



## **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:	September 29, 2020

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

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

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

The District Governing Board approved this revision of the School Plan on: October 15, 2020

## 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. Cougar Pride Expectations: Potential, Responsibility, Integrity, Decision-Making, Empathy. 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.

Cougar Pride Expectations  
Potential  
Responsibility  
Integrity  
Decision-Making  
Empathy

### **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.

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.

The English Language Arts teachers work collaboratively to develop curriculum and instruction which meet the requirements of the California State Standards. Students choose between English College Prep or English Honors at each grade level. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through creative and interactive lessons, high-interest and relevant literature, and use of educational

technology tools. 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.

The Math department utilizes an Integrated Math curriculum written collaboratively by teachers within our district which address the California State Standards. The curriculum and instruction 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 engaging educational technology. Students can choose between Integrated Math College Prep or Integrated Math Honors. Students who score below grade level on an entry level diagnostic math test may be placed in Integrated Math Essentials. Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test (IMBHRT) 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.

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 collaborates to develop curriculum and instruction that covers site-based essential learning outcomes and 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.

New NGSS based science curriculum was adopted in Spring 2020 and will be implemented in the 2020-21 school year. 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). 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). 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. Ed Specialists support students for success in their classes through Academic Support classes or on a consultation basis as determined through their IEP. Ed Specialists team teach in the content areas of Math and English. Instructional Aides also push in to classes to support specific students, but are also able to provide supports to all students as needed. The Special Education team collaborates with all general education staff, and support core subject areas by collaboration within the PLC groups for these courses throughout the year. 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 Professional Development Opportunities in a variety of areas as well as collaborate with general ed teachers on curriculum and instruction to address the needs of all students. Students are supported by Speech & Language Therapist, School Psychologist, and other support providers as determined in the IEP process. Students are also supported from their general education teachers and the school counselor.

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 academic support courses as well as reading-intervention programs to specific students in need.
- 3) Education specialists Co-Teach in designated core subject classes to provide related services, supports and accommodations per students' IEPs.
- 4) Instructional Aides push in to support students in designated classes to help provide related services, supports and accommodations per students' IEPs.
- 5) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 6) All teachers receive on-going training in strategies to assist special needs students.
- 7) 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. EL students may also be provided support through the English Enrichment for EL students which provides additional curriculum for English Language acquisition. 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 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 Diegueño EL Coordinator and teachers to ensure that EL students have access to services and support.

In 2019-20, all Diegueno staff focused on two school-wide goals:

1. 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.
2. Provide multiple means of ENGAGEMENT to create student learners who are purposeful and motivated. Develop strategies and supports for ALL students in academics, behavioral, and social/emotional areas school-wide.

SDUHSD initiated in-house training on Universal Design for Learning (UDL) which coincided with a focus on Multi-Tiered System of Supports and UDL focus at Diegueno. All staff were trained by the principal and district support personnel during Staff Meetings and professional development opportunities on the basics and implementation of UDL. Each department and each teacher were asked to create goals to address engagement per UDL guidelines. Many teachers participated in additional training at the district level to further their understanding of UDL and to incorporate strategies and implementation in to their classroom. Although UDL strategies benefit all students, it is especially focused on providing supports within the lesson for students with special needs or those at-risk. Throughout the year, PLC groups and all staff meetings included discussion and collaboration on UDL engagement and MTSS student supports.

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. Beginning in 2019-20 and continuing this year, the school is implementing a Behavior Action Plan which includes building on the characteristics of Cougar PRIDE - Potential, Responsibility, Integrity, Decision-Making, and Empathy. This plan has students and parents agree to Diegueño PRIDE Compact highlighting specific positive actions which fall within each of the characteristics.

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), Co-Vitality survey, and other student input to help us make educated, data-driven decisions on policy and procedures. A campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents was established in

the 2019-20 school year. 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.

To support students' social-emotional learning and wellness, all middle schools in the district began piloting Second Step SEL lessons as part of a school-wide initiative. At Diegueño, several departments implemented one of the lessons in their classes. The implementation of the lessons will be reviewed to determine effectiveness as more are employed this school year.

Although steps were taken to implement MTSS across the areas of academics, behavior and social-emotional well-being, continued implementation of the MTSS structure was interrupted by the closing of schools on March 13 due to COVID-19 pandemic.

School accountability and student resources are available on Diegueño's website. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueño's homepage as well as sent to the external families through the weekly Cougar Connection Newsletter.

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, monthly "Coffee with the Principal" forums, School Site Council, the English Learner Advisory Committee, the Wellness Committee, and a variety of other volunteering opportunities. During 2019-20, 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 Oak Crest Middle School and the greater SDUHSD community in order to reach as many of our parents as possible.

On March 13, 2020, all schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. All SDUHSD middle schools collaborated on and implemented the same plan so as to offer consistent education and supports across the district. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison. Supports on campus shifted from the established Tiered Intervention plan to a collaborative effort of teachers, counselors, administrators and other support staff to provide academic, social-emotional, and behavioral supports as available in a virtual environment. From March 13 through the remainder of the school year, only essential office and custodial staff were allowed on campus due to the county-wide Stay at Home orders. Students were not given final grades, but were instead issued Pass/Fail grades, with students only given an F grade if they were receiving one at the 3rd quarter mark and failed to improve.

To start the 2020-21 school year, SDUHSD was forced to open in a Distance Learning environment due to the state and county public health orders. SDUHSD Board of Trustees adopted the following Guiding Principle: Our decision-making will be guided by considering the health and safety needs of our students, families, staff, and community as our highest priority. Health and safety include many factors beyond COVID-19 and balancing the health and safety of all of the school community is complex.

By action of the Board of Trustees on July 30, 2020, San Dieguito Union High School District will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year. Staff will monitor the San Diego County Public Health Order and when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, the district will do so prioritizing special education students, English language learners, high-risk students, students with inadequate learning environments, and then all other students. All on-campus activity will follow the California Department of Public Health Guidance for K-12 schools.

By action of the Board of Trustees on September 17, 2020, The San Dieguito Union High School District will continue to operate following the action taken by the Board of Trustees on July 30, 2020, for the second quarter of the 2020-21 academic year.

An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and tiered interventions are developed and implemented to support students in academics and social-emotional learning/supprot. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus school then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted on-line using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. This continues to be a fluid situation throughout the county, state, and country.

## 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:

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

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.

