



## 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:

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The District Governing Board approved this revision of the School Plan on: 06/20/19

## 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 provide 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 according 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
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**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
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- 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.

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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 interventions 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:

##### 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,

#### B. Summary of Progress:

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.

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



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

### 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 our 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
<p>1. DNO will offer targeted intervention courses to increase student learning outcomes to support students in reaching grade level standard achievement.</p> <p>A. DNO will offer targeted intervention courses in ELA such as Reading Intervention and English Enrichment.</p> <p>1) Provide Reading intervention course to specifically target reading comprehension and increase student lexile level through an evidence based reading program.</p> <p>a. Entry Criteria: below grade level SRI scores, lack of progress in ELA course</p> <p>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</p> <p>c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill</p> <p>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 &amp; 8 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course.</p> <p>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,</p>	<p>Math &amp; English teachers Administrators Counselors Intervention Coordinator I-team members</p>	<p>Title 1 sections: \$100,000 (4 sections)</p> <p>LCAP Sections: \$50,000 (2 sections)</p> <p>\$3,280 Source: Title 1 (supplemental materials and supplies)</p>	<ul style="list-style-type: none"> <li>• SBAC scores</li> <li>• Grade Data</li> <li>• Course Enrollment Data</li> <li>• Post-Assessment Data</li> <li>• Classroom Assessment Data</li> <li>• Teacher Recommendations</li> <li>• SRI Data</li> </ul>	<p>Ongoing</p>

<p>ELPAC/CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>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.</p> <p>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.</p> <p>B. DNO will offer targeted intervention courses in Math such as Math Skills and Math Essentials.</p> <p>1) Provide Math Intervention courses (Math A &amp; B Skills):</p> <p>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.</p> <p>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.</p> <p>c. Instructional targets:</p> <ul style="list-style-type: none"> <li>• Identify individual weaknesses using student work samples and assessments from grade level math course</li> <li>• Utilize IXL math, Desmos, other educational technology tools and other supplemental materials to remediate identified skills through individualized instruction.</li> <li>• Scaffold, remediate, and adapt lessons for students to access grade level math material</li> <li>• 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.</li> <li>• Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding</li> </ul> <p>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.</p> <p>e. Exit Criteria: C or higher at semester in grade level math class, Growth</p>				
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<p>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</p> <p>2) Math A and Math B Essentials, a remediation-focused course which will cover essential Math A &amp; Math B standards.</p> <p>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)</p> <p>b. Instructional Targets:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>c. Method of Assessment/Evaluation: Module quizzes, Homework quizzes, One final assessment per module, Module performance tasks, Regular homework checks, progress on individual goals</p> <p>d. Exit Criteria:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• If a student does not pass the summer bridge, then enroll in Int Math Essentials/Readiness in next grade</li> <li>• 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.</li> <li>• With a D or F in course, student will be enrolled in Int Math Essentials in next grade</li> </ul> <p>C. DNO will offer additional academic monitoring and support for struggling students through a general intervention course.</p> <p>1) Academic Lab will be offered focusing on increasing student organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class</p> <p>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.</p>				
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	<p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase</p> <p>work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>				
2.	<p>Provide additional supports for students to meet grade level expected student learning outcomes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>c. I-Team will communicate with families and support teachers related to effectiveness of identified interventions.</p> <p>B. DNO will provide academic monitoring and support for students struggling academically with support from an Intervention Coordinator and counselors.</p> <p>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.</p> <p>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.</p> <p>b. Intervention Coordinator in coordination with counselors will meet at least quarterly with identified students and provide supports as outlined in</p>	<p>Intervention Coordinator, Teachers, Counselors, School Psychologist, Administrators</p>	<p>\$28,000 Source: Title 1 (Intervention Coordinator)</p> <p>\$3,290 Source: District Tutoring Allocation</p> <p>\$2,000 Source: Title 1 Funds (supplemental tutors/aides)</p>	<ul style="list-style-type: none"> <li>• Attendance at tutoring</li> <li>• Number of students meeting with Intervention Coordinator</li> <li>• Classroom Assessment Data</li> <li>• Teacher feedback forms</li> <li>• Grades</li> <li>• Tracking of students on I-Team list</li> <li>• Interventions used as listed in Intervention screen in Aeries</li> </ul>	<p>Ongoing</p>

