

The Single Plan for Student Achievement

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

Vision Statement:

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

Mission Statement:

Core Values:

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

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

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students. In 2017-18, we reached preliminary capacity with classes of both 7th and 8th grade students.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. There are 671 students enrolled at Pacific Trails Middle School. Demographic data is currently 8.5% Hispanic, 51.5% white, 33% Asian, and 7% other ethnicities. Other subgroup data includes 10.9% socioeconomically disadvantaged students, 5.5% sped students, and 4.4% are English Language Learner students.

We are recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive peer to peer connections, student wellness, enrichment opportunities, and incorporates learning opportunities with the school counselor and administration. A priority during homeroom is to support students with their academic achievement. Targeted interventions are available to students and include Math Lab, Reading Lab, and Organizational Group. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared to further their success in high school.

Course offerings and enrollment data for Math and English are as follows:

English 7 (college prep): 125 students

English Honors 7: 192 students

English 8 (college prep): 126 students

English Honors 8: 226 students

Integrated Math A Essentials: 12 students

Integrated Math A: 99 students

Integrated Math A Honors: 169 students

Integrated Math B Essentials: 17 students

Integrated Math B: 133 students

Integrated Math B Honors: 195 students

Integrated Math 1 Honors: 44 students

Other core academic course offerings include US History, World History, 7th Grade Science, 8th Grade Science, and Physical Education. We have a variety of year-long elective courses, which include Art Explorations, STEM Explorations, Advanced STEM Explorations, Band, Orchestra, Vocal Performance, Yearbook, Leadership/ASB, Spanish I, and Spanish

II.

Students with an Individualized Education Plan (IEP) receive specialized academic instruction via team-taught classes, such as Integrated Math A Essentials and/or English. Fundamental English and Math Classes are also offered to support students. An Academic Support class is offered as an elective to help students meet their educational goals and provide access to additional instruction and/or reteaching opportunities.

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)

After analyzing multiple measures, which include the 2017 Healthy Kids Survey, Smarter Balanced Assessment Consortium (SBAC) results, grade reports, and Math Diagnostic Test Project (MDTP), and the Scholastic Reading Inventory (SRI) our school will focus on the following goal areas:

1. Maintain a campus that supports student connectedness and overall student safety.

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

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

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

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

Students With Disabilities (SWD):

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

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

English Language Learners (ELL):

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

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

Economically Disadvantaged Students (EDS):

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

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

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

3. Increase teacher collaboration to implement state content standards and increase student learning PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 671 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

C. Involvement Process

Involvement Process:

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

School data was shared with the SSC, Department Chairs, and all teachers. Goals were reviewed with the SSC and all teachers. Goals and progress were shared at the March 21, 2018 ELAC meeting. Input from all groups was received.

**D. Summary of Progress Made on 2017-18 Goals
Pacific Trails Middle School**

School Goal 1

Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:

State Priority:

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

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

1. School Connectedness Survey Results
2. Attendance Data: Chronic absenteeism rate will remain below 6% for all students.
3. Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%
4. Site Safety Plan

B. Summary of Progress:

1. The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data of students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Positive data results include:

- 95% of students feel that they have friends at PTMS
- 95% of students feel they have a peer they can talk to at lunch, break, etc.
- 90% of students enjoy attending PTMS
- 97% of students feel that PTMS is a supportive and inviting place for students to learn
- 93% of students report that they feel safe at school

Areas of focus for the 2018-19 school year include:

- Students treat each other with respect (165 students disagree = 30%)
- If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
- Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
- Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

2. In reviewing attendance data and as of March 2018, 2.9% of students were considered chronically absent. Our goal is to have an absenteeism rate below 6% for all students. The

assistant principal reviews bi-monthly excessive absences and tardy reports. Students who fall within the guidelines of chronic absenteeism receive notification and are referred to our Student Attendance Review Team (SART). An official referral to the Student Attendance Review Board (SARB) is made for those students who do not improve.

