoing

3.	Increasing Awareness and Support of Social-Emotional Well Being of all students a.Staff Suicide Prevention training b.Weekly communication tools c. Challenge Days d. Safe Schools Week e. Yellow Ribbon Week f. Red Ribbon Week g. Diversity Week h. Reinstate Student Senate through ASB i. Create Principal's Advisory (including reps from PALs, ASB, student body) j. Share SEL grade-level guiding principles with students and staff k. Create quarterly activities for the classroom that focus on one of the 5 core competencies	Administration, Support Staff and Teachers	TUPE Site Funds Foundation Support	Challenge Day participation rates Communication Tools Climate Surveys CHKS data	Ongoing
4.	Increase Parent Awareness and Involvement a. English Learner Advisory Committee meetings b. SPED Task Force site representative c. SEL site representative d. Site council representative e. Parent Education Events: Suicide Prevention, Social Media, Drug and Alcohol Awareness, more TBA f. Monthly social and emotional informational items in communication tools g. Cup o' Joe with Coppo (Principal's Coffee) h. Create Social Emotional Learning Collaborative (SELC) that includes parents, teachers, counselors and administration i. Incoming parent orientation event before school starts	Administration, counselors, teacher volunteers, parent volunteers	Site funds Foundation donations	ELAC meeting minutes Calendar of parent education events Communication tools Calendar of Principal's Coffees SELC meeting minutes	Ongoing

F. School Site Council Membership
Torrey Pines High 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
Robert Coppo	X				
Michael Santos			X		
Rosa Velazquez		X			
Brenda Robinette		X			
Mary Sisti		X			
Matt Chess		X			
Toni Zurcher			X		
Pam Brand			X		
Hilary Shear				X	
Wendi Santino-Ramseyer				X	
Madhan Subhas				X	
Beth Munce				X	
Shannon Rodrigue				X	
Heather Dugdale				X	
Riya Agarwal					X
Ian King					X
Numbers of members of each category	**1**	**4**	**3**	**6**	**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).

Form G. Budget 2018-2019
Torrey Pines High School

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$23,900**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$5,975**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$275,000**
Title I Funds X**Does Not Apply**	**$0.00**
Total	**$304,875**