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: 4/5/2018

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:

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 Dieguño 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. All students have access to Integrated Math A and B Honors (as well as English 7 and 8 Honors). Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test (IMRT) taken before entering 7th grade. Eighth graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors, a high-school level course, at either San Dieguito Academy or La Costa Canyon HS. Professional development will continue throughout this current school year (2017-18) and for the 2018-19 school year for each of our math teachers.

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

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

The science department attended district in-service sessions on California State Standards 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.

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

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

English Learners have access to standards-based curriculum in our ELD sheltered-English class. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class based on a variety of factors. Additionally, these students are targeted for enrollment in a variety of academic support programs, including before and after-school tutoring, Math Skills, Read 180, Academic Lab, Math A and B Essentials classes, and reteach opportunities during CAT (Cougar Academic Time), which is a 30-minute non-instructional period embedded in our block-day schedule four times per week. CAT allows teachers an opportunity to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

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

During the 2018-19 school year, we will again be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. We will be using data recently received from our 2016-17 'Healthy Kids Survey' and our 2017-18 spring "Site Climate Survey" to address areas of concern, particularly as it relates to student-student and student-staff connectedness.

School accountability and student resources are available on Diegueño's homepage. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueño and our upcoming events can be found on our Facebook and Twitter pages. During the 2018-19 school year, we will continue to focus on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

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

Training for parents includes how to help their children, how to thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, quarterly "Coffee with the Principal," School Site Council, the English Learner

Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. During 2018-19, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will also continue to partner with Oakcrest Middle School in order to reach as many of our parents as possible.

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

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

B. School and Student Performance Data
See Appendix A for multi-year student performance data tables

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

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

1) 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.

2) 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. However, 80% of our English Learners scored a 4 or 5 on the CELDT. There are still 20% of our English Learner students who are performing at an Intermediate level (3) or below. We have 20 English Learners, of which 12 were redesignated Fluent English Proficient. This number represents a 46% reclassification rate. Eight of our students are LTELS, with 6 or more years as an EL.

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

3) 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 16% of our students were earning a D or F in at least one of their classes as of March 2018, which is similar to the previous semester and to the previous school 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.

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

2018 SURVEY RESULTS HERE ....)

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

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

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

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

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

5) 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.

6) Suspension rates
The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this increase between 2014-15 and 2015-16 is significant.

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

8) 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 with Disabilities: 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? During the 2017-18 school year, the Diegueno Leadership team, including our Intervention Coordinator, and our School Site Council (SSC) have been 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 April 24, 2018 and SSC members as well as an ELAC representative provided feedback. The final draft was reviewed and approved on May 23, 2018.

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

School Goal 1

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

A. Actual Measurable Outcomes:	B. Summary of Progress:
Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017. 1) 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. 2) 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	After reviewing the 2016-17 SBAC data, we are noticing a mostly upward trend. The scores demonstrated an increase in math and ELA for "all students" as well as for four of our five student groups. We are seeing a steady increase in math and ELA since the 2015 baseline assessment. Additionally, the percentage of our students earning at least one D/F in March 2017 school year was similar to the percentage to March 2018 (slight decrease). Five of our eight PLC teams developed a measurable SMART goal during the 2016-17 school year; however, during the 2017-18 school year, this number increased to seven of eight teams. Teachers increased collaboration time with the use of Late Start Days which allowed for 1.5 hours of collaboration time, 16 times a year for 24 total hours of collaboration time. PLC groups also utilized district PLC funds to take Release Days (or after-school time) for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and have created ELO's, common-formative assessments, SMART goals, a timeline for implementation for the current school year, and methods to analyze data. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and math. In 2016-17, 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. Where Diegueno teachers are reporting they could use support is with a procedure for providing interventions and with revising their ELO's.

in ELA

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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.

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

In February 2018, we utilized site Title 1 funds to bring Martha Kaufeldt from Solution Tree to facilitate a professional-development opportunity for Diegueno math and English teachers during which she presented a variety of instructional strategies for differentiated instruction, including multiple intelligences and brain-based research. The strategies offered to teachers were immediately implementable in a variety of subject areas. All site math teachers and all but one English teacher attended the PD, in addition to one site Special Education teacher and several math & English teachers from two of our district's other middle-school sites.