3. According to the California Dashboard data and as of March 2018, 1.1% of all students have been suspended from school, which is representative of five students. Two of which have multiple suspensions. Our goal is to have suspension and expulsion data be below 1%. Although this data is not a significant number, it represents 4.3% of socio-economic disadvantaged students and 3.6% of our special education population.

4. The school site safety plan was updated and approved by School Site Council on October 4, 2017. All teachers have been trained in various drills and safety roles outlined in the safety plan. Participation in emergency drills is up to date and the Safety Committee meets quarterly. In addition, assistant principal created a discipline committee composed of teachers and classified staff. Assistant principal solicited feedback regarding school discipline to the Homeroom Ambassadors and ASB students. A vision supporting school discipline was created and a progressive plan was developed and communicated to teachers at the February late start meeting. The updated plan will be presented to students and parents at the start of the 2018-19 school year.

C. Relevance:

Although the 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness, 3.3% of students disagreed with feeling safe at school and 39.6% of students reported being bullied in the past 12 months.

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

A more comprehensive school safety plan that incorporates supports needed for special education students (to support a new Functional Life Skills Program (FLS) special education program in 2018-19) and more education for staff and students around lock-down and active shooter procedures.

School Goal 2

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

LCAP Priority Area:

State Priority:

1- Basic Services

2- Implementation of

State Standards

4- Pupil Achievement

7- Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

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

B. Summary of Progress:

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

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

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

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

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

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

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

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

In the fall, Scholastic Reading Inventory (SRI) scores were used to identify students who would benefit from a reading intervention. Approximately 28 7th grade students and 24 8th grade students were enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. At semester, these students were reassessed with the SRI to check progress. Four 7th graders and one 8th grader were exited from the program because these students met the

growth target.

Math Diagnostic Testing Project (MDTP) scores were used to identify 7th-grade students who would benefit from a math intervention class called Integrated Math A Essentials. We have one section of Integrated Math A Essentials for our 7th-grade students, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual student's needs. The 7th grade Math Essentials A class has 12 students enrolled. We also have an Integrated Math Essentials B class for 8th graders. This class currently has 17 students enrolled and the software incorporated to support individual learning needs is called ST Math. Both math essentials classes also support special education students with a team-teaching model. D/F grade data was reviewed in the fall at the progress report mark and again at semester.

Math Lab Homeroom is a math intervention used during the school day to support students in need of extra math help using a peer tutoring model. The 8th grade Math Lab has approximately 18 seekers and 16 coaches. The 7th grade Math Lab also has approximately 18 seekers and 18 coaches. Seekers are selected based on low course grade, teacher/parent referral, and/or student self-referral.

English Language Learners are supported with an EL focused homeroom, which incorporates peer tutoring and access to Read 180/Rosetta Stone (online language support). Our students are also clustered in the development of the master schedule and our school hosted it's first ELAC meeting with a focus on high school selection. Individual student monitoring meetings were held Dec/January with the assistant principal.

C. Relevance:

Baseline data has been established and we are progressing toward goal. The need to create a flexible master schedule to support all students, create systems of support and interventions, implement a focused homeroom for ELL students, implement Math Lab, implement Reading Lab is evident.

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

School Goal 3

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

LCAP Priority Area:

State Priority:

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

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

- a. Department Chairs submit Professional Learning Community's (PLC's) mid-year update of progress in lieu of updating the "PLC Work" website link.
- b. Essential learning objectives (ELO's) and a minimum of four common formative assessments (CFA's) with an assessment calendar
- c. Late start Monday professional development opportunities focus on increasing student learning and closing the achievement gap

B. Summary of Progress:

a. February 2018 - Department Chairs provide mid-year feedback as it relates to the Actions/Tasks:

Science: Seventh and eighth-grade science teachers are in the process of transitioning to the new Next Generation Science Standards (NGSS). PLC work focuses on developing scope and sequence to reflect the integrated model, learning new content, and piloting instructional materials.