<p>a tiered system of support matrix.</p> <p>c. Intervention Coordinator will inform teachers, parents and identified students about various academic support and intervention opportunities and encourage enrollment to identified students.</p> <p>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.</p> <p>e. Intervention Coordinator will document and analyze progress of students attending focused tutoring sessions.</p> <p>f. Intervention coordinator and counselors will communicate with families regarding student progress throughout the year.</p> <p>2) Counseling team will provide support for students as needed for academic, social/emotional, or behavioral concerns.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>f. For student with continued or high risk social-emotional concerns, counselor will refer student to social worker.</p> <p>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.</p> <p>C. DNO will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>1) Academic Tutoring will be offered before and after school weekly for all students with emphasis in English and Math.</p> <p>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</p> <p>b. Instructional targets: Identify &amp; remediate each student's area(s) of</p>				
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	<p>needed growth; Provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Increase in course grade, course assessment scores, student work samples</p> <p>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.</p> <p>D. DNO will offer time within the school day for students to focus on academics called Cougar Academic Time (CAT).</p> <p>1) Students will utilize CAT to complete assignments and focus on academics.</p> <p>2) Teachers and staff will utilize CAT to check in on students, especially those who need interventions or support academically and/or social/emotionally.</p> <p>3) Teachers and staff will provide interventions and enrichment during CAT through scheduled pull out and individual or small group meetings.</p>				
3.	<p>DNO will provide academic monitoring and support for English Learner students with support from an English Learner Lead Teacher.</p> <p>a. EL Lead will collaborate with teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>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.</p> <p>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.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p> <p>e. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success.</p>	EL Lead; Teachers; Principal	\$25,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> <li>• Student ELPAC scores</li> </ul> <p>Assessments given within EL classes</p> <ul style="list-style-type: none"> <li>• Student performance data including grades, assessments, and SBAC scores</li> <li>• District EL monitoring documents</li> </ul>	Ongoing
4.	<p>For students with disabilities, increase access to general education classes and curriculum while implementing targeted specific support for students.</p> <p>a. Special Education teachers work with core subject teachers to provide support while collaborating and communicating expectations for students with disabilities.</p> <p>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.</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator</p> <p>b. Special Education teacher and support staff</p> <p>c. Special Education teacher, administration</p>	none	<p>SRI scores</p> <ul style="list-style-type: none"> <li>• Student progress in Essentials</li> </ul> <p>classes including assessments on ALEKS program</p>	Ongoing

	<p>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.</p> <p>d. Collaborate on and develop Academic Support class curriculum and expectations to ensure consistent support for students with disabilities.</p> <p>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.</p>				
5.	<p>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.</p> <p>A. Utilize the Professional Learning Community process with course alike groups.</p> <p>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:</p> <p>a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes (ELO's).</p> <p>b. Discuss how they will address the ELO's through lessons and instruction.</p> <p>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.</p> <p>d. Administer common formative assessments to students on agreed upon timeline.</p> <p>e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.</p> <p>f. Through analysis of data, identify students who need intervention or reteach of subject matter.</p> <p>g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement.</p> <p>h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p> <p>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.</p> <p>1) During late-start days, provide professional development and support</p>	Principal Teachers Administrators District TOSA's	<p>\$14,809 Source: Title I (professional development)</p> <p>\$6580.00 Source: Site Funds</p>	<ul style="list-style-type: none"> <li>• Attendance at PD</li> <li>• SBAC scores</li> <li>• Teacher Feedback</li> <li>• SBAC results</li> <li>• CFA performance</li> <li>• D/F lists</li> <li>• Quarter/ Semester grades</li> <li>• PLC agendas from departments</li> <li>• MTSS FIA assessment</li> </ul>	Ongoing

<p>for PLC groups from administrators, district TOSA's, or other sources.</p> <p>2) Provide opportunities for teachers to attend PD sessions/teacher-education conferences related to ways to increase student achievement.</p> <p>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.</p> <p>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.</p> <p>1) All staff will be provided professional development and training on MTSS and Universal Design for Learning (UDL).</p> <p>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</p> <p>3) DNO will adopt a school-wide goal based on MTSS and UDL guidelines and strategies.</p> <p>a. Each department will use the school-wide goal to incorporate strategies and/or interventions specifically related to their subject.</p> <p>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.</p> <p>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.</p>				
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**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

The School Plan for Student Achievement

**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
<p>1. Continue current programs and implement additional programs to increase student well-being and connectedness with one another and staff.</p> <p>A. Administrators and counselors work with ASB to plan student activities, lessons, and assemblies throughout the year.</p> <p>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.</p> <p>2) Offer a variety of student-led clubs including academic, social, student interest, and creative type clubs.</p> <p>a. Students and teachers establish clubs through ASB application and plan meeting time and location for clubs throughout the year.</p> <p>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.</p> <p>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 &amp; alcohol, Cybersafety, Career Fair and planning for the future.</p> <p>B. Increase student connectedness to staff and school through strategically planned meetings, check ins and activities throughout the year.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4) Communicate with Boys &amp; Girls Club on student activities after school</p>	<p>Principal and Asst Principal Teachers Counselors School Staff Students</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Participation in student activities</li> <li>• Data on number of clubs and extra-curricular activities offered for students</li> <li>• Survey on student participation in clubs</li> <li>• Participation in tutoring</li> <li>• CHKS Survey</li> <li>• Staff climate survey</li> <li>• Parent climate survey</li> <li>• D/F lists</li> </ul>	<p>Ongoing</p>

