

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

School: Pacific Trails Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-0131649  
Principal: Mary Anne Nuskin  
Date of this revision: October, 2017

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

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

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

The District Governing Board approved this revision of the School Plan on: November 2, 2017

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

**Vision Statement:**

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

**Mission Statement:**

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

Core Values:

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

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

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

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

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

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

## B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

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

The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness; however, there are a couple of areas that we will focus on for the 2017-18 school year. Bullying: Although 3% disagreed with feeling safe at school, which is the lowest rate in the district, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months. Violence, Safety, and Harassment is another area of concern as 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.

We are a new school with one year of baseline SBAC data for grades 7 and 8. It is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) ) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

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

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

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

PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

## C. Involvement Process

### **Involvement Process:**

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

School data was shared with the SSC, Department Chairs, and all teachers. Draft goals were reviewed with the SSC and all teachers. Input from all groups was received.

**D. Summary of Progress Made on 2016-2017 Goals  
Pacific Trails Middle School**

**School Goal 1** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

State Priority:

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

**Targeted Pupil Student Group(s):**

All students

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

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

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

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

Wellness quarterly themes and activities were as follows:

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

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

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

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

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

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

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

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

**School Goal 2** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

State Priority:

1- Basic Services

2- Implementation of  
State Standards

4- Pupil Achievement

7- Course Access

**Targeted Pupil Student Group(s):**

All students

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

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

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

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

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

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

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

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

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

level?

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

**School Goal 3** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

State Priority:

4- Pupil Achievement

5- Pupil Engagement

7- Course Access

8- Other Pupil

Outcomes

**Targeted Pupil Student Group(s):**

All students

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

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

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

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

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

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

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

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

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

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

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

**E. Planned Improvements in Student Performance**

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)                  SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p>	
<p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)                  Maintain a campus that supports student connectedness and overall student safety.</p>	
<p><b>LCAP Priority Area:</b>                  State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p>	
<p><b>Targeted Pupil Student Group(s):</b>                  All students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Bullying: The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness. For example, 3.3% disagreed with feeling safe at school, which is the lowest rate in the district. However, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months.</p> <p>Violence, Safety, and Harassment: Another area of concern is that 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>Homeroom survey will be administered to students in the Spring of 2018 to capture current students' perception of school connectedness.</p> <p>Attendance Data: Chronic absenteeism rate will remain below 6% for all students.</p> <p>Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.</p>
<p><b>Strategy:</b> (briefly describe the overall plan to address the identified need)                  Establish a Wellness Committee, align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least five more teachers and continue to implement restorative practices, hold monthly Homeroom Ambassador meetings, and hold a spring Wellness Day.</p>	

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; <ol style="list-style-type: none"> <li>1. Identify members to create a Wellness Committee</li> <li>2. Committee will develop a wellness plan               <ol style="list-style-type: none"> <li>a. Committee will identify wellness themes for each quarter including a timeline of activities</li> <li>b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme</li> <li>c. Committee will plan a spring Wellness Day</li> </ol> </li> </ol>	Principal, Counselor, Wellness Committee	Admin Budget	Spring Homeroom Survey, Wellness Day post survey	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Fall 2017</li> <li>a. Fall 2017</li> <li>b. Fall 2017 and ongoing</li> <li>c. Spring 2018</li> </ol>
2.	Use the Homeroom period for Wellness activities and Restorative Circles <ol style="list-style-type: none"> <li>1. Counselor and Principal will provide a brief training of Restorative Practices during August inservice</li> <li>2. Counselor will implement Restorative Circle strategies with all homerooms</li> <li>3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject-specific classes.</li> <li>4. Principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (1 from each subject area)</li> <li>5. Discipline Team will determine how to use restorative practices effectively for student conflict resolution</li> </ol>	Principal and Counselor	Admin Budget	Homeroom Survey	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. Fall 2017</li> <li>5. Fall 2017 and ongoing</li> </ol>
3.	Develop a comprehensive school safety plan <ol style="list-style-type: none"> <li>1. Establish a safety committee of certificated and classified school staff</li> <li>2. Assistant Principal works with safety committee and district support to develop site safety plan</li> <li>3. Assistant Principal will work with School Site Council to approve and adopt PTMS Safety Plan.</li> <li>4. Utilize late start time to train staff on how to implement PTMS Safety Plan</li> </ol>	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Site safety plan	September 2017
4.	Earn a Digital Citizen Certification with Common Sense Media <ol style="list-style-type: none"> <li>1. Inform and train teachers about the Common Sense Media digital certification at the October late start meeting</li> <li>2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE).</li> <li>3. Staff and students are participating in Digital Citizenship week via homeroom activities.</li> <li>4. Family Nights will include distribution of online/media safety tips</li> </ol>	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification, weekly emails blasts to parents (eoption), homeroom activity schedule	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. 1st quarter and on going</li> <li>3. October 2017</li> <li>4. 12/4/17, 2/5/18, 4/30/18</li> </ol>

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

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

**LCAP Priority Area:**

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

**Targeted Pupil Student Group(s):**

All students

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

We are a new school establishing baseline data. After reviewing SBAC school data results it is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) ) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

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

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify

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

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math  
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

students who would benefit from a math and/or reading intervention. Approximately 20 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. Approximately 14 seventh graders and 8 eighth graders are enrolled in our newly created ELL Homeroom. Math Lab Homeroom uses a peer tutoring model and has approximately 17 seekers for grade 7 and 17 seekers for grade 8.

