

The Single Plan for Student Achievement

School: Diegueño Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-610479
Principal: Jeff Copeland
Date of this revision: 9/27/17

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

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

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

A. School Site Information Diegueño Middle School

Vision Statement:

At Diegueno Middle School we strive for excellence. Personal growth, student success, and high expectations are integral parts of our philosophy. We are committed to the creation of a safe, nurturing, stimulating environment which fosters open communications, mutual respect, and individual achievement.

Mission Statement:

At Diegueño Middle School, all students are prepared academically and socially to reach their potential as life-long learners. Students are guided by professional educators in an engaging and creative environment with relevant curriculum focused on 21st century skills.

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

Currently, DMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified DMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at DMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

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

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

Since opening in 1985, Diegueño has been honored, on three different occasions, as a prestigious California Distinguished School as well as a nationally-recognized Blue Ribbon School. Our focus is to meet the needs of each

student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing nearly 400 students during zero period.

Our English Language Arts teachers work collaboratively as our curriculum transitions to meet the requirements of the California State Standards. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through technology and high-interest and relevant literature. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

Our Math department continues its multi-year transition to the California State Standards, having fully implemented them last school year. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Our math classes are collaborative and student-centered with an expectation towards high-quality work. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate technology for the 21st century. Professional development will continue throughout this current school year (2017-18) for each of our math teachers.

The Social Science department is developing units of study to connect past to present events so as to prepare students with the skills to identify, understand, and work to solve the challenges facing our diverse nation. The Social Science department is working on enhancing curriculum that covers site-based essential learning outcomes and common core state standards in literacy by including more primary source documents throughout the units of study. The use of modern technologies, professional development sessions, and common formative and summative assessments, coupled with re-teaching strategies to meet the needs of our students who have not yet mastered understanding of the standards, are utilized to ensure equitable learning for all students.

As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate).

The science department attended district in-service sessions on California State Standards in 2014-15, 2015-16, 2016-17, and this school year, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Two years ago, the Special Education department created a survey in which our general-education teachers had an opportunity to share their concerns, comments and ideas about how our special-education students are being served in the general-education environment. Last year, our Special Education teachers reviewed the results with the staff and communicated a plan as to how best address their concerns and to most appropriately serve our students. Since then, our Special Education teachers have assisted our teachers in implementing strategies and ideas within the classroom that best serve our special-education students.

Each student in special education has a unique and individualized-education program which includes goals based on their areas of need. These are determined by establishing a baseline for the student and setting a goal that they can make progress toward in one year. Special education teachers regularly attend Common Core Professional Development Opportunities in their subject area of expertise. The Special Education department also regularly reaches out to general education staff to collaborate as well as be a resource for information about working with students with disabilities. Special

education teachers use technology like projectors, document cameras, and software to help provide necessary accommodations for students with special needs. Students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress.

There are a variety of support and intervention classes available for Diegueno students, including College Readiness, several sections of Read 180, Study Skills, Extended Day opportunities in Math and English, and Cougar Academic Time (CAT). Cougar Academic Time allows teachers an opportunity (four days/week) to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

During this school year, we will again be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. We will be using data recently received from our 2016-17 "Healthy Kids Survey" to address areas of concern, particularly as it relates to student-student and student-staff connectedness. Our plan this year includes implementing a "School Climate" survey in the spring which should offer us specific data as to what areas our students may need assistance in feeling more secure, welcome and a viable and integral part of our school community.

School accountability and student resources are available on Diegueño's homepage. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueño and our upcoming events can be found on our Facebook and Twitter pages. During the 2016-17 school year, we will be focusing on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

New teachers - through our BTSA (Beginning Teacher Support and Assessment) Program - are provided professional development tailored to their specific needs, particularly in classroom management, student discipline and the teaching of students with diverse needs and skills. They also receive one-on-one support from a BTSA mentor at the school site.

Training for parents includes how to help their children 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, School Site Council, the English Learner Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. This current school year, 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 be partnering with Oakcrest Middle School in order to reach as many of our parents as possible.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment, our students, staff, and community commits to instilling positive character into the students' lives as well as a rigorous curriculum. Because our community entrusts Diegueño with their children every day, our staff works together as a team to ensure that students are safe while in our care. Last school year, we updated our "Child Find" process so that we can more efficiently and effectively "catch" students who need additional academic and/or social-emotional support. We also use the main tentacles of a program called "Character Counts," which allows us to recognize students doing the right thing, and reward them for appropriate choices.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year) to help us make educated, data-driven decisions on policy and procedures. Last year, we also developed a campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Student Achievement

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

Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017.