#### ACADEMICS

Overall Diegueno students maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

#### ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points
- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

#### Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points
- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
- Hispanic students (147 students): averaged 14.5 points above standard, increased 4.3 points
- Two or More Races (39 students): averaged 71.2 points above standard, maintained -0.6 points
- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

Areas of focus for addressing mathematics standards are the subgroups Students with Disabilities, English Learners and Socioeconomically Disadvantaged as the groups scored significantly below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 43.9 points.

English Learners further data comparisons 2019 to 2018 for ELA scores:

Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

English Learners further data comparisons 2019 to 2018 for Mathematics scores:

Current English Learners (24 students): averaged 71.5 points below standard, increased 23.9 points

Reclassified English Learners (24 students): averaged 19.8 points below standard, declined 38.8 points

English Only (778 students): averaged 62 points above standard, maintained 2.7 points

For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

According to CA Dashboard English Learners in 2019 show 50% are making progress towards English language proficiency, 25% maintained ELPI level and 25% decreased at least one ELPI based on ELPAC scores.

Data Quest Reports indicate for the 2019-20 school year:

Current English Learner students: 41 students

RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

Of the EL students, number of years as an EL in US schools are:

Enrolled 0-3 years: 7 students

Enrolled 4-5 years (At-Risk): 1 student

Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

D/F GRADE LIST Data

For 2018-19 (935 students)

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

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

Quarter 3: 180 D/F grades with 69 students receiving multiple.

Semester 2: 138 D/F grades with 64 receiving multiple.

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple.

Semester 1: 135 D/F grades with 64 students receiving multiple.

Quarter 3\*: 173 D/F grades with 84 students receiving multiple - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

Percentage of students in Honors classes -

7th Grade: English 7 Honors  $183/386 = 47.4\%$

Integrated Math A Honors  $143/386 = 37.0\%$

8th Grade: English 8 Honors  $210/417 = 50.4\%$

Integrated Math B Honors  $140/417 = 33.5\%$

School Climate

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"

66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school

78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school



34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

#### School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"

29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months

31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months

12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months

8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months

7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

#### Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days

<2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.

2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months

9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

#### Social Emotional Health

##### Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

Although our spring 2019 California Healthy Kids survey results are demonstrating that a large majority of our students are 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 9% gap between our site and the highest middle school in the "school connectedness" category. There was a 9% gap between our site and the highest middle school in the "school perceived as very safe or safe" questions. When asked if "a teacher or other adult cares about me," there was a 7% gap between our school and the highest middle school.

Overall our results were lower than other middle schools in several areas.

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.

Students at Diegueño did show slightly better results in Substance Abuse and Social Emotional Health categories when compared to other middle schools.

Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

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

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

Hispanic (168 students): 2.4%, a decline of 2.1%

Asian (33 students): 0%, a decline of 3.3%

Two or More Races (42 students): 0%, maintained 0%

Suspension rates continue to decrease overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities and Hispanic students. English Learners showed significant progress with no students suspended in 2018-19.

#### 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 2019-20 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 2020-21 at meetings on October 8, 2019, December 3, 2019, February 11, 2020 and April 28, 2020. 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 February 18 and April 14, 2020. The Principal and Assistant 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 January 22, 2020. School closure due to COVID-19 caused a delay in approval of the SPSA due to unknowns with budget and start of the 2020-21 school year. School Site Council for the 2020-21 school year reviewed updated dated and voted on approval on September 29, 2020.

## **D. Summary of Progress Made on 2019-20 Goals Diegueño Middle School**

### **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:**

- 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:**

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

1) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students.

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of

Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.

CAASPP results:

Overall Diegueno students demonstrated maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points

- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points
- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
- Hispanic students (147 students): averaged 14.5 points above standard, increased 4.3 points
- Two or More Races (39 students): averaged 71.2 points above standard, maintained -0.6 points
- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

English Learners further data comparisons 2019 to 2018 for ELA scores:

Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

English Learners further data comparisons 2019 to 2018 for Mathematics scores:

Current English Learners (24 students): averaged 71.5 points below standard, increased 23.9 points

Reclassified English Learners (24 students): averaged 19.8 points below standard, declined 38.8 points

English Only (778 students): averaged 62 points above standard, maintained 2.7 points

For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

According to CA Dashboard English Learners in 2019 show 50% are making progress towards English language proficiency, 25% maintained ELPI level and 25% decreased at least one ELPI based on ELPAC scores.

Data Quest Reports indicate for the 2019-20 school year:

Current English Learner students: 41 students

RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

Of the EL students, number of years as an EL in US schools are:

Enrolled 0-3 years: 7 students

Enrolled 4-5 years (At-Risk): 1 student

Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

Digueño continues to have a high number of LTEL students enrolling from feeder elementary district. An additional goal is to provide targeted English language acquisition support to have students be Reclassified English Proficiency before entering high school. The EL Lead and EL teacher will also work with the special education teachers to determine if students who are dual identified in EL and with an IEP may meet eligibility requirements for Reclassification through an alternate process.

## 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 end of our first semester.

### D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple (4.6%).

Semester 1: 101 D/F grades with 50 students receiving multiple (10.8%).

Quarter 3: 180 D/F grades with 69 students receiving multiple (7.4%).

Semester 2: 138 D/F grades with 64 receiving multiple (6.8%).

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple (6.8%).

Semester 1: 135 D/F grades with 64 students receiving multiple (6.9%).

Quarter 3\*: 173 D/F grades with 84 students receiving multiple (9.0%) - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

There was a decrease in students receiving multiple D/F grades from Semester 1 in 2018 to Semester 1 in 2019. There is no comparable data for Semester 2. 2020-21 school year comparison may be different due to distance learning environment for teachers and students as teachers are using alternative means of evaluating student progress.

Percentage of students in Honors classes - Provided for a comparison of students taking challenging coursework.

7th Grade: English 7 Honors  $183/386 = 47.4\%$

Integrated Math A Honors  $143/386 = 37.0\%$

8th Grade: English 8 Honors  $210/417 = 50.4\%$

Integrated Math B Honors  $140/417 = 33.5\%$

### 3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC team discussed progress on goal and how focus on student engagement was affecting overall student connectedness throughout the 2019-20 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups shared progress, strategies, and best practices as to how they saw improvement in student engagement.

Department, PLC and individual teacher goals were collected by administration. PLC Agendas with requirement of discussing goals once a month were collected. Principal or Assistant Principal met with teams to support progress on goals, share data related to goals, and provide input for professional development opportunities. All teachers were encouraged to attend district-wide trainings on Universal Design for Learning and MTSS offered throughout the year.

PLC teams met each Late Start to collaborate on ELO's, formative assessments, student data, and interventions/supports and enrichment strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. 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.