We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual student's needs. The 7th grade Math Essentials A class has 14 students enrolled and the 8th grade Math Essentials B class has 23 students enrolled. These two math essentials classes also support special education students with a team-teaching model.

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

Create a flexible master schedule to support all students, create systems of support and interventions, implement a focused homeroom for ELL students, implement Math Lab, implement Reading Lab, teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> <li>1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement.</li> <li>2. Integrated Math Essential courses for grades 7 &amp; 8 to offer targeted instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level.</li> <li>3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data.</li> <li>4. Since we don't have enough students to run an English sheltered class, ELL students will be clustered with an English teacher in grades 7 &amp; 8.</li> </ol>	Principal and Counselor	<p>1 Section of Integrated Math A Essentials - \$24,000 (Source: general FTE staffing formula)</p> <p>1 Section of Integrated Math B Essentials - \$24,000 (Source: Non-Formula LCAP)</p>	SBAC scores	<ol style="list-style-type: none"> <li>1. August 2017</li> <li>2. August 2017</li> <li>3. Spring 2018</li> <li>4. August 2017</li> </ol>
2.	<p>PTMS will maintain an after-school homework/study hour to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> <li>1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after-school program.</li> <li>2. Identify teachers to support after-school sessions as needed.</li> <li>3. Principal and counselor will review student survey results, grade reports, and teacher feedback to measure effectiveness of program</li> <li>4. Program will be evaluated and adjusted based on data review</li> </ol>	Principal	( 2 teachers, 2x/week, 30 min sessions at approx \$35/hr) - \$1,713 (Tutoring Support Allocation)	SBAC scores, grade reports, student sign in/out attendance sheet	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. September 2017</li> <li>3. Spring 2018</li> <li>4. Spring 2018</li> <li>5. Spring 2018</li> </ol>

3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> <li>1. Intervention coordinator will work with targeted teachers, principal and resource specialists to identify current support and needed supports</li> <li>2. Intervention coordinator will share PTMS intervention plan with teachers and train them on how to implement the plan</li> <li>3. Intervention coordinator and principal will review grade data and teacher feedback on effectiveness of current intervention plan</li> <li>4. Adjustments will be made as necessary</li> </ol>	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (Source Non-Formula LCAP)	SBAC scores, grade report data	<ol style="list-style-type: none"> <li>1. Fall 2017 and ongoing</li> <li>2. January 2017</li> <li>3. Ongoing</li> <li>4. Ongoing</li> </ol>
4.	<p>All College Prep English students will be administered the Scholastic Reading Inventory (SRI) to identify students reading below grade level.</p> <ol style="list-style-type: none"> <li>1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab."</li> <li>2. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly.</li> </ol>	Assistant Principal, Counselor, Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. Quarterly</li> </ol>
5.	<p>Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students</p> <ol style="list-style-type: none"> <li>1. Math Lab (math peer tutoring program)</li> <li>2. EL Homeroom (English Language Learner peer tutoring program)</li> <li>3. Reading Lab (targeted intervention using Read 180 software)</li> <li>4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success)</li> <li>5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, PTMS ProTips, etc.)</li> <li>6. Individualized teacher assistance as needed</li> <li>7. Various small group activities to support SWD and EDS needs</li> </ol>	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	Admin budget	Homeroom Student Survey SBAC Data Subject Specific Common Formative Assessments	1.-7. Fall 2017 and ongoing

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

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

**LCAP Priority Area:**

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

**Targeted Pupil Student Group(s):**

All students

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

PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

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

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math  
 Maintain over 80% of "all students" will score in the standard met/exceed range in ELA  
 The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

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

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

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: 1. Groups use release days as needed to analyze student data. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students.	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$6,850 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	1. Fall 2017 and ongoing 2. September late start meeting 3. Fall 2017 and ongoing 4. Fall 2017 and ongoing 4. Fall 2017 and

	<p>4. Analyze and discuss student learning based on the common formative assessments.</p> <p>5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.</p> <p>6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p> <p>7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.</p>				<p>ongoing</p> <p>5. Fall 2017 and ongoing</p> <p>6. Second Semester</p> <p>9. Fall 2017 and ongoing</p>
2.	<p>During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.</p>	<p>Principal and Assistant Principal</p>	<p>no cost</p>	<p>Grade reports, SBAC scores, CFA data</p>	<p>1. Starting August 2017 and ongoing</p> <p>2. Starting August 2017 and ongoing</p>

### D. School Site Council Membership Pacific Trails Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	X				
Parnak Memar		X			
Patricia Storey		X			
Cecily Wheeler		X			
Mona Healy			X		
Kathryn Freeman		X			
Marie Vaughn				X	
Ilene Schaffer				X	
Kristin Gibson				X	
Amanda Chen					X
Helen Blackstone- Gardner					X
Kaley Mafong					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).*