Spring 2017 results indicate:

79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.

There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students, and the performance of targeted student groups.

In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores.

Spring 2017 results indicate:

English Learners (EL)

18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Redesignated English Proficient (RFEP) Students

75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Students with Disabilities (SWD)

42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Economically Disadvantaged Students (EDS)

55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements.

Spring 2017 results indicate:

English Learners (EL)

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard

met/exceeded range in math.

Redesignated English Proficient (RFEP) Students

71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students with Disabilities (SWD)

35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Economically Disadvantaged Students (EDS)

47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Despite the gains in achievement on standardized assessments, not all students are earning passing grades in all of their classes. Approximately 14% of our students were earning a D or F in at least one of their classes as of October 2017, which is similar to the previous year. Teachers at Diegueno work in course-alike groups that have determined common Essential Learning Outcomes and have developed Common Formative Assessments aligned to these. We continue to provide coaching, training and support to increase teachers ability to analyze assessment data, and make adjustments to instruction to identify targeted gaps in learning.

School Climate

Diegueno's second goal for the 2017-18 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

2017 CA Healthy Kids Survey,

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

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

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

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

Truancy rates,

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

Suspension rates

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of

students suspended in 2015-16 and 2016-17 was not published at the time of this report. However, multiyear data shows that Diegueno has maintained a less than 2% suspension rate since 2011.

Expulsion rates

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

Chronic absenteeism rates

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

C. Involvement Process

Involvement Process:

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

The Diegueno Leadership team and School Site Council (SSC) involved with reviewing multi-year data, and contributed to the development of our school's plan. A draft of the plan was discussed with the School Site Council (SSC) on 10/17/17 and SSC members as well as an ELAC representative provided feedback. The final draft was reviewed and approved on 10/25/17.

**D. Summary of Progress Made on 2016-17 Goals
Diegueño Middle School**

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

All students will achieve at or above grade level in ELA and Math.

LCAP Priority Area:

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

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

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

Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017.

Spring 2017 results indicate:

79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.

There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students, and the performance of targeted student groups.

In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores.

Spring 2017 results indicate:

English Learners (EL)

18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

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

After reviewing the 2016-17 SBAC data, we are noticing a mostly upward trend. The scores demonstrated an increase in math and ELA for “all students” as well as for four of our five student groups. We are seeing a steady increase in math and ELA since the 2015 baseline assessment. The number of students earning a D/F at the end of the 2016-17 school year was similar to the number midway through the school year. Not all of our PLC teams developed a measurable SMART goal during the 2016-17 school year.

Redesignated English Proficient (RFEP) Students

75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Students with Disabilities (SWD)

42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Economically Disadvantaged Students (EDS)

55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements.

Spring 2017 results indicate:

English Learners (EL)

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Redesignated English Proficient (RFEP) Students

71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students with Disabilities (SWD)

35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Economically Disadvantaged Students (EDS)

47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

D/F Data

143 students were earning a D/F grade at the end of 2nd semester (June 2017)

PLC Progress

Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three teams did not develop or provide measurable evidence that demonstrated the success of a SMART goal during the 2016-17 school year

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

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

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

We will continue to implement planned intervention as we have seen progress in student achievement outcomes.

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

All students will feel safe, valued, and connected to Diegueno.

LCAP Priority Area:

State Priority:

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

Targeted Pupil Student Group(s):

All students: focus on students with discipline records.

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

School Climate

2017 CA Healthy Kids Survey,

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

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

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

Suspension rates

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 and 2016-17 was not published at the time of this report.

Expulsion rates

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

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

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

Other school climate indicators indicate a positive school culture and increased student connectedness.

Multiyear data shows that Diegueno has maintained a less than 2% suspension rate and a 0-0.1% expulsion rate since 2011.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years.

Truancy rates,

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

Chronic absenteeism rates

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

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

We are continuing this goal for 2017-18. There was not a CA Healthy Kids survey administered since the 2015-16 SPSA, so we are carrying over this goal to use the CHKS to track progress here. To date in the 16-17 school year, no students have been expelled and 3 have been suspended.