### 4) Targeted Intervention Courses data:

Academic Lab 2019-20 -

Each week, students in Academic Lab meet with the teacher to review grades, assignments, proficiency with ELA standards. Students work with the teacher to set goals for the weeks and map out use of class time to achieve these goals. Additionally, following whole class Morning Meeting, students are all reading "The Seven Habits of Highly Effective Teens" together as a class. Students are in the process of breaking down the habits and aligning the habits with their academic goals as well as SEL goals. Students are mindful about both good and bad habits. The teacher checks in during Morning Meeting and one on one with students during "Aeries conferencing". The development of the seven habits ...and, or "breaking counter habits" is woven into goal setting for the week.

This school year concluded with \*12 students in Academic Lab. 10/12 students' grades have realized growth this year (Fall Semester grading period) across all 4 core curricular areas (passing all 4). One of the remaining two students realized growth in 3/4 of core subjects (passing 3 of 4) , the other students in 2/4 core subjects (passing 2 of 4). Three students realized straight A's for the first time in their academic career. All 4 students that were tracked into dual Read 180-Lab reached the 1000+ RI benchmark by January 2020. Informal observation demonstrates greater organization in recording assignments in agendas, accessing online curriculum from teachers and overall organization. All students have mastered greater self-advocacy skills and demonstrate the ability to properly communicate effectively with teachers, students (group members) and school staff as needed (seek help and clarification as necessary). Students worked with and completed mini-lessons in Chapters 1-4 of "Seven Habits of Highly Effective Teens". Survey data indicates that students found the mindset, habits discussed and reviewed in this text helpful. The teacher observed the habits put into practice on a daily basis in Lab Class.

Morning Meetings proved invaluable for students and oftentimes headed off issues early on in the week; the process helps with getting students referred to a counselor, giving another teacher a "heads-up" or just providing a safe space for a student to share so they refrain from acting out in another classroom. Students also worked with our site RAD Club and used new skills to plan and manage our site recycling program, build a composting bin and write a garden grant. Lab students were seen on campus in a leadership role and felt a sense of respect from staff and peers. They took this role seriously and made a difference for environmental awareness at Diegueno, feeling a "real world" sense of purpose. Informal survey and observation indicates that this gave students a strong sense of school connectedness and made them feel extremely valued at Diegueno. Students grew into confident self-starters. Students, who, on occasion, were not typically able to behave responsibly in a situation that required good judgement were able to self-monitor and take care of recycling issues on campus on their own. Students who suffer from high anxiety benefitted from a place to do something therapeutic with their hands and mind, thus, making them more receptive to academics throughout the day. Academic Lab (via Garden Grant) will work closely with Diegueno's Counseling and Art Department to incorporate Wellness Path and more SEL opportunities into the program that will not only benefit "Lab" kids, but all kids school-wide.

As part of Throughout the year, 4 students have been referred for SPED assessment. \*(1/4 is not included in today's final roster count of 12). Of the 4 referred, 2 have qualified for SPED and 2 are still in the process of being tested. Academic Lab has proven an invaluable "bridge" of support between SST referral and possible assessment, helping to ensure that the "right" students are being referred for testing at Diegueno.

#### Reading Intervention Class -

Class Composition/RI Results - First semester there were 18 students enrolled. Second semester the number decreased to 11. At semester, seven students left as they made enough progress to meet exit criteria or they were moved to an academic support class for IEP needs. 11 of 17 students increased to the next level of proficiency the second time they tested. 2 students achieved advanced and 5 achieved proficiency. Several students remained in the class at the semester despite being proficient by choice or parent request. Four students have IEPs and one has a 504 plan. One student is RFEP and two are LEP.

To connect to students, teacher engages them at start of class with music or game. Students are also provided with snack opportunity during class which supports students in SED subgroup. Room is set-up with flexible seating options for independent reading, READ 180 software, and small group time. Progress is measured multiple times a semester, and grades are based on completion of goals on READ 180 and independent reading. The Read 180 model is followed with fidelity. Lessons begin with whole group instruction and then students complete three rotations: independent reading, small group instruction, and Read 180 software. NEWSELA and Ereads are used to offer multiple reading levels and provide non-fiction resources. Student support is both whole group and individualized. Overall, students show progress in their reading skills which helps them to achieve better in their other subjects.



## Math A Skills Class -

Students in Math Skills use IXL to practice new skills learned in their Math A or B class (percent, operations with integers, variable expressions, distributing, inequality solutions and graphs, geometry, etc.) and to build on their basic math skills (working with fractions and decimals, for example). From September through February, students worked on IXL approximately 30 minutes per week in class. During distance learning (March through June), students were usually assigned an IXL lesson for practice every other week. IXL is a great resource for the Math Skills students as it gives immediate and detailed feedback when an incorrect answer is input or selected. The program is also great practice for online assessments, such as CAASPP testing. Students enjoy working on the Chromebooks and the competitive nature of IXL (who can reach 100 and master the concept the fastest). They also keep a record of the lessons assigned and look forward to the sticker earned when an IXL activity is completed. (I will provide documentation of IXL skills assigned and completed for both semesters this year.)

Many of the activities used in Math Skills require students to work collaboratively with each other. For example, students worked in pairs to complete several “trails” for operations with fractions, simplifying algebraic expressions, and solving equations, inequalities, and proportions. Students worked in small groups of 3-4 to match equivalent fractions, decimals, percents, and models and then presented their results to the class. Students worked with a partner to sort through bags of M&Ms and Skittles to determine ratios (red:blue, green:yellow:orange, brown:total, etc.) and to practice proportional reasoning. Students also worked with a classmate to calculate unit rates for common supermarket items (cost per granola bar, cost per ounce of Cheez-Its, etc.). These are just a few of the activities students engaged in this year. Working collaboratively with classmates allows students to teach each other and solidify their own understanding of the material and it allows them to practice many of the Standards for Mathematical Practice (construct viable arguments and critique the reasoning of others; persevere in solving problems; use appropriate tools strategically). Engaging in collaborative work with their peers also helps students to build confidence not only in the math classroom, but in all of their classes. The confidence they gain by working with classmates coupled with the ongoing repetition of math concepts leads to higher participation in their Math A or B class. Working with a classmate is by far the activity of choice and is highly motivating for students.

For each quarter in Math A Skills, students are asked to complete two advocacy forms. The purpose of the advocacy form is to encourage students to seek help from their math teacher with concepts and/or homework problems that they are struggling with. Students quickly figure out that visiting their math teacher before or after school is not as scary as they think it is going to be and they realize how beneficial the experience is. I have found that the two advocacy forms per quarter simply serve to “break the ice.” Then, students regularly go in for homework help because they need it and not because it was assigned. Learning how, when, and where to ask questions also helps to build student confidence in school, leading to increased participation in all classes. For the first semester of Math A, more than 75% of students completed their advocacy forms.