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 2017 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.

The percent of English Learners who met/exceeded standards decreased by 3.8% in ELA and increased by 9% in math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

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

4) D/F Data 169 (approximately 18%) of our total student body was earning at least one D or F at the most recent "Grade Exception Report" in March 2018. This is slightly down from the same report in March 2017 (190 students; approximately 20% of total student body). Although not a perfect comparison as the number of students on the D/F list at the end of a semester tends to be less than on six-week checks, 143 students (approximately 15%) were earning a D/F grade at the end of 2nd semester in June 2017. 5) 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 did not provide a SMART goal for the 2016-17 school year. However, in 2017-18, all but one of the eight teams developed and provided a A SMART goal that includes at least one specific, targeted and measurable goal.	students. The Title 1 Coordinator also monitored student progress and grades. When meeting with students, she guided them on how to best build self-advocacy skills; she periodically followed up with teachers of these students to ensure that they are speaking with their teachers about work that needs to be completed.

C. Relevance:

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

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

We will continue to implement planned intervention as we have seen progress in student achievement outcomes. Our focus will remain on student groups who are scoring below the school average including students in the EL program, students in special-education programs, and students who are economically disadvantaged. Also, teachers now have established PLC groups in each content area. For 2018-19, PLC groups will continue using the formative process to implement state content standards and to assess student achievement. There will also be additional technological resources on campus for student access which allows teachers to implement more use of technology in lessons.

School Goal 2

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Actual Measurable Outcomes:	B. Summary of Progress:
1) School Climate Spring 2017 CA Healthy Kids Survey: 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school." 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results. The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017 2) Suspension rates: The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total students). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this	Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff. In partnership with one of our district's other middle schools, we hosted a Cyber Safety Education and Drug Awareness Parent Forum to promote parent involvement in regards to their child's overall health and safety. Both guest speakers included specific strategies and techniques to assist parents. Both guest speakers also presented similar information to Diegueno students. These events were funded by our ASB and our PTSA. Diegueno's Wellness Committee, along with support from our ASB and PTSA, hosted four Family Nights during which students were not issued homework and were, instead, encouraged to spend quality time together. During two of these Family Nights, students and parents were invited to campus to enjoy food trucks, games, and a chance to connect with other families and staff. Students and staff also had an opportunity to connect in the Fall 2017 during our annual Spirit Day; students and staff enjoyed an afternoon of games and activities meant to inspire teamwork and connectedness.

increase between 2014-15 and 2015-16 is significant.

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

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

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

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

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

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

In September 2017, two staff members attended the San Diego County Office of Education Restorative Practices (RP) training, paid for by our district. This brought the number of site staff members who have attended the training to 14. Additionally, during a late-start Professional Development session in fall 2017, site administration reviewed the main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness. Staff members who have participated in the county's RP training participated in the site PD, including sharing specific examples of how to utilize RP strategies in the classroom for a variety of purposes. Site administration, during a subsequent "Coffee with the Principal" session, followed the staff PD by communicating the purpose of RP and our site plan for implementation with our parents.

With the funds provided to our site by the Tobacco Use Prevention Education (TUPE) for the 2017-18 school year, agendas (which included reminders of student expectations) were issued for each student, along with a camera provided to our counseling team that allowed student achievements to be highlighted. Also purchased with these funds were supplies for our Red Ribbon Week and wellness equipment to be used by students in our on-site PE program. A speaker to address body imaging and the overall benefits of wellness was booked for the Spring 2018; however, the speaker cancelled.

As part of a district-wide initiative to prevent suicide Diegueno Middle School staff has participated in multiple suicide prevention workshops. These include district-led PD for school leaders, county office led PD sessions and sessions from outside presenters. Diegueno site leadership and mental health team presented a workshop for staff in August on SDUHSD suicide prevention protocols. In April, 2018, Diegueno parents had an opportunity to hear from a representative from North County Lifeline on the importance of suicide prevention. Also in April, North County Lifeline presented to our teaching staff.