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

Diegueno is making improvements to our attendance procedures. We have implemented a clearer tardy policy with consequences for students who are consistently late.

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

Implement strategies to increase reclassification of all ELs.

LCAP Priority Area:

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

All students, and English Learners, in particular.

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

2016-17 reclassification data

6 students were reclassified Fluent English Proficient (RFEP) in the spring of 2017 resulting in a reclassification rate of 28.6% (6 less students, -19.4% from previous year).

Spring 2017 results indicate:

English Learners (EL)

18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Reduce the number of EL students on the D/F list by 5%

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

Diegueno has a small number of English Learner students, therefore reclassification rates will vary greatly each year. Multiyear data shows that approximately 6-15 English Learner students meet the criteria to be reclassified each year at Diegueno.

Although SBAC scores indicate significant progress for our English Learners in both ELA and math, the percentage of student not meeting academic standards remains high and there is a significant achievement gap when compared to their English Only peers.

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

This goal has been partially met

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

English Learner enrollment has declined over the last 4 years. Diegueno currently has a small number of English Learner students which makes it difficult to disaggregate achievement data for this student group on certain metrics. This goal will be collapsed in the 17-18 plan. Increasing outcomes for English Learners

will be addressed within Goal 1, to increase student achievement for all students.

School Goal 4 (Description of 2016-17 School Goal)

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

LCAP Priority Area:

State Priority:

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

Targeted Pupil Student Group(s):

All students

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

a. No more than 10% of the student body will be on the final D/F list in June 2017.

b. No more than 20% of the total number of students on the D/F list in June 2017 will be Special Education students.

College and Career exploration activities
During the 2016-17 school year, 951 students participated in the Career Key program.

Student Information System data
During the 2016-17 school year, counselors held over 1,000 student meetings which focused on topics related to college and career readiness. Additionally, counselors met with over 100 students to create 6 year plans which focused on high school readiness and graduation requirements.

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

The number of students on the D/F list in June 2017 exceeded 10% of our student body (approximately 14%), which did not meet our goal. Of that number, 36 were Special Education students. This number exceeded our goal of 20%, which means we did not meet our goal. These are both areas in which we must continue to address. We did meet our goal with the number of students participating in the career exploration program (approximately 95% of our student body). We also met our goal of holding college & career readiness meetings that included all students as well as having counselors meet with struggling students to create six-year plans, focusing on HS readiness and graduation requirements.

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

This goal was partially met

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

This goal will be collapsed in the 17-18 plan.

E. Planned Improvements in Student Performance

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

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP) Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.</p> <p>School Goal 1 (Description of 2017-18 measurable School Goal, aligned to Action Plan goals) All students will achieve at or above grade level in ELA and Math</p> <p>LCAP Priority Area: Improving Student Achievement and Outcomes</p> <p>Targeted Pupil Student Group(s): English Language Learners, Economically Disadvantaged Students and SpEd Students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>2017 SBAC results All students 21.6% of all students scored in the standard nearly met or not met range in ELA</p> <p>26.3% of all students scored in the standard nearly met or not met range in math</p> <p>English Language Learners 81.8% of all students scored in the standard nearly met or not met range in ELA</p> <p>87% of all students scored in the standard nearly met or not met range in math</p> <p>SpEd Students 57.6% of all students scored in the standard nearly met or not met range in ELA</p> <p>64.9% of all students scored in the standard nearly met or not met range in math</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>2018 SBAC Results: Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups (English Language Learners, Economically Disadvantaged Students and SpEd Students).</p> <p>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.</p> <p>PLC Progress: All PLC teams will have developed at least one SMART goal related to increasing student achievement and report progress in June 2018.</p>

Economically Disadvantaged Students
 44.7% of all students scored in the standard nearly met or not met range in ELA

52.6% of all students scored in the standard nearly met or not met range in math

Grade data
 138 students (approximately 14.5% of our total student body) were included on the D/F list that was generated in October 2017

PLC Progress
 Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three teams did not develop or report progress on a measurable, agreed-upon SMART goal during the 2016-17 school year

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

Strategy: (briefly describe the overall plan to address the identified need)
 To identify students in need early, and then offer a system of intervention (both during the school day and outside of it) to increase student achievement