## Math A Essentials -

Compared to last year’s individualized computer program, students using this year’s new computer program Aleks, were more successful in hitting their goals. Aleks also shows that students are retaining more and more curriculum as the year progresses through knowledge checks.

Period 2: Aleks Goal #1: 17/20 hit their goal, of those who didn’t, they were all at 70% complete or above.

Aleks Goal #2: 16/20 hit their goal, of those who didn’t, they were all at 75% complete or above.

Aleks Goal #3: 11/20 hit their goal, of those who didn’t, they were all at 65% complete or above.

As of 3rd quarter, 80% of students achieved their personalized goals.

Period 5: Aleks Goal #1: 10/21 hit their goal, of those who didn’t, they were at 85% complete or above.

Aleks Goal #2: 17/21 hit their goal, of those who didn't, they were at 80% complete or above.

Aleks Goal #3: 13/21 hit their goal, of those who didn't, they were at 80% complete or above.

As of 3rd quarter, 85% of students achieved their personalized goals.

Students volunteer on a regular basis in both classes. The teacher sprinkled in different activities this year to increase student participation. It worked in both classes. Gen ed students, students with learning disabilities, and English Learners all participate in the safe environment. Students this year were willing to ask for help much more frequently than last year.

Even when moving to distance learning, 36/40 students participate regularly. Every once in a while, these students need prompts to turn in work. Students do follow through and turn in high quality work. Students showed progress in their math skills and, although they were not able to show progress through state testing, overall all students showed an increase in their math skills confidence.

Math B Essentials -

Students were engaged and participated frequently in class. At the start of the year, the two team-taught classes had 11 students that were transitioning from Math A Fundamentals, a course that does not generally feed directly into Math B Essentials. However, with the added support provided in a team taught class, 7 of the 11 students earned a 60% or higher at the end of the first semester. Of those 7 students, 5 of them earned a 70% higher.

This year's individualized computer program provided an individualized instruction platform that gave students and the teacher choice of topics to assign, built in examples and videos within the platform, and added support in language for English language learners. The program was leveraged as a supplement to the classroom instruction/lesson plans as it did not teach 8th grade content, but was an additional resource.

As a result, students showed great overall progress:

Period 1 had completed 33% of the 417 topics.

Period 2 had completed 32% of the 417 topics

Period 4 had completed 34% of the 417 topics

In addition, across the three class periods, 10 students had shown great acceleration through the program as evidenced in their completion of above 50% of the 417 topics.

Academic Tutoring Support -

Over the course of the year, 87 students participated in the academic tutoring sessions as demonstrated by student sign-in. More may have participated but did not sign in. Of the 87, 45 attended sessions more than once, with many students attending nearly weekly. Throughout the year, 38 students who attended academic tutoring received a D/F notice for a class. Three students who attended tutoring sessions received an F in math and/or English class Semester 1 and only 2 for the final grade (which was changed to Pass/Fail due to COVID-19 closure of schools).

## English Enrichment for English Learners-

See data for English Learners for above as these students were supported in the English Enrichment course throughout the year.

### **B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Principal met with each department (math, English, science, social studies, and Special Education) and with EL Lead to review SBAC scores and to provide support in developing goals to address student achievement goal for All students and targeted subgroups. Math discussion and department goals focused on mathematics state content standards. English discussion and department goals focused on ELA and Literacy state content standards. Social studies and science discussion and department goals focused on Literacy state content standards. Teachers met in PLC groups regularly to collaborate and update goals. Science department also conducted a district-wide curriculum pilot to determine adoption of new material with analysis questions focused on supports for English Learners and students with disabilities. 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 the PLC purposed components of a PLC cycle to support student achievement. They need continued support in following the PLC cycle to focus on implementing interventions and supports for students in MTSS areas Tier 1 and Tier 2 for academics.

As CAASPP scores indicated, there was overall growth shown in students achievement and in targeted subgroups. The focus in these areas should continue as although some growth was made, there are still significant gaps between All students and the targeted subgroups.

Targeted intervention classes for math, Reading, English language acquisition and overall academic support continue to show success in increasing students' grade level skills. Math Skills A & B have shown a significant increase in the student's ability in grade level courses, with positive results shown through data and through the increased confidence enrolled students show in Integrated Math courses. The Reading class has consistently proven a productive means to increase students' reading levels through READ 180 data. 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 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. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

To begin the 2019-20 school year, the plan was implemented effectively with input from teachers and staff encouraging adjustments for improvement throughout the year. Due to the mandatory school closure on March 13 and all schools in the state moving to distance learning, several areas of the plan had to be adapted. A Distance Learning Plan was developed for all district schools which included addressed 50-60% of state content standards for the remainder of the year. CAASPP and other state assessments were cancelled so will not yield comparable data for the year. The last quarter had the I-Team and other support staff shift to supporting students with technology issues or those who did not have consistent access. Phone calls and in-home visits were made as needed to support students. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The goal will remain the same. Metrics for this year will be different since the CAASPP was not administered. SDUHSD adopted a universal screener, the STAR assessment, which allows for testing three times a year to determine and student learning loss and/or progress, and provides a support program for all students in math and English, FRECKLE. Results for this assessment will be included in data for the 2020-21 school year. The 2020-21 school year started in a distance learning model and will continue in the is model until state and local public health order allow for a safe return to campus for students. The schedule was adjusted and supports are being analyzed and adjusted as the school year progresses. The schedule is built to include specific time for subject-specific support. This year will see more fluctuations in student support and interventions due to inconsistency of in-person learning.

## School Goal 2

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

### 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:

School Climate

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"  
66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school  
78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school  
34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"  
29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months  
31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months  
12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months  
8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months  
7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days  
<2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.  
2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months  
9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

Social Emotional Health

Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

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

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

Hispanic (168 students): 2.4%, a decline of 2.1%

Asian (33 students): 0%, a decline of 3.3%

Two or More Races (42 students): 0%, maintained 0%

Expulsion rates

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

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Although our spring 2019 California Healthy Kids survey results are demonstrating that a large majority of our students are 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 9% gap between our site and the highest middle school in the "school connectedness" category. There was a 9% gap between our site and the highest middle school in the "school perceived as very safe or safe" questions. When asked if "a teacher or other adult cares about me," there was a 7% gap between our school and the highest middle school.