In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe" Overall, these results are demonstrating that the efforts to increase student connectedness on campus have been successful and are trending in the right direction.

The results from the 2018 LCAP survey also showed an improvement in the way in which

our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district.

Multiyear data shows that Diegueno has maintained a less than 0-0.1% expulsion rate since 2011.   However, what is a concern is the increase in our suspension rate from the 2015-16 to the 2016-17 school years. The rate more than doubled from 1.6% to 3.7% during this time. This is an area that we will need to address with specific strategies in School Goal #2 for 2018-19. Additionally, attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased slightly over the last 3 years.

C. Relevance:

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

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

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

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:
LCAP Priority #4: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.
School Goal 1
All students will achieve at or above grade level in ELA and Math
LCAP Priority Area:
Improving Student Achievement and Outcomes on the 2019 CAASPP as well as a reduction in the number of students on our D/F list
Targeted Pupil Student Group(s):
English Language Learners, Economically Disadvantaged Students and SpEd Students

A. Rationale:	**B. Expected Measurable Outcomes:**
1) 2017 SBAC results • All students: 21.6% of all students scored in the standard nearly met or not met range in ELA 26.3% of all students scored in the standard nearly met or not met range in math • English Language Learners: 81.8% of all students scored in the standard nearly met or not met range in ELA 87% of all students scored in the standard nearly met or not met range in math • SpEd Students: 57.6% of all students scored in the standard nearly met or not met range in ELA 64.9% of all students scored in the standard nearly met or not met range in math	2019 SBAC Results: Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups (English Language Learners, Economically Disadvantaged Students and SpEd Students). Grade Data: Our goal is to see a decrease in the number of students earning a D or F grade at the end of ours second semester when compared to the end of our first semester. PLC Progress: All PLC teams will have developed at least one SMART goal related to increasing student achievement

- 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

2) Grade Data:
- 169 (approximately 18%) of our total student body was earning at least one D or F at the most recent "Grade Exception Report" in March 2018. This is slightly down from the same report in March 2017 (190 students; approximately 20% of total student body). Although not a perfect comparison as the number of students on the D/F list at the end of a semester tends to be less than on six-week checks, 143 students (approximately 15%) were earning a D/F grade at the end of 2nd semester in June 2017.

3) 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 did not provide a SMART goal for the 2016-17 school year. In 2017-18, all but one of the eight teams developed and provided a A SMART goal that includes at least one specific, targeted and measurable goal.

- Teachers have now established PLC groups in each content area. For 2017-18, PLC groups will use the formative process in its complete cycle to implement state content standards and assess student achievement. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons. District administered PLC Progress Survey results at Diegueno for the 2016-17 school year (most recent survey) show that almost 100% of teachers understand the PLC and its purpose, 97% of teachers agree that ELO's are defined for their subject area, 97% have administered and discussed the results of a common-formative assessment (CFA) for their PLC, and 88% claim that their PLC uses data to identify how to improve teaching and learning the next time we teach the content.

However, the same survey show that only 50% of the PLC groups administered at least four common-formative assessments during 2016-17, and only about 70% stated that their PLC has a process in place to provide remediation/reteaching for students

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

C. Strategy:

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	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 updated Read 180 online curriculum c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill 2.) Provide Math Intervention courses (Math A & B Skills). a. Entry Criteria: • 44-55% on MDTP • SBAC scores Not Met & Standards Nearly Met • SBAC score Standard Met (with additional review) • Performance in current math course (D/F) • Students' Math A class grades (C/D/F grades) • Some Sped students eligible by committee placement b. Characteristics: • Low student/teacher ratio • Students selected by Admin/Teacher/Counselor Committee • Students to be dual enrolled in grade level math course	Math & English teachers; Principal; Intervention Coordinator	Title 1 sections: $111,000 (4 sections, including Intervention Co.) LCAP Sections: $56,000 (2 sections)	• SBAC scores • Grade Data • Course Enrollment Data • Post-Assessment Data • Classroom Assessment Data • Teacher Recommendations • SRI Data	Ongoing