**D. School Site Council Membership  
Pacific Trails Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Parnak Memar <i>P.M.</i>		X			
Patricia Storey <i>P. Storey</i>		X			
Cecily Wheeler <i>C. Wheeler</i>		X			
Mona Healy <i>Mona Healy</i>			X		
Kathryn Freeman <i>K.F.</i>		X			
Marie Vaughn <i>M. Vaughn</i>				X	
Ilene Schaffer <i>I. Schaffer</i>				X	
Kristin Gibson <i>K. Gibson</i>				X	
Amanda Chen <i>A. Chen</i>					X
Helen Blackstone- Gardner <i>Helen B.G.</i>					X
Kaley Mafong <i>Kaley Mafong</i>					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 F. Budget 2016-17  
Pacific Trails Middle School**

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

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$6,850.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$1,713.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$48,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$56,563.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with Student Group breakdown**

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	623	*	264	-	*	*	*	*
<b>Number &amp; Percent of English Learners</b>	15	2.4%	**	**%	*	*%	*	*%
<b>Number &amp; Percent of Long Term English Learners</b>	3	27.3%	**	**%	*	*%	*	*%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	91	14.6%	36	13.6%	*	*%	*	*%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	42	6.7%	12	4.5%	*	*%	*	*%
<b>Number &amp; Percent of Special Education students</b>	48	7.7%	35	13.2%	*	*%	*	*%

**Source:**

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

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 10/20/16)

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

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

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	287	287	64%	14%	*	.08%	.07%
<b>15-16</b>	*	*	*	*	*	*	*
<b>14-15</b>	*	*	*	*	*	*	*
7 <sup>th</sup> grade							
<b>16-17</b>	337	337	67%	15%	*	.07%	.06%
<b>15-16</b>	268	89%	91%	81%	*	43%	53%
<b>14-15</b>	*	*	*	*	*	*	*
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a> *no data; PTMS opened for enrollment in the 2015-2016 school year.							

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	337	*	268	337	*	98.9	99.4
Grade 8	*	*	289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	624	*	268	624	*	98.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2642.8	2645.9	*	53	49.85	*	36	42.14	*	6	5.64	*	4	2.37
Grade 8	*	*	2654.7	*	*	50.52	*	*	34.49	*	*	11.85	*	*	3.14
All Grades	N/A	N/A	N/A	*	53	50.16	*	36	38.62	*	6	8.49	*	4	2.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	57	58.46	*	36	37.69	*	7	3.86
Grade 8	*	*	57.49	*	*	37.98	*	*	4.53
All Grades	*	57	58.01	*	36	37.82	*	7	4.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	68	70.33	*	27	26.41	*	4	3.26
Grade 8	*	*	61.67	*	*	32.75	*	*	5.57
All Grades	*	68	66.35	*	27	29.33	*	4	4.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	37	37.98	*	59	58.16	*	4	3.86
Grade 8	*	*	39.02	*	*	57.14	*	*	3.83
All Grades	*	37	38.46	*	59	57.69	*	4	3.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		66	68.25		30	29.08		4	2.67
Grade 8			59.58			35.89			4.53
All Grades		66	64.26		30	32.21		4	3.53

Data Source

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

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

### III School and Student Performance Data

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

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

Source:

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

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

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	336	*	268	336	*	98.9	99.1
Grade 8	*		289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	623	*	268	623	*	98.9	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2664.1	2656.8	*	65	60.71	*	19	22.62	*	10	12.80	*	5	3.87
Grade 8	*	*	2681.6	*	*	63.41	*	*	16.72	*	*	12.54	*	*	7.32
All Grades	N/A	N/A	N/A	*	65	61.96	*	19	19.90	*	10	12.68	*	5	5.46

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	73	71.73	*	18	19.64	*	9	8.63
Grade 8	*		67.25	*	*	21.95	*	*	10.80
All Grades	*	73	69.66	*	18	20.71	*	9	9.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	65	61.01	*	28	33.63	*	7	5.36
Grade 8	*	*	63.76	*	*	27.87	*	*	8.36
All Grades	*	65	62.28	*	28	30.98	*	7	6.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	71	63.99	*	24	31.25	*	6	4.76
Grade 8	*	*	63.07	*	*	28.92	*	*	8.01
All Grades	*	71	63.56	*	24	30.18	*	6	6.26

**Data Source**

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

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

### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2015-16	2014-15	2013-14	2012-13
Truancy rate	*	*	*	*

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

**Table 3.2 Chronic absenteeism rates by Student Group**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	*	*	*	*
15-16	*	*	*	*
14-15	*	*	*	*

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

**Table 3.3 Discipline data**

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

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

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

**Table 3.4 Cohort dropout rate by Student Group**

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	*	*	*	*

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

### California English Language Development (CELDT) Data

**Table 4. 1 2014-15 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	*	***		*	***	***	*			*			*		
<b>8</b>	*		50	*		25	*			*			*		25
<b>Total</b>	*	50	40	*	50	40	*	0		*	0		*	0	20

**Data Source**

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

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

**Table 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	31.8%	1 (0.0%)	*	*

Source:

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

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