Overall our results were lower than other middle schools in several areas.

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.

Students at Diegueño did show slightly better results in Substance Abuse and Social Emotional Health categories when compared to other middle schools.

In partnership with other district's other middle schools, a Cyber Safety Education and Drug Awareness Parent Information session was offered to parents 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. PE classes included guest speakers who presented topics on Cyber Safety, Drug & Alcohol Safety and Awareness, and overall wellness and safety 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.

Several 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 2019, 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 2018-19 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.

As part of a district-wide initiative to prevent suicide, Diegueno Middle School staff has participated in 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 as part of a district-wide initiative, 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.

The results from the 2019 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. Suspension rates continue to decrease overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities and Hispanic students. English Learners showed significant progress with no students suspended in 2018-19.

There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

We are continuing this goal for 2020-21 school year. The school year will present further challenges due to the COVID-19 school closures and not allowing all students on campus. School personnel will work with district personnel to find alternative ways to address school connectedness while students are in a distance learning model, or other means of instruction other than full in-person.

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

To begin the 2019-20 school year, the plan was implemented effectively with input from teachers and staff encouraging adjustments for improvement throughout the year. Due to the mandatory school closure on March 13 and all schools in the state moving to distance learning, several areas of the plan had to be adapted. A Distance Learning Plan was developed for all district schools as the entire state was placed on stay-at-home orders. There is increased concern about the social-emotional well-being of all students and staff given the circumstances. The last quarter had the I-Team and other support staff shift to supporting students with technology issues or those who did not have consistent access. Phone calls and in-home visits were made as needed to support students. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support. This included tele-conference meetings with students and families instead of direct contact.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The goal will remain the same. Metrics for this year will include the CoVitality survey which can be administered multiple times a year. Results for this assessment will be included in data for the 2020-21 school year. The 2020-21 school year started in a distance learning model and will continue in the is model until state and local public health order allow for a safe return to campus for students. The schedule was adjusted and supports are being analyzed and adjusted as the school year progresses. The schedule is built to include specific time for social-emotional check-ins and support with Wellness Wednesdays. This year will see more fluctuations in student support and interventions due to inconsistency of in-person learning, but all support staff is committed to finding best practices in supporting students whether in person or through virtual means.



**School Goal 3**

**LCAP Priority Area:**

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

**A. Actual Measurable Outcomes:**

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

**School Goal 4**

**LCAP Priority Area:**

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

**A. Actual Measurable Outcomes:**

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

## 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) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students.

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of

Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.

CAASPP results:

#### B. Expected Measurable Outcomes:

2021 Assessment 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 on the SBAC as compared to 2019 data. Pilot use of universal screener STAR assessment with a goal of seeing an increase in student achievement in math and English as demonstrated by assessment scores and student progress in Freckle program. Academic intervention classes will continue to provide support for these subgroups as students are identified with deficiencies.

Grade Data:

Our goal is to see a decrease in the number of students earning a D or F grade at the end of second semester when compared to the end of our first semester. Data will also be compared to previous years.

PLC Progress: PLC goal to continue development of formative assessments and interventions/supports for student learning.

Overall Diegueno students demonstrated maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points
- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points
- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
- Hispanic students (147 students): averaged 14.5 points above standard, increased 4.3 points
- Two or More Races (39 students): averaged 71.2 points above standard, maintained -0.6 points
- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

English Learners further data comparisons 2019 to 2018 for ELA scores:

Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

English Learners further data comparisons 2019 to 2018 for Mathematics scores:

Current English Learners (24 students): averaged 71.5 points below standard, increased 23.9 points

Reclassified English Learners (24 students): averaged 19.8 points below standard, declined 38.8 points

English Only (778 students): averaged 62 points above standard, maintained 2.7 points

For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

## 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 end of our first semester.

### D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple (4.6%).

Semester 1: 101 D/F grades with 50 students receiving multiple (10.8%).

Quarter 3: 180 D/F grades with 69 students receiving multiple (7.4%).

Semester 2: 138 D/F grades with 64 receiving multiple (6.8%).

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple (6.8%).

Semester 1: 135 D/F grades with 64 students receiving multiple (6.9%).

Quarter 3\*: 173 D/F grades with 84 students receiving multiple (9.0%) - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

There was a decrease in students receiving multiple D/F grades from Semester 1 in 2018 to Semester 1 in 2019. There is no comparable data for Semester 2. 2020-21 school year comparison may be different due to distance learning environment for teachers and students as teachers are using alternative means of evaluating student progress.

Percentage of students in Honors classes - Provided for a comparison of students taking challenging coursework.

7th Grade: English 7 Honors  $183/386 = 47.4\%$

Integrated Math A Honors  $143/386 = 37.0\%$

8th Grade: English 8 Honors  $210/417 = 50.4\%$

Integrated Math B Honors  $140/417 = 33.5\%$

### 3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC team discussed progress on goal and how focus on student engagement was affecting overall student connectedness throughout the 2019-20 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups

shared progress, strategies, and best practices as to how they saw improvement in student engagement.

Department, PLC and individual teacher goals were collected by administration. PLC Agendas with requirement of discussing goals once a month were collected. Principal or Assistant Principal met with teams to support progress on goals, share data related to goals, and provide input for professional development opportunities. All teachers were encouraged to attend district-wide trainings on Universal Design for Learning and MTSS offered throughout the year.

PLC teams met each Late Start to collaborate on ELO's, formative assessments, student data, and interventions/supports and enrichment strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. 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.

4) Targeted Intervention Classes - All targeted intervention classes proved to increase students grade level abilities, knowledge, and skills and to support their overall student achievement.