c. Instructional targets:
- Identify individual weaknesses using student work samples and assessments from grade level math course
- Utilizing ST/IXL math and other supplemental materials to remediate identified 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 grade-level teachers about their progress in math
- Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding
- Use of technology (Desmos and Chromebooks) to allow students to see how the graphs are affected as different parts of the equation are changed

d. Method of Assessment/Evaluation:
- Math A course grades
- Math A Module tests
- Formatively assessed in class with warm-ups, classwork, and homework.
- Teacher weekly check in with students referencing Aeries

e. Exit Criteria:
- C or higher at semester in grade level math class
- Growth on Math A Module tests
- Gradebook data on warm-ups, classroom, and homework
- Performance on in class interim assessments (formal and informal)
- Student performance on IXL

3) Math A and Math B Essentials, a remediation-focused course which will cover essential Math A & Math B standards

a. Entry Crriteria:
- MDTP Assessment (score of 44% or below)
- SBAC math scores (Standard Not Met)
- SBAC math score Standard Nearly Met (with additional review)

b. Instructional Targets:
- Students will demonstrate steady progress on individual and regular "progress goals" (through ALEKS math program)
- Students will demonstrate 70% or higher HW completion

- Students will demonstrate steady progress made on quizzes and module exams

c. Method of Assessment/Evaluation:
- Module quizzes
- Homework quizzes
- One final assessment per module
- Module performance tasks
- Regular homework checks
- ALEKS "progress goals"

d. Exit Criteria:
- With an A grade in A Essentials, we recommend enrollment in IMB which requires a summer bridge
- If a student does not pass the summer bridge, then enroll in B Essentials in 8th grade
- With a B or C grade in A Essentials, students are eligible to complete a summer bridge and, if passed, enroll in Math B in 8th grade
- With a D or F in A Essentials, student will be enrolled in B Essentials in 8th grade.

4.) 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.

a. Entry Criteria:
- 6th or 7th grade teacher recommendation
- Not Met and Nearly Met on SBAC (Math and/or English)
- Placement by RTI/SST process for general education students
- Multiple D/F's on progress reports or semester report
- Site teacher/Site I-Team recommendation

b. Instructional Targets:
- Students receive teaching and practice of executive skills (i.e. organization, motivation, test taking strategies, etc.) to improve/impact course grades
- Teacher meets individually with students to check Aeries, grade/course progress, planners, etc.
- Students utilize technology to access Aeries and complete missing assignments, coursework, etc.
- Teachers consult with individual students and general education

teachers for student success and support
- Teacher utilize ongoing assessment data to review progress, identify areas of need, and successes with students
- Students to utilize and access additional curriculum/learning materials (i.e. NEWSELA, ST Math, etc.) to support growth in English and math skills

c. Method of Assessment/Evaluation:
- Assignment completion (Aeries missing assignment reports)
- Course grades
- Use of data from additional curriculum/learning materials to track targeted growth in English and math skills.
- Core subject teacher feedback
- Individualized meetings with students to review progress and focus on specific students need/issues

d. Exit Criteria:
- Grades of C's or higher in all classes at semester
- Teacher recommendations for exit from intervention based on course grade and student work samples

5) English Enrichment, 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 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course. The goal of the class is to encourage college and career readiness.

a. Entry Criteria
- Reading Inventory Scores: 7th: below basic from BR-769; 8th: BR-789
- SBAC Scores: 7th ELA: standard not met from 2258-2478; 8th ELA: 2288-2486
- D/F List in English on first quarterly progress report

b. Instructional Targets:
- Increase written and oral language literacy
- Increase in collaborative, interpretive, and productive modes of interacting in English
- Students will read short books daily and write or discuss their comprehension
- Students will practice their spelling, vocabulary, writing and speaking skills daily through a software program specifically designed for them, as a supplemental portion of the course