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide intervention courses for students performing below grade level in English and math. 1.) Provide Reading intervention courses. a. Entry Criteria: below grade level SRI scores b. Instructional targets: Students will receive one-on-one support from teacher; Students will work in small groups with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the Read 180 online curriculum. c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill.	Teachers; Principal; Title 1 Coordinator	\$72,000 Source: LCAP non-formula sections \$72,000 Source: Title I	<ul style="list-style-type: none"> • SBAC scores • Grade Data • Course Enrollment Data • Post-Assessment Data • Classroom Assessment Data • SRI Data 	Ongoing

<p>2.) Provide math intervention courses as well as Math A and Math B Essentials, a remediation-focused course which will cover essential Math A & Math B standards.</p> <p>a. Entry Criteria: SBAC math scores Standard Not Met; SBAC math score Standard Nearly Met (with additional review); Performance in current math course (D/F); Some EL/Sped students eligible by committee placement</p> <p>b. Instructional targets: Identify & remediate each student's weaknesses in math based on reviewing assessments; Develop students' test-taking and organizational skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Students will become more of a self-advocate by initiating conversations with their teachers about their progress.</p> <p>c. Exit Criteria: Exit Criteria: Growth on post assessment; Performance on Interim Assessment (if applicable); Course assessment grade of C or higher; SBAC: 7th grade Math: Standards Met</p> <p>3.) Provide Academic Lab section designed to support at-risk students and that focuses on developing organization skills, teaching test preparation strategies, helping students understand how they learn, and working on individual goals as determined by the intervention coordinator and the students' teachers.</p> <p>a. Entry Criteria: SBAC math scores Standard Not Met; SBAC English scores Standard Not Met; Multiple D/F's on progress reports or semester report; Some EL/Sped students eligible by committee placement; Teacher/ I-Team recommendation</p> <p>b. Instructional targets: Identify & remediate each student's weaknesses in Math based on reviewing assessments; Identify & remediate each student's weaknesses in English based on reviewing assessments; Develop student test taking strategies; Develop student organizational skills; Promote student self-advocacy by encouraging consistent contact with teachers</p> <p>c. Exit Criteria: Passing all classes with a C or better; SBAC Math scores Standards met; SBAC English scores Standards met; Proficient SRI score (add score needed)</p> <p>Title I Intervention:</p> <p>a) Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results, current D/F list and first-quarter grades in ELA and math for current 7th and 8th grade students.</p>				
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	<p>b) Principal will collaborate with feeder elementary schools to evaluate incoming 7th grade students to identify potential students who could benefit from School-Day Intervention and Summer Intervention Programs.</p> <p>c) Title I Coordinator will inform teachers, parents and identified students about the Title I School-Day Interventions and encourage enrollment to identified students.</p> <p>d) Title I Coordinator will record data on the students offered participation in School-Day intervention and evaluate the percentage of those who enrolled in either program.</p>				
2.	<p>Provide additional supports for students in need of intervention and enrichment.</p> <p>1) Extended-School Day/Academic Tutoring:</p> <p>a. Entry Criteria: Multiple D's/F's; Classroom Assessment Data; Teacher Recommendations</p> <p>b. Instructional targets: Identify & remediate each student's area(s) of needed growth; Include Pre-Assessment; provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Post-Assessment Results; Classroom Performance Data; Student Grades; Student Work Samples</p> <p>2) Provide a Title I Coordinator to monitor student progress throughout the year and communicate with staff and families.</p>	Title I Coordinator; Teachers	\$28,000 Source: Title I	<ul style="list-style-type: none"> • Attendance at tutoring • Number of students meeting with Title I Coordinator • Post-Assessment Results • Classroom Assessment Data • Grades 	Ongoing
3.	<p>Provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	Principal; Teachers	\$14,000 Source: Title I	<ul style="list-style-type: none"> • Attendance at PD • SBAC scores 	Ongoing
4.	<p>Each English, history, math and World Language PLC team will create one measurable SMART goal that will support the school-wide goal of improving student achievement; also, continue to train all staff on development and enhancement of PLCs</p> <p>a) Instructional Leadership Team; each team to consist of one member of each PLC team, in addition to other instructional leaders on campus</p> <p>b) Instructional Leadership Team to meet monthly for remainder of the school year; will examine steps needed to be taken to enhance PLC model</p> <p>c) Regular PLC training at late starts, including having each PLC team develop a measurable SMART goal at October 2017 late-start PD session</p> <p>d) Each PLC team will reflect upon and then - if necessary - revise its SMART Goal in February 2018</p>	Principal; Teachers	\$9,480.00 Source: Site Formative/Achievement Funds \$12,196.00 Source: Title I (supplemental materials and supplies)	<ul style="list-style-type: none"> • 2018 SBAC results • CFA performance • D/F lists 	Ongoing