### C. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>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, Universal READ 180, with additional supports as needed.</p> <p>a. Entry Criteria: below grade level SRI scores, lack of progress in ELA</p>	<p>Math &amp; English teachers</p> <p>Administrators</p> <p>Counselors</p> <p>Intervention Coordinator</p> <p>I-team members</p>	<p>Title 1 sections: \$112,000 (4 sections)</p> <p>LCAP Sections: \$56,000 (2 sections)</p> <p>\$15,000</p> <p>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> </ul>	Ongoing

<p>Course, Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year.</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 if need is determined 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 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. Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year. 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>• Teacher Recommendations</li> <li>• SRI Data</li> <li>• STAR Assessment Progress Data</li> </ul>	
--	--	--	--	--



<p>Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize IXL math, Desmos, STAR Freckle program, other educational technology tools and supplemental materials to remediate identified skills through individualized instruction.</p> <p>Scaffold, remediate, and adapt lessons for students to access grade level math material.</p> <p>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.</p> <p>Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding</p> <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 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) Integrated Math A Essentials and Integrated Math B Essentials, a remediation-focused course which will cover essential Integrated Math A &amp; Integrated 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); use of district-adopted universal screener STAR program to determine student need and level will be piloted this year.</p> <p>b. Instructional Targets:</p> <p>Students will demonstrate steady progress on individual and regular “progress goals” through evidence based program,</p> <p>Students will demonstrate 70% or higher HW completion, and</p> <p>Students will demonstrate steady progress made on quizzes and module exams</p> <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> <p>With an A grade in Integrated Math Essentials, student is recommended to enroll in summer bridge course to enter next grade level math (Int Math B for grade 8 or Int Math 1 for grade 9) following year.</p> <p>If a student does not pass the summer bridge, then enroll in Int Math Essentials/Readiness in next grade</p> <p>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.</p>				
---	--	--	--	--

	<p>With a D or F in course, student will be enrolled in Int Math Essentials in next grade.</p> <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 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. Once school has begun, entry into class is determined though I-Team determination which may include an SST.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</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-promise 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. I-Team will use MTSS tiered support system to determine appropriate interventions and supports.</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 for identified students in need.</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</p>	<p>Intervention Coordinator, Teachers, Counselors, School Psychologist, Administrators</p>	<p>\$30,000 Source: Title 1 (Intervention Coordinator)</p> <p>\$3,290 Source: District Tutoring Allocation</p> <p>\$3,293 Source: Title 1 Funds (supplemental tutors/aides)</p> <p>\$5,000 Source: Title 1 (supplemental materials and supplies)</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> </ul>	Ongoing

<p>Recommendation. I-Team will develop an Action Plan of interventions to address student concerns.</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 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 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 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>			<ul style="list-style-type: none"> <li>• Interventions used as listed in Intervention screen in Aeries</li> <li>• STAR Assessment Progress Data</li> </ul>	
---	--	--	--	--

	<p>f. For student with continued or high risk social-emotional concerns, counselor will refer student to Student Support Specialist.</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 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>NOTE: For Distance Learning, this time is incorporated on Wellness Wednesdays Advisory period and during Student Support Time in the afternoons.</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>Provide designated and integrated instructional support for English Learners.</p> <p>1) DNO will provide academic monitoring and support for English Learner students with support from an English Learner Lead.</p>	EL Lead; Teachers; Principal	\$26,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> <li>Student ELPAC scores Assessments given within EL classes</li> </ul>	Ongoing

	<p>a. EL Lead will collaborate with teachers of EL students to support implementation of standards in all core subject areas.</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 quarterly.</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 quarterly.</p> <p>e. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success quarterly. Teacher works with student to create a monitoring document on grades which goes home to parents to communicate concerns and progress with parents.</p> <p>F. Collaborate with all departments to set goals across all curriculums for English Learners based on EL standards and CA Literacy Standards (academic vocabulary, reading &amp; writing skills, listening &amp; speaking skills). A comprehensive literacy approach will be used to provide support for all core subjects.</p> <p>2) DNO will provide Sheltered English/ELD Class for students in ELD 1-3 to support EL Language acquisition and ELA grade level content standards.</p>			<ul style="list-style-type: none"> <li>• Student performance data including grades, assessments, SBAC scores, STAR Assessment data</li> <li>• District EL monitoring documents</li> </ul>	
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>c. Support students with disabilities scoring below grade level in math with courses including Co-taught Integrated 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 and interventions 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>	<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</p> <p>ALEKS and Freckles program</p>	Ongoing

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. (Note: In distance learning environment, PLC's will focus on developing lessons based on adjusted ELO's to address key learning objectives. Learning schedule for the 2020-21 school year moves PLC time from Late Start to Early Release time).</p> <p>1) PLC groups utilize the formative process cycle in the 2020-21 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 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 and workshops related to ways to increase student achievement, engagement and connectedness.</p> <p>3) Based on determined needs of teachers, contract with a professional-development expert to lead site PD to offer support strategies for students struggling academically with</p>	Principal Teachers Administrators District TOSA's	<p>\$18,600 Source: Title I (professional development)</p> <p>\$5670.00 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>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 continue to make progress on adopted 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>				
--	--	--	--	--	--

**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

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"

66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school

78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school

34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"

29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months

31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months

12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months

8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months

7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

**B. Expected Measurable Outcomes:**

2021 Healthy Kids Survey & CoVitality survey:

Goals include:

- Increase of students who feel "school connectedness", "caring adult relationship" at school, and "meaningful participation" at school.
- Increase of students who report that "school perceived as very safe or safe".
- Decrease in students who have "experienced any harassment or bullying", "had mean rumors or lies spread about you" or "been afraid of being beaten up".
- Decrease in number of students who have "experienced chronic sadness/hopelessness", "social emotional distress" or "considered suicide".

2021 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 events, such as information meetings, ELAC meetings, PTSA activities, parent education opportunities, etc.

Chronic Absenteeism Rate:



#### Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days

<2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.

2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months

9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

#### Social Emotional Health

##### Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

#### Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

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

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

- 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 in our suspension rate to no more than 1% as well as a decrease in subgroups showing a higher percentage including students with disabilities and Hispanic.

Hispanic (168 students): 2.4%, a decline of 2.1%  
 Asian (33 students): 0%, a decline of 3.3%  
 Two or More Races (42 students): 0%, maintained 0%

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. Continue to compare data through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness. Focus on engagement of learners in classroom settings and outside of class opportunities for engagement to increase student involvement and sense of "connectedness".

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>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.            1) Plan student activities to occur during CAT time, before school, at lunch, and after school including weekly lunch time activities, Cougar Camp, Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, Fall and Spring Festivals, class competitions.            2) Offer a variety of student-led clubs including academic, social, student interest, and creative type clubs.            a. Students and teachers establish clubs through ASB application and plan meeting time and location for clubs throughout the year.            b. Hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation.            3) Administrators, counselors, teachers and ASB advisor collaborate to conduct assemblies or class lessons based on student needs and safety such as Bully Prevention, Anti-drug &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. Note: During distance learning this will be a focus on Wednesdays.</p>	Principal and Asst Principal Teachers Counselors School Staff Students	None	<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 &amp; CoVitality Survey</li> <li>Staff climate survey</li> </ul>	Ongoing