- Students will work in small groups with teacher on language art skills to include writing and reading
- Students will work as whole group reading stories aloud, Cloze Reads, and choral reading
- Students will receive one-on-one support from teacher
- Students will look at teacher webpages, update their agendas, check Aeries and organize their binders daily
- English Learners new to US Schools will be provided with the additional support of Rosetta Stone

c. Method of Assessment/Evaluation:
- SRI Scores
- Grade Level English Course Grade
- Grade level English class assessment results
- Teacher weekly check in with students referencing Aeries
- Student progress on Read 180 program
- Use of NEWSELA for individualized English enrichment; student progress monitored

d. Exit Criteria
- Reading Inventory Score: 7th: basic to proficient 770-1120; 8th: 790-1185
- C or higher at semester in grade level English class
- Growth on grade level assessments in English, as well as other core content area classes

6) Title I Intervention Coordinator:

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.
b. Title 1 Coordinator will meet periodically with identified students and provide support
c. Title I Coordinator will inform teachers, parents and identified students about the Title I School-Day Interventions and encourage enrollment to identified students.
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.
e. Title 1 Coordinator will document and analyze for students attending focused tutoring sessions

2.	Provide additional supports for students in need of intervention and enrichment. 1) Extended-School Day/Academic Tutoring: a. Entry Criteria: Multiple D's/F's; Classroom Assessment Data; Teacher Recommendations b. Instructional targets: Identify & remediate each student's area(s) of needed growth; Provide one-on-one and small-group tutoring c. Exit Criteria: Classroom Performance Data; Student Grades; Student Work Samples 2) Provide an Intervention Coordinator to monitor student progress throughout the year and communicate with staff and families. 3) Counseling team to review each D/F list and to call in students to discuss supports, to create an improvement plan, and to invite to academic tutoring 4) For students who continue with multiple D or F grades on subsequent lists, counselors refer students to the I-Team for further intervention determination. If students on the lists are EL or IEP, counselors work with the EL Lead or case manager for supports. 5) The Counseling Team and Administration reach 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. 6) The Intervention Team, consisting of the Intervention Coordinator, counselors, school psychologist and an administrator, meet bi-monthly to investigate and discuss at-risk students and to provide the appropriate academic supports. 7) Utilize site Title 1 funds to purchase individualized computer subscriptions to supplement instruction for students enrolled in support classes (such as NEWSELA & IXL).	Intervention Coordinator; Teachers, Counselors, School Psychologist, Principal	$28,000 Source: Title 1 (Intervention Coordinator) $2,800 Source: Title 1 (Individualized computer subscriptions) $3,430 Source: District Tutoring Allocation $2,800 Source: Title 1 Funds	• Attendance at tutoring • Number of students meeting with Intervention Coordinator • Classroom Assessment Data • Teacher feedback forms • Grades	Ongoing
3.	Provide Professional Development opportunities on collaboration and implementation of state content standards and research-based instructional practices	Principal; District TOSA's; Intervention Coordinator	$14,200 Source: Title I	• Attendance at PD • SBAC scores • Teacher Feedback	Ongoing

	a. During staff meetings/late-start days, provide Professional Development and support for PLC groups b. Utilize district TOSA's for on-site PD related to state content standard implementation and assessment c. Provide opportunities for teachers to attend PD sessions/teacher-education conferences related to ways to increase student achievement. d. Contract with a professional-development expert to lead site PD to offer support strategies for students struggling in math and/or English				
4.	Utilize the Professional Learning Community process with course-alike groups. PLC groups will fully use the formative process cycle during the 2018-19 school year. PLC groups to meet during late-start collaboration days and release days as needed to: a. Evaluate alignment to state-content standards, review and revise Essential Learning Outcomes b. Discuss how they will address the ELO's through lessons and instruction c. Create at least four common assessments that address specific ELO's and create a timeline for administering assessments to students d. Administer common-formative assessments to students on agreed-upon timelines e. Analyze and discuss student learning based on the CFA's. Groups use release days or after school as needed to anlyze student learning f. Through analysis of data, identify students who need intervention or reteach of subject matter g. Determine intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year i. Regular administrative check-ins with each PLC team during the late-start sessions that will be devoted strictly to PLC team work j. Regular PLC training at late starts, including how to appropriately and effectively create a measurable SMART goal k. Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days l. When necessary, teachers to have classrooms covered by administration or counseling when offering reteach opportunities during CAT for students not demonstrating proficiency on CFA's	Principal; Teachers; Administrators	$6,860.00 Source: Site Formative/ Achievement Funds	• 2019 SBAC results • CFA performance • D/F lists • Quarter/Semester grades	Ongoing
5.	Support implementation of ELD standards to support EL students in ELA and math classes. a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum. b. EL Lead will meet with administrators and counselors twice a year to	EL Lead; Teachers; Principal	$28,000 Source: LCAP funded non-formula section	• Student ELPAC scores Assessments given within EL classes	Ongoing

review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders. c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas. d. EL Lead meets with students to review Reclassification criteria and academic progress. f. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success			• Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents	