Social Studies: Release days are used as needed to analyze student data. PLC's regularly meet during late start days and participate in the PLC cycle. Student data is used to inform instruction. Prep periods are also used to complete PLC work that was not finished during the late start meeting. Seventh and eighth grade courses have ELO's aligned with four CFA's (2 in fall and 2 in spring). The PLC is also engaged in longitudinal studies using the same common assessment for two-three years. Strategies used for intervention and reteach include instructional methods that focus on low performing students and English language learners such as scaffolding, graphic organizers, sentence starters, etc.

Math: PLC's are made up of course-alike groups and meet with site and district teachers during late start time to review curriculum pacing and student data to monitor learning and inform instruction. Math ELO's have been written for every math course (accessible online for all district teachers to access via the "math curriculum support website). CFA's are aligned with ELO's and an assessment calendar is established. CFA's are updated each year. Specific questions on CFA's are changed as needed, based on student performance. Student academic progress is consistently monitored in all math classes and students in Math A and Math B are provided additional support in Math Lab (teacher directed peer tutoring program) during Homeroom.

English: PLC's meet during late start Mondays in course alike/grade specific groups. ELO's are established and regularly reviewed. CFA's are aligned with the ELO's and include assessments of student essays (Informative, argumentative, literary analysis, and narrative), collaborative speaking assessments (Fishbowl), reading comprehension (quizzes, annotations), and formal presentations (speeches). During PLC meetings assessment rubrics are reviewed and updated based on current student work samples and observations. Further development of CFA's are in the works such as "leading in and blending quotation - parenthetical citations."

Spanish: Teachers use release days as needed and late start days to analyze student learning. Spanish teachers are aligned in Spanish 1. Teaching tools, resources, quizzes and tests are shared. ELO's and four CFA's are established. Right now, we are working on a speaking assessment. The other common assessments are a quiz and a test (later this semester). Speaking in Spanish is a focus - trying to get students to speak more in class. We are working together to create an intervention opportunity for students, such as a "Spanish Buddy" system during HR. Spanish 1 and Spanish 2 students that need additional help and support in class would be paired (coach/seeker).

PE: PLC meets during late start mornings. ELO's are established and CFA's are created and student work is analyzed and assessed using vocabulary quizzes, knowledge checks, and via Google classroom (students video themselves doing a skill and the video is uploaded for assessment). Rubrics are being developed.

b. See ELO and CFA details above (part a.)

c. Late Start Staff Development Topics: Suicide Prevention, Restorative Practices, PTMS Vision work, Homeroom vision work/Intervention/Enrichments, Various Wellness topics, Safety Training, 504 Training, and Disconnected Students, Technology Topics, EL Training and Documenting Interventions in Aeries.

C. Relevance:

Due to the quick growth of our new middle school, we acknowledge the need to focus on establishing Professional Learning Communities and utilize the PLC process to focus on student learning and continuous growth.

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

The "PLC Work" website link is not a user friendly way to keep track of PLC progress. Instead, PLC's will provide a mid-year and year-end progress up date to the principal.

E. Planned Improvements in Student Performance

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

<p>LCAP Goal: SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 1 Maintain a campus that supports student connectedness and overall student safety.</p> <p>LCAP Priority Area: State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p> <p>Targeted Pupil Student Group(s): All students</p>	
<p>A. Rationale: The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness. For example, 3.3% disagreed with feeling safe at school, which is the lowest rate in the district. However, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months.</p> <p>Violence, Safety, and Harassment: Another area of concern is that 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.</p> <p>The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data on students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Positive data results include:</p> <ul style="list-style-type: none"> • 95% of students feel that they have friends at PTMS • 95% of students feel they have a peer they can talk to at lunch, break, etc. • 90% of students enjoy attending PTMS 	<p>B. Expected Measurable Outcomes:</p> <p>Healthy Kids Survey will be administered to students in the Spring of 2019 to capture current students' perception of school safety and connectedness.</p> <p>Attendance Data: Chronic absenteeism rate will remain below 6% for all students.</p> <p>Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.</p>