	<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 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> <p>Pilot 5-10 Second Step lessons through CAT/Advisory time or in departments to address student social emotional learning needs. Analyze use and engagement of students in lessons through discussion and survey to determine long-term use of the program.</p> <p>2) Include lessons from No Place for Hate, Common Sense Media, Great Kindness Challenge, and other resources to educate students on positive characteristics they can model in their lives.</p>			<ul style="list-style-type: none"> <li>• Parent climate survey</li> <li>• D/F lists</li> </ul>	
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>Administrators Safety Committee Teachers Campus Supervisor</p>	None	<ul style="list-style-type: none"> <li>• Feedback from District</li> </ul>	Ongoing

	<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 students and parents regarding cyber-safety annually.</p>	Plant Supervisor Classified Staff		<p>Safety Committee</p> <ul style="list-style-type: none"> <li>• Feedback from Site 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>	
3.	<p>A. Implement Behavior Action Plan and Cougar PRIDE initiatives.</p> <p>1) Begin implementation of overall plan and vision/values statement through Professional Development with staff.</p> <p>2) BAT meets quarterly 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, implement behavior action plan to include alternate means of correction focused on education and restorative practices with students.</p> <p>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</p>	Administrators Teachers Campus Supervisor Classified Staff	None	<ul style="list-style-type: none"> <li>• Behavior Action Plan implemented in 2020-21 school year</li> <li>• Behavior consequence data including detentions,</li> </ul>	Ongoing

	<p>incidents, repair and restore relationships including student-student and student-teacher.</p> <p>a. Provide review and practice for teachers previously trained on Restorative Practices.</p> <p>b. Provide additional training on Restorative Practices for school staff.</p> <p>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>			<p>suspensions</p> <ul style="list-style-type: none"> <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>	
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.</p> <p>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.</p> <p>2) Include communication at least once a month in Cougar Connections on importance of attendance for students.</p> <p>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> <p>B. Implement a plan for accountability for attendance and punctuality:</p> <p>1) Assistant principal and/or counselor meet with students who are demonstrating attendance/punctuality concerns to determine proactive attendance support plan.</p> <p>2) Assistant principal and counselor meeting with student and parent/guardians who show continued attendance/punctuality concerns.</p> <p>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.</p>	<p>Assistant Principal Counselors School support staff</p>	None	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Tardy data</li> <li>• Chronic Absenteeism rates</li> <li>• Number of students on SART and SARB contracts</li> </ul>	Ongoing

	<p>4) Assistant Principal and/or counselors will refer students with continued absenteeism/punctuality concerns to the I-Team to determine further supports and interventions.</p> <p>3) Assistant Principal places students demonstrating attendance/punctuality concerns on a site attendance contract as an initial intervention before proceeding to SART Contract.</p>				
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> <p>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.</p> <p>2). Include updates on school events and information on school website and social media pages.</p> <p>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.</p> <p>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.</p> <p>5) EL Lead and administrator present information and gather feedback from EL families at scheduled ELAC meetings throughout the year.</p> <p>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.</p> <p>7) Encourage communication with parents by teachers through update websites, email and other messages.</p> <p>B. Increase Parent Participation through support programs and volunteer opportunities.</p> <p>1) Incorporate Parent Information nights throughout year based on collaboration with PTSA and 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>	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 2020-21</li> </ul>	Ongoing

--	--	--	--	--	--

## 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				
Brett Williams		X			
Andrea Norton		X			
Emily Coulter		X			
Deirdre Shannon		X			
Mallory Murphy			X		
Amy White					X
Savannah Vincent					X
Rowan Abernathy					X
Stasia Melton				X	
Jamie Burnett				X	
Sara Santos				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 2020-21**  
**Diegueño Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - District Funded Sections (non-formula)	<b>\$82,000.00</b>
Title 1 Funding	<b>\$180,893.00</b>
<b>Total</b>	<b>\$262,893.00</b>

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

**Conclusions based on this data:**

1. Overall Diegueno students maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

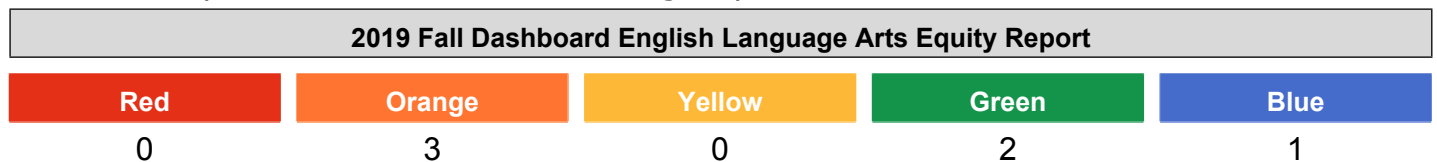
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 51 points above standard Maintained ++0.3 points 890	 Orange 50.4 points below standard Declined -12.2 points 48	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 14.3 points below standard Declined -13.2 points 101
		 Orange 38.9 points below standard Declined -10.4 points 102		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 91.9 points above standard Declined -10.8 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 13 points above standard Increased ++3.3 points 147	 Green 63.2 points above standard Declined -6.1 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 56.6 points above standard Maintained ++0.8 points 657

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.3 points below standard Increased Significantly ++25.5 points 24	24.5 points below standard Declined Significantly -30.8 points 24	55 points above standard Maintained ++1.9 points 782

#### Conclusions based on this data:

1. Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

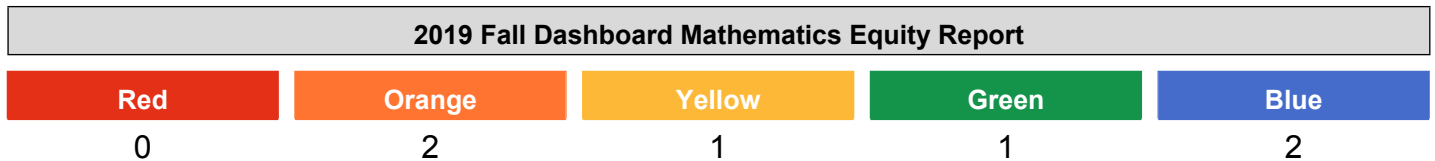
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Blue</p> <p>58.4 points above standard</p> <p>Maintained ++1.6 points</p> <p>885</p>	 <p>Orange</p> <p>45.7 points below standard</p> <p>Declined Significantly -18.3 points</p> <p>48</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>Yellow</p> <p>16 points below standard</p> <p>Declined -3.4 points</p> <p>100</p>	 <p>Orange</p> <p>55.2 points below standard</p> <p>Declined -3.7 points</p> <p>102</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 102.1 points above standard Declined Significantly -28.1 points 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Green 14.5 points above standard Increased ++4.3 points 147	<b>Two or More Races</b>  Blue 71.2 points above standard Maintained -0.6 points 39	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 65.6 points above standard Maintained ++2.6 points 653