	<p>e) Regular administrative check-ins with each PLC team during the 11 late-start sessions that will be devoted strictly to PLC team work</p> <p>f) Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days</p> <p>g) Direction to Department Chairs and PLC leads on PLC process.</p> <p>h) Examples of progress within the PLC groups to be shared with staff</p>				
5.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.</p> <p>a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p> <p>c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p>	EL Lead; Teachers	\$24,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> • Student CELDT scores <p>Assessments given within EL classes</p> <ul style="list-style-type: none"> • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents 	Ongoing

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

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

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

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

LCAP Priority Area:

School Climate

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

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

School Climate

Diegueno's second goal for the 2017-18 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

2017 CA Healthy Kids Survey:

- 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."
- 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.
- The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Truancy rates:

- The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-

Growth Targets: Expected annual measurable outcomes.

2018 School Climate Survey:

- Our goal is to see a decrease in the percentage of students who state that they do not feel as if they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who state "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- Our goal is to see a decrease in the percentage of students who state that they do not feel "very safe" or "safe" at school

Truancy Rate:

- Our goal is to see a decrease in our truancy rate to no more than 24% during the 2017-18 school year

Suspension Rate:

- Our goal is to see a decrease in our suspension rate during the 2017-18 school year

Chronic Absenteeism Rate:

- Our goal is to see a decrease in our absenteeism rate during the 2017-18 school year for Limited English Proficient students, Socioeconomically Disadvantaged students, and Special Education students

Expulsion Rate:

- Our goal is to see maintain our low expulsion rate during the 2017-18 school

17 was not published at the time of this report.

year

Suspension rates:

- The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 and 2016-17 was not published at the time of this report. However, multiyear data shows that Diegueno has maintained a less than 2% suspension rate since 2011.

Expulsion rates:

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

Chronic absenteeism rates:

- 2016-17: All Students = 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.
- 2016-17: Socioeconomically Disadvantaged students = 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.
- 2016-17: Students Education students = 8.8%, which represents an decrease of approximately 1% over the last two years.
- 2016-17, English Learners = 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

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

Other school climate indicators indicate a positive school culture and increased student connectedness. Multiyear data shows that Diegueno has maintained a less than 2% suspension rate and a 0-0.1% expulsion rate since 2011.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years.

With the inclusion of the various alternates to suspension (such as In-School Suspension, Friday Night School, completing the district's "Making Decisions Unit," etc.), it is our goal to begin to see a decrease in our suspension rate moving forward.

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

Will use results from California Healthy Kids Survey to discover specific areas of concern (as it relates to school culture, absenteeism, and discipline) and then to address these areas through a variety of student, staff and parent Wellness opportunities

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Site administration will analyze 2017 Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness, in particular between students and staff	Assistant Principal	No cost	2018 School Climate Survey	Data to be shared with site Leadership Team in Spring 2017; Leadership Team will then analyze results
2.	Use 2017 Healthy Kids Survey data to create a School Climate Survey for all students that measures student perspective on safety and connection to Diegueno, to determine success of 2016-17 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students. The School Climate Survey will be completed by May 2018	Assistant Principal	No cost	2018 School Climate Survey	Principal and AP will work alongside site Leadership Team during Spring 2017 to develop internal survey; survey to be administered to 8th grade students in Fall 2017
3.	Develop programs dedicated to supporting student safety, wellness and connections: <ul style="list-style-type: none"> • Week of Welcome • Revolution's anti-bullying assembly • Family Nights, including on-campus activities for families 	Principal	No cost	2018 School Climate Survey	ongoing