	<p>which our students are involved in to foster a collaborative environment for student participation.</p> <p>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.</p> <p>C. Wellness Committee meets monthly to plan health and wellness, social-emotional, and connectedness activities for all school community.</p> <p>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.</p> <p>D. Implement student wellness education into yearly plan.</p> <p>1) Develop a plan to implement the Second Step supplemental lessons in to classes or CAT time.</p>				
2.	<p>Provide a comprehensive safety plan for students and staff.</p> <p>A. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents.</p> <p>1) Coordinate with district personnel, local law enforcement, and local fire department for safety on campus and surrounding campus.</p> <p>2) Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.</p> <p>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.</p> <p>4) Use CAT time to review safety plan with students.</p> <p>5) Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series.</p> <p>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.</p> <p>C. Staff and students are educated on suicide prevention protocol at least twice a year.</p> <p>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.</p> <p>2) Administrators and counselors present suicide prevention protocol to students through assemblies or class lessons with focus on risk factors and protective factors.</p> <p>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</p>	<p>Administrators Safety Committee Teachers Campus Supervisor Plant Supervisor Classified Staff</p>	None	<ul style="list-style-type: none"> <li>• Feedback from Safety Committee</li> <li>• Completion of Safety Plan</li> <li>• Staff climate survey</li> <li>• Digital Citizenship plan</li> <li>• Participation in safety drills</li> </ul>	Ongoing



	students and parents regarding cyber-safety annually.				
3.	<p>Develop and implement a Behavior Action Plan school-wide to promote positive behavior expectations and interventions.</p> <p>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.</p> <p>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.</p> <p>C. Communicate behavior action plan to students and parents through assemblies, email communication, and parent information meetings.</p>	Administrators Teachers Campus Supervisor Classified Staff	None	<ul style="list-style-type: none"> <li>• Behavior Action Plan in place for 2019-20 school year</li> <li>• Discipline data including detentions, suspensions</li> <li>• Number of teachers trained in Restorative Practices</li> <li>• Number of teacher using Restorative Practices</li> <li>• Number of Restorative Practice sessions used as alternate means of correction</li> </ul>	Ongoing
4.	<p>Develop and implement a plan to address attendance concerns including chronic absenteeism, truancy rates, excessive tardies, and other attendance concerns.</p> <p>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.</p>	Assistant Principal Counselors School support staff	None	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Tardy data</li> <li>• Chronic Absenteeism rates</li> </ul>	Ongoing

	<p>B. Implement a plan for accountability for attendance and punctuality:</p> <ol style="list-style-type: none"> <li>1) Assistant principal and/or counselor meet with students who are demonstrating attendance/punctuality concerns to determine proactive attendance support plan.</li> <li>2) Assistant principal and counselor meeting with student and parent/guardians who show continued attendance/punctuality concerns.</li> <li>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.</li> <li>4) Assistant Principal and/or counselors will refer students with continued absenteeism/punctuality concerns to the I-Team to determine further supports and interventions.</li> <li>3) Assistant Principal places students demonstrating attendance/punctuality concerns on a site attendance contract as an initial intervention before proceeding to SART Contract</li> </ol>				
5.	<p>Communicate with and involve school community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>A. Have regular communication with families to relay information and gather feedback from parents both in writing and in person.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2). Include updates on school events and information on school website and social media pages.</li> <li>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.</li> <li>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.</li> <li>5) EL Lead and administrator present information and garner feedback from EL families at scheduled ELAC meetings throughout the year.</li> <li>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.</li> <li>7) Encourage communication with parents by teachers through update websites, email and other messages.</li> </ol>	Administrators EL Lead Counselors	None	<ul style="list-style-type: none"> <li>• Number of parents attending Coffee with the Principals, Parent Information Nights, ELAC meetings, etc.</li> <li>• Number of Parent Volunteers</li> <li>• Parent Climate survey in Spring 2019</li> </ul>	Ongoing

	<p>B. Increase Parent Participation through support programs and volunteer opportunities.</p> <p>1) Incorporate Parent Information nights throughout year based on parent feedback on determined interests and needs.</p> <p>2) Encourage parents to volunteer for school activities including Parent Orientation, student activities, festival nights, Spirit Week activities, and other opportunities throughout the year.</p>				
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**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	
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

**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	<b>\$6,580.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$3,430.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$75,000.00</b>
Title I Funds <b>Does Not Apply</b>	<b>\$148,089.00</b>
<b>Total</b>	<b>\$233,099</b>