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 71.5 points below standard Increased Significantly ++23.9 points 24	<b>Reclassified English Learners</b> 19.8 points below standard Declined Significantly -38.8 points 24	<b>English Only</b> 62 points above standard Maintained ++2.7 points 778
--	---	---

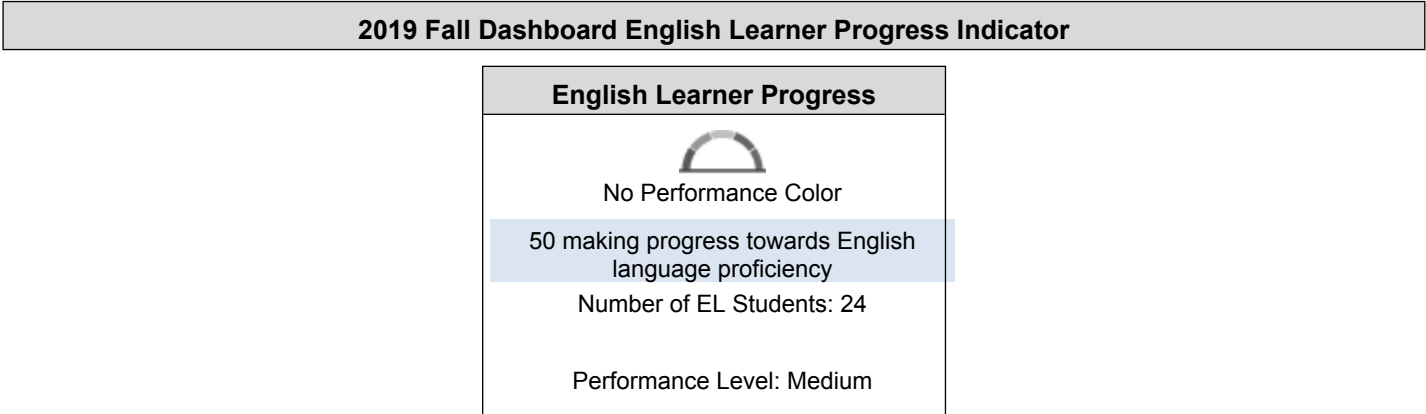
#### Conclusions based on this data:

- Areas of focus for addressing mathematics standards are the subgroups Students with Disabilities, English Learners and Socioeconomically Disadvantaged as the groups scored significantly below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 43.9 points.

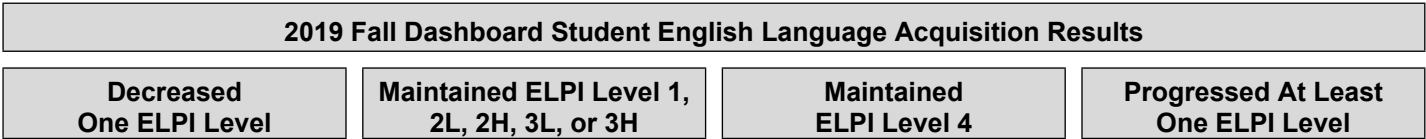
# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



**Conclusions based on this data:**

1. For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level.
2. According to CA Dashboard English Learners in 2019 show 50% are making progress towards English language proficiency, 25% maintained ELPI level and 25% decreased at least one ELPI based on ELPAC scores.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	2	1	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 7.2 Declined -0.9 955	 No Performance Color 0 Declined -5 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 10.3 Declined -4.7 116	 Orange 11.8 Increased +1 110



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  Blue 0 Maintained 0 32	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Hispanic</b>  Green 8.5 Declined -2.5 165	<b>Two or More Races</b>  Orange 7.1 Increased +7.1 42	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 7.4 Declined -0.9 699

### Conclusions based on this data:

1. There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

# School and Student Performance Data

## Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<div></div> <div>Green</div> <div>1.4</div> <div>Declined -1</div> <div>962</div>	<div></div> <div>No Performance Color</div> <div>0</div> <div>Declined -4.8</div> <div>34</div>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Reported</div> <div>1</div>	<div></div> <div>Green</div> <div>0.9</div> <div>Declined -3.6</div> <div>117</div>	<div></div> <div>Green</div> <div>3.6</div> <div>Declined -7</div> <div>112</div>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 4	<b>Asian</b>  Blue 0 Declined -3.3 33	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7
<b>Hispanic</b>  Green 2.4 Declined -2.1 168	<b>Two or More Races</b>  Blue 0 Maintained 0 42	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Green 1.3 Declined -0.6 702

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.4

#### Conclusions based on this data:

1. Suspension rates continue to decrease overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities and Hispanic students. English Learners showed significant progress with no students suspended in 2018-19.

# SSC Vote for Approval of SPSA for 2020-21 School Year

\* Required

1. Email address \*

---

2. I vote to \_\_\_\_\_ the School Plan for Student Achievement for the 2020-21 school year as presented at the SSC meeting on 9/29/2020.

*Mark only one oval.*

- ☐ Approve
- ☐ Not Approve
- ☐ Abstain

3. Typing your name below indicates your Electronic Signature for Approval of the SPSA for the 2020-21 School Year.

---

---

This content is neither created nor endorsed by Google.

Google Forms

# SSC Vote for Approval of School Plan for Student Achievement 2020-21

Timestamp	Email Address	I vote to _____ the School Plan for Student Achievement for the 2020-21 school year as presented at the SSC meeting on 9/29/2020.	Typing your name below indicates your Electronic Signature for Approval of the SPSA for the 2020-21 School Year.
9/29/2020 16:13:06	mallory.murphy@sduhsd.net	Approve	Mallory Murphy
9/29/2020 16:13:14	emily.coulter@sduhsd.net	Approve	Emily Coulter
9/29/2020 16:13:15	Brett.Williams@sduhsd.net	Approve	Brett Williams
9/29/2020 16:13:21	sarah@sandtoes.net	Approve	Sarah Santos
9/29/2020 16:15:04	cara.dolnik@sduhsd.net	Approve	Cara Dolnik
9/30/2020 15:55:10	vicents7004@my.sduhsd.net	Approve	Savannah Vicent
9/30/2020 16:17:15	burnett231@yahoo.com	Approve	Jamie Burnett
9/30/2020 17:12:56	deirdre.shannon@sduhsd.net	Approve	Deirdre Shannon
9/30/2020 19:38:22	amywhitesd@icloud.com	Approve	Amy White
10/2/2020 9:12:18	andrea.norton@sduhsd.net	Approve	Andrea Norton