	<p>once/semester</p> <ul style="list-style-type: none"> • Cyberspace Education for students • Parent Forums (cyber education & READI information) combined with Oakcrest • Spirit Day • Safety Committee • We-Tip and other targeted safety and reporting outreach to students • Continued development of DNO student clubs (with staff advisors) • Red Ribbon Week • ASB Step it UP! Fundraiser • Kindness Week • "PAWS" before u post. • Continuation of site Wellness Committee • Weekly Pragmatics Group for students with disabilities • Counseling Groups for students struggling with grief • Training for counseling student aides to assist those who are struggling with student connections • DLI Parent Potluck 				
4.	<p>Continuing to Introduce Restorative Practices:</p> <ul style="list-style-type: none"> • Additional training for teachers: Two site members to attend the San Diego County Office of Education training in September, in addition to the 12 site staff members who have already attended this same training • Implementation with students: Teachers who attend this year's training will implement at least one RP session either during instructional time or during CAT time during the 2017-18 school year, in addition to the teachers who are currently implementing RP session in their classroom • Training for staff: Utilize a December 2017 late-start Professional Development day to review 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 • Communication with families: Site administration to communicate purpose of Restorative Practices and site plan for implementation with our parents during "Coffee with the Principal" sessions and PTSA meetings during this school year 	Principal	No cost	2018 School Climate Survey	Ongoing

5.	<p>Accountability for Attendance:</p> <ul style="list-style-type: none"> • Site Administration assigning immediate student consequences for each tardy • Site Administration meeting with students and parents who are demonstrating attendance/punctuality concerns • Site Social Worker meeting with students who are demonstrating a high rate of absenteeism and/or punctuality concerns • Site Administration ensuring that students demonstrating attendance/punctuality concerns are being placed on a site Behavior Contract as an initial intervention before proceeding to SART Contract • Site Administration - in conjunction with Attendance Secretary - examining absenteeism/truancy data twice/month 	Assistant Principal	No cost		Ongoing

D. 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
Jeffrey Copeland	X				
Guen Butler			X		
Rebecca Vincent		X			
Emily Coulter		X			
Liz Kenny				X	
Kathy Raymond				X	
Lauren Lakin					X
Landon Block					X
Brandon Feffer					X
Alexis Hillenbrand		X			
Anthony Valencia			X		
Jane Boal				X	
Numbers of members of each category	1	3	2	3	3

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

Diegueno MS SCHOOL SITE COUNCIL SIGN IN SHEET

October 17, 2017

3:15 p.m.- 4:15 p.m.

Diegueno MS Learning Commons

Print Name

Signature

Gwen Butler



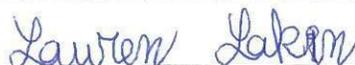
Landon Block



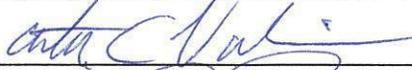
Gavin Diehl



Lauren Lakin



Anthony Valencia



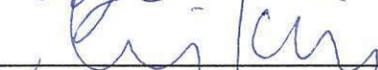
Jane Boal Walther



Emily Carter



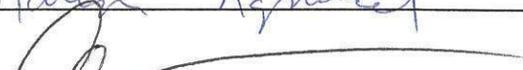
Liz Kenny



Kathryn Raymond



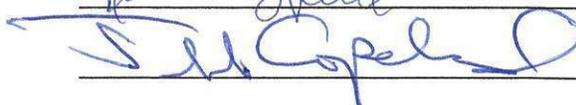
Alexis Hillenbrand



Rebecca Vincent



Jeff Copeland



**Form F. Budget 2017-18
Diegueño Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$9,480.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$0.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$96,000.00
Title I Funds	\$140,409.00
Total	\$245,889.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
Total enrollment	1,002		993	-	949	-	859	-
Number & Percent of English Learners	26	2.6%	21	2.1%	25	2.6%	49	5.7%
Number & Percent of Long Term English Learners	*	*%	*	*%	*	*%	24	2.8%
Number & Percent of Redesignated Fluent English Proficient students	62	6.2%	60	6.0%	77	8.1%	72	8.4%
Number & Percent of students who are Socio-Economically Disadvantaged	96	.96%	81	8.2%	73	7.7%	95	11.1%
Number & Percent of Special Education students	128	1%	124	12.5%	116	12.2%	95	11.1%

Source:

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

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment: Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