LCAP Goal:

LCAP Priority #6: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

School Goal 2

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

A. Rationale:	B. Expected Measurable Outcomes:
School Climate Diegueno's second goal for the 2018-19 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, Site Climate survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal. 1) 2017 CA Healthy Kids Survey: a. 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school." b. 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results. c. The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017 2) In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked	2019 Healthy Kids Survey: • Our goal is to see a decrease in the percentage of students who state that they do not feel as if they are a "part of the school" • Our goal is to see a decrease in the percentage of students who demonstrate ambivalence when asked if they feel they are a "part of the school" • Our goal is to see a decrease in the percentage of students who state "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me" • Our goal is to see a decrease in the percentage of students who state that they do not feel "very safe" or "safe" at school • Our goal is to see an increase in the percentage of students who state that they feel as if the "teachers at this school treat the students fairly" • Our goal is to see a decrease in the percentage of students who say that they have been "made fun, insulted or called names" any where from 2-4 times during the past 12 months. 2019 LCAP Survey: • Our goal is to see an increase in the percentage of parents who state that the site "provides adequate supports & services to students who need social-emotional interventions Students/Parents Attending School Activities: • Our goal is to see an increase in the number of students participating in lunchtime activities • Our goal is to see an increase in the number of students attending school

whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe"

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

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

However, although the LCAP survey is demonstrating progress from the parents' perspective, it also showed some areas that need significant improvement. For example, only 50% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our

events, such as dances, band concerts, drama performances, etc.
- Our goal is to see an increase in the number of parents attending parent events, such as PTSA activities, parent education opportunities, etc.

Truancy Rate:
- Our goal is to see a decrease during the 2018-19 school year in our truancy rate to no more than 24%

Suspension Rate:
- Our goal is to see a decrease during the 2018-19 school year in our suspension rate to no more than 2% as well as a decrease in the percentage of students with multiple suspensions to no more than 19%

Chronic Absenteeism Rate:
- Our goal is to see a decrease in our absenteeism rate during the 2018-19 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 2018-19 school year

district schools "provide adequate supports and services to students who need social-emotional intervention." Only 9% responded "strongly agree." This was the lowest percentage of the middle schools in our district.

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

5) Suspension rates
The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this increase between 2014-15 and 2015-16 is significant.

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

7) 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 with Disabilities: 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

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 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.

C. Strategy:

Will use results from California Healthy Kids Survey & the School Climate 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	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. Also, use 2018 Spring Site Climate Survey data to to determine next steps to promote positive school culture and feelings of connectedness, to determine success of 2017-18 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students.	Assistant Principal	No cost	2018 Spring School Climate Survey (for students) and 2019 Healthy Kids Survey	2018 Spring School Climate Survey (for students) data to be shared with site Leadership Team in Fall 2018; Leadership Team will then analyze results
2.	Create a Site Climate Survey for parents and staff (two separate surveys) to determine next steps to promote positive school culture and feelings of connectedness and to create next steps to support goal of safe, valued, and connected parents and staff members. Surveys to be completed by fall 2018.	Assistant Principal	No cost	2018-19 School Climate Survey for staff and 2018-19 School Climate Survey for parents	Principal and AP will work alongside site Leadership Team during early Fall 2018 to develop a School Climate Survey for staff and a School Climate survey for parents; Both surveys to be administered to in Fall 2018
3.	Develop programs dedicated to supporting student safety, wellness and connections:	Principal	• Student Agendas (TUPE expense) • Red Ribbon	2019 Healthy Kids Survey and 2018-19 School Climate Survey	Ongoing