- 97% of students feel that PTMS is a supportive and inviting place for students to learn
- 93% of students report that they feel safe at school

Areas of focus for the 2018-19 school year include:

- Students treat each other with respect (165 students disagree = 30%)
- If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
- Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
- Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

C. Strategy:

The Wellness Committee and ASB/Leadership will align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least five more teachers and continue to implement restorative practices, hold monthly Homeroom Ambassador meetings, and hold a spring Wellness Day or Wellness Week.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members for the Wellness Committee 2. Committee will develop a wellness plan a. Committee will identify wellness themes for each quarter including a timeline of activities b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. Committee will plan a spring Wellness Day or Wellness Week	Principal, Counselor, Wellness Committee	Admin Budget	Healthy Kids Survey, Wellness Day/Week post survey	1. Fall 2018 2. Fall 2018 a. Fall 2018 b. Fall 2018 and ongoing c. Spring 2019
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor, Assistant Principal, and Principal will provide a brief training of Restorative Practices during August inservice 2. Aug inservice training with a representative from San Diego County Office of Education (SDCOE) will be scheduled to train teachers on Restorative Circle strategies to be used in all classes, including homeroom. 3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject-specific classes.	Principal, Assistant Principal and Counselor	Admin Budget	Homeroom Survey	1. Fall 2018 2. Ongoing 3. Ongoing 4. Summer 2018 5. Fall 2018 6. Fall 2018 and ongoing

	<p>4. Principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (1 from each subject area)</p> <p>5. Discipline Team will determine how to use restorative practices effectively for student conflict resolution</p>				
3.	<p>Develop a comprehensive school safety plan</p> <p>1. Establish a safety committee of certificated and classified school staff</p> <p>2. Assistant Principal works with safety committee and district support to develop site safety plan</p> <p>3. Assistant Principal will work with School Site Council to approve and adopt the PTMS Safety Plan. The safety plan will include details to support the new sped functional life skills (FLS) program.</p> <p>4. Utilize late start time to train staff on how to implement PTMS Safety Plan</p>	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Site safety plan	September 2018
4.	<p>Earn a Digital Citizen Certification with Common Sense Media</p> <p>1. Inform and train teachers about the Common Sense Media digital certification at the October late start meeting</p> <p>2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE).</p> <p>3. Staff and students are participating in Digital Citizenship week via homeroom activities.</p> <p>4. Family Nights will include distribution of online/media safety tips</p>	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification, weekly emails blasts to parents (eoption), homeroom activity schedule	<p>1. Fall 2018</p> <p>2. 1st quarter and on going</p> <p>3. October 2018</p> <p>4. 12/3/18, 2/4/19, 4/13/19</p>

LCAP Goal:

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

School Goal 2

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students

A. Rationale:

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

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

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

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

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

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

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

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

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

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

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

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

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

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

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

C. Strategy:

Create a flexible master schedule to support all students, create systems of support and interventions, implement a Sheltered English class for English Language Learner students, implement Math Lab, implement Reading Lab, Writing Lab. Teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Integrated Math Essential courses for grades 7 & 8 to offer targeted instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level. 3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 4. Review ELL enrollment in August to determine if a Sheltered English class is appropriate for our ELL students or if students would be better supported clustered with an English teacher in grades 7 & 8. 	Principal and Counselor	<p>1 Section of Integrated Math A Essentials - \$24,000 (Source: Non-Formula LCAP)</p> <p>1 Section of Integrated Math B Essentials - \$24,000 (Source: Non-Formula LCAP)</p>	SBAC scores	<ol style="list-style-type: none"> 1. August 2018 2. August 2018 3. Spring 2019 4. August 2018
2.	<p>PTMS will maintain an after-school homework/study hour and Math Mornings to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> 1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after-school program. 2. Identify teachers to support after-school sessions as needed. 3. Principal and counselor will review student survey results, grade reports, and teacher feedback to measure effectiveness of program 4. Program will be evaluated and adjusted based on data review 	Principal	<p>After-School Homework Club - 2 teachers, 2x/week, 30 min sessions at approx \$35/hr - \$2,389 (Tutoring Support Allocation and PTSA budget)</p>	SBAC scores, grade reports, student sign in/out attendance sheet	<ol style="list-style-type: none"> 1. Fall 2018 2. September 2018 3. Spring 2019 4. Spring 2019 5. Spring 2019