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

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	500	78.43%	80.49	56.25	0%	40.35	60%
15-16	454	73%	76%	45%	*	29%	43%
14-15	471	75%	78%	55%	0%	19%	26%
7 th grade							
16-17	466	80.47%	82.24	89.28	8.33%	44.44%	51.85%
15-16	515	81%	81%	72%	53%	37%	56%
14-15	462	72%	76%	41%	*	27%	39%
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	524	479	462	515	466	451	512	466	97.7	98.3	97.3
Grade 8	483	467	523	471	454	510	464	454	510	97.5	97.2	97.5
All Grades	956	991	1002	933	969	976	915	966	976	97.6	97.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2593.6	2614.5	2616.0	27	37	35.19	44	43	45.28	18	13	13.73	9	7	5.79
Grade 8	2608.9	2615.1	2624.3	27	29	31.37	45	44	47.06	16	19	15.29	10	8	6.27
All Grades	N/A	N/A	N/A	27	33	33.20	45	43	46.21	17	16	14.55	10	7	6.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	35	48	44.42	51	44	45.49	14	8	10.09
Grade 8	39	45	47.06	45	43	43.53	16	12	9.41
All Grades	37	46	45.80	48	44	44.47	15	10	9.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	47	51	56.22	44	42	37.55	9	7	6.22
Grade 8	46	43	46.86	42	46	45.88	11	10	7.25
All Grades	46	47	51.33	43	44	41.91	10	9	6.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	28	28.33	64	66	65.02	10	6	6.65
Grade 8	22	26	31.96	66	67	63.14	12	7	4.90
All Grades	24	27	30.23	65	66	64.04	11	6	5.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	39	51	50.21	54	43	44.21	7	6	5.58
Grade 8	39	39	45.29	49	49	45.88	12	12	8.82
All Grades	39	45	47.64	51	46	45.08	9	9	7.27

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	510	69.35	72.16	56.25	0	26.32	41.46
15-16	455	73%	70%	46%	*	26%	33%
14-15	467	62%	66%	41%	0%	18%	16%
7 th grade							
16-17	461	78.52	79.61	89.29	25	44.45	51.85
15-16	514	80%	84%	62%	0%	37%	49%
14-15	458	68%	76%	49%	*	25%	43%
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	523	479	458	514	461	454	513	461	96.8	98.3	96.2
Grade 8	483	467	523	467	455	510	462	454	509	96.7	97.4	97.5
All Grades	956	990	1002	925	969	971	916	967	970	96.8	97.9	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2611.6	2633.4	2633.8	42	53	51.84	25	27	26.68	22	14	14.53	10	6	6.94
Grade 8	2609.4	2631.4	2639.2	37	45	46.56	24	22	22.79	20	20	19.45	18	13	11.20
All Grades	N/A	N/A	N/A	40	49	49.07	24	25	24.64	21	17	17.11	14	9	9.18

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	64	64.21	33	26	22.99	15	11	12.80
Grade 8	42	51	49.90	36	32	33.20	21	17	16.90
All Grades	47	58	56.70	35	29	28.35	18	14	14.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	46	57	51.63	40	37	40.56	14	7	7.81
Grade 8	45	47	51.87	43	42	35.76	12	11	12.38
All Grades	46	52	51.75	41	39	38.04	13	9	10.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	46	61	52.06	48	34	42.08	6	5	5.86
Grade 8	32	44	50.29	48	45	39.10	19	11	10.61
All Grades	39	53	51.13	48	39	40.52	13	8	8.35

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	31.58%	24.31%	26.73%	0.59%

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

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	5.1%	0.0%	10.2%	8.8%
15-16	4.7%	5.0%	8.8%	9.3%
14-15	3.9%	0.0%	5.1%	10.2%

Source:
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/25/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	19	12	15
Suspension rate	1.9%	1.4%	1.8%
Number of students expelled	1	0	1
Expulsion rate	0.1%	0.0%	0.1%

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

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
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All Students	0%	0%	0%	0%
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Source:
CALPADS report 1.9 Completers and Dropouts - Count

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

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

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	0	7	36	63	60	55	25	27	9	0	7		13		
8	31	25	30	46	13	40	23	25	30	0			0	38	
Total	19	13	33	52	43	48	24	26	19	0	4		5	13	

Data Source

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

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

Table 4.2 Reclassification Rate

	2016-17	2015-16	2014-15	2013-14
Number and percentage of students Redesignated Fluent English Proficient	6 (28.6 %)	12 (48.0%)	15 (30.6%)	6 (10.7%)

Source:

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