<table>
<tr><td></td><td colspan="2"></td><td></td><td>Activities
(ASB/TUPE
expense)</td><td>for parents</td><td></td></tr>
</table>

	• Week of Welcome • Revolution's anti-bullying assembly • August Cougar Camp • Family Nights, including on-campus activities for families once/semester • Cyberspace Education for students • Parent Forums (cyber education & READI information) combined with Oakcrest • Spirit Day/Week • ASB Lunchtime Clubs • Student/Teacher Recognition Luncheon • School Plays/Dances/Band Events • Student Recognition Lunch with teachers • "Canine Unwind" Therapy Dog visit • 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 • Various ASB student lunchtime activities • ASB Step it UP! Fundraiser • Kindness Week • 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 • Museum of Tolerance 8th Grade Field Trip • Continued staff participation in San Diego County Office of Education's Restorative Practices training • Site administration's Restorative Practices Professional Development session; included staff members trained in RP strategies • Distributing of agendas for each student that includes reminders of expectations of student relationships • Suicide prevention and awareness efforts include: professional development for staff, speakers for parents and awareness building for students.			Activities (ASB/TUPE expense) • Cougar Camp (Site Principal's budget & ASB expense) • Cyber Ed. Expense (ASB and/or PTSA expense) • Spirit Day (ASB expense)	for parents	
4.	Continuing to Introduce Restorative Practices:	Principal	No cost	2019 Healthy Kids Survey and 2018-19 School Climate Survey	Ongoing

	- Additional training for teachers: Two site members to attend the San Diego County Office of Education training in September, in addition to the 14 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 2018-19 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			for parents	
5.	Accountability for Attendance: - 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 and sending letters home to parents	Assistant Principal	No cost	Monthly Attendance Reports; 2019 SBAC	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
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).

Diegueño Middle School

School Site Council Member Approval of

2018-19 Single Plan for Student Achievement

Name	Title	Signature
Jeff Copeland	Principal	
Guen Butler	Assistant Principal	
Rebecca Vincent	Counselor	
Emily Coulter	Teacher	
Alexis Hillenbrand	Teacher	
Anthony Valencia	Campus Supervisor	
Kathy Raymond	Parent	
Liz Kenney	Parent	
Jane Boal	Parent	
Landon Block	Student	
Lauren Lakin	Student	
Brandon Feffer	Student	
Gavin Diehl	Student	gdiehl
Lauren	Student	
Manuel Reyes	Parent from ELAC	
Susana Santos	Parent from ELAC	
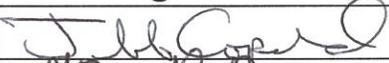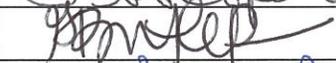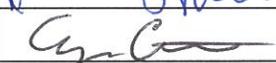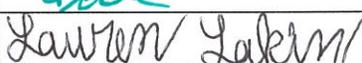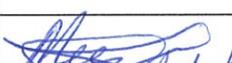
Form G. Budget 2018-19
Diegueño Middle School

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
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$6,860.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$3,430.00**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$96,000.00**
Title I Funds	**$140,409.00**
Total	**$249,319.00**

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	**%**	**#**	**%**	**#**	**%**
Total enrollment	993	-	1,002		945	100.0%
Black or African American	6	0.6%	7	0.7%	7	0.74%
American Indian or Alaska Native	1	0.1%	0	0.0%	3	0.32%
Asian	54	5.4%	44	4.4%	29	3.07%
Filipino	5	0.5%	3	0.3%	4	0.42%
Hispanic or Latino	125	12.6%	142	14.2%	152	16.08%
Native Hawaiian or Pacific Islander	0	0.0%	2	0.2%	3	0.32%
White	767	77.2%	755	75.4%	695	73.54%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	81	8.2%		%		%
English Learners	21	2.1%		%		%
Students with Disabilities	124	12.5%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