			Math Mornings - 1 teacher, 2x/week, 30 min sessions at approx \$35/hr - \$1,195 (PTSA Budget)		
3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> 1. Intervention coordinator will work with targeted teachers, principal and resource specialists to identify current support and needed supports 2. Intervention coordinator will share PTMS intervention plan with teachers and train them on how to implement the plan 3. Intervention coordinator and principal will review grade data and teacher feedback on the effectiveness of current intervention plan 4. Intervention Coordinator will be a member of the Student Study Team (SST) 	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (general FTE staffing formula)	SBAC scores, grade report data	<ol style="list-style-type: none"> 1. Fall 2018 and ongoing 2. January 2019 3. Ongoing 4. Ongoing
4.	<p>All College Prep English students will be administered the Scholastic Reading Inventory (SRI) to identify students reading below grade level.</p> <ol style="list-style-type: none"> 1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab." 2. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly. 	Assistant Principal, Counselor, Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> 1. September 2018 2. Quarterly
5.	<p>Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students</p> <ol style="list-style-type: none"> 1. Math Lab (math peer tutoring program) 2. Writing Lab (peer tutoring model) 3. Reading Lab (targeted intervention using Read 180 software) 4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success) 5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, Career Explorations, etc.) 6. Individualized teacher assistance as needed 7. Various small group activities to support SWD and EDS needs 	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	Admin budget	Homeroom Student Survey SBAC Data Subject Specific Common Formative Assessments	1.-7. Fall 2018 and ongoing

LCAP Goal:

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

School Goal 3

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students

A. Rationale:

PTMS opened in 2015-16 and we are in year four. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students, 2018-19: the projected enrollment is 685). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math
 Maintain over 80% of "all students" will score in the standard met/exceed range in ELA
 The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

C. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: <ol style="list-style-type: none"> 1. Groups use release days as needed to analyze student data. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students. 4. Analyze and discuss student learning based on the common formative 	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$4,795 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	<ol style="list-style-type: none"> 1. Fall 2018 and ongoing 2. September late start meeting 3. Fall 2018 and ongoing 4. Fall 2018 and ongoing 4. Fall 2018 and ongoing

	<p>assessments.</p> <p>5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.</p> <p>6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p> <p>7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.</p>				<p>5. Fall 2018 and ongoing</p> <p>6. Second Semester</p> <p>9. Fall 2018 and ongoing</p>
2.	<p>During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.</p>	Principal and Assistant Principal	no cost	Grade reports, SBAC scores, CFA data	<p>1. Starting August 2018 and ongoing</p> <p>2. Starting August 2018 and ongoing</p>

F. School Site Council Membership Pacific Trails Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	X				
Parnak Memar		X			
Patricia Storey		X			
Cecily Wheeler		X			
Mona Healy			X		
Kathryn Freeman		X			
Marie Vaughn				X	
Ilene Schaffer				X	
Kristin Gibson				X	
Amanda Chen					X
Helen Blackstone- Gardner					X
Kaley Mafong					X
Numbers of members of each category	1	4	1	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).

F. School Site Council Membership Pacific Trails Middle School

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Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Parnak Memar <i>P. Memar</i>		X			
Patricia Storey <i>Patricia Storey