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

8ᵗʰ grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	500	78.43%	80.49	56.25	0%	40.35	60%
2015-16	454	73%	76%	45%	*	29%	43%
2014-15	471	75%	78%	55%	0%	19%	26%
7ᵗʰ grade							
2016-17	466	80.47%	82.24	89.28	8.33%	44.44%	51.85%
2015-16	515	81%	81%	72%	53%	37%	56%
2014-15	462	72%	76%	41%	*	27%	39%
Source: California Department of Education, https://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

Conclusions based on this data:	
1.	We must address the relatively high percentages of our students (14% of 7th graders and 16% of 8th graders) who scored below standard in "demonstrating understanding of literary & non-fictional texts"
2.	In order to address this concern, we need to continue to utilize SRI scores and other site reading-comprehension assessments to correctly identify students for our Read 180 class, to increase the number of sections of this course, and to continue to offer an extended-day reading comprehension course that is based on the Read 180 model
3.	One area to recognize achievement is with the relatively high percentage of students scoring above or at standard in "writing" (89% of all students) and "research/inquiry" (90% of all students)

III School and Student Performance Data

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

8th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	510	69.35	72.16	56.25	0	26.32	41.46
2015-16	455	73%	70%	46%	*	26%	33%
2014-15	467	62%	66%	41%	0%	18%	16%
7th grade							
2016-17	461	78.52	79.61	89.29	25	44.45	51.85
2015-16	514	80%	84%	62%	0%	37%	49%
2014-15	458	68%	76%	49%	*	25%	43%
Source: California Department of Education, https://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

Conclusions based on this data:	
1.	An area to recognize success is with the relatively low percentage (10%) of 7th grade students who did not meet the overall achievement standard for mathematics; 67% either exceeded the standard or met the standard. This compares with 34% of 7th graders who met or exceeded the standard statewide.
2.	An area that needs to be addressed is with the 32% of our 7th grade students and 38% of our 8th grade students who did not meet the standard overall in mathematics
3.	Another area that needs to be addressed is with the 19% of 8th grade students who did not meet the standard in "demonstrating ability to support mathematical conclusions"

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	**2014-15**	**2015-16**
All Students	26.73	24.31	31.58

Conclusions indicated from this data:
1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	7.7
Black or African American	*
American Indian or Alaska Native	
Asian	4.5
Filipino	*
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	*
White	8.1
Two or More Races	2.0
Socioeconomically Disadvantaged	13.2
English Learners	0.0
Students with Disabilities	11.7
Foster Youth	*

Conclusions indicated from this data:
1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	975	1,010	1,019
Total Suspensions	24	22	51
Unduplicated Count of Students Suspended	19	16	38
Suspension rate	1.90%	1.60%	3.70%
Percent of Students Suspended with One Suspension	78.90%	87.50%	73.70%
Percent of Students Suspended with Multiple Suspensions	21.10%	12.50%	26.30%

Conclusions indicated from this data:
1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.90%	1.60%	3.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	9.10%
Filipino	0.00%	*	*
Hispanic or Latino	3.70%	3.10%	5.40%
Native Hawaiian or Pacific Islander	*	*	*
White	1.90%	1.50%	3.30%
Two or More Races	0.00%	0.00%	2.00%
Socioeconomically Disadvantaged	5.6%	4.5%	8.5%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:
1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	975	1,010	1,019
Total Expulsions	1	0	1
Unduplicated Count of Students Expelled	1	2	2
Expulsion rate	0.10%	0.20%	0.20%

Conclusions indicated from this data:
1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.10%	0.20%	0.20%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	0.00%	1.55%	0.68%
Native Hawaiian or Pacific Islander	*	*	*
White	0.13%	0.00%	0.13%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:
1.

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	

Conclusions based on this data:
1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	87.8%	3.6%	2.1%	6.5%	0.0%	945
2016-17	88.00%	3.20%	2.60%	6.20%	0.00%	1,002
2015-16	89.50%	2.50%	2.10%	5.80%	0.00%	993

Conclusions indicated from this data:
1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	3	0	8	9	61	81
2016-17	5	0	10	11	62	88
2015-16	5	1	6	9	58	79

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
7	2	0	6	5	24	37
8	1	0	2	4	37	44

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:
1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	**2016-17**	**2017-18**
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	9.9%	8.4%	9.4%

Conclusions indicated from this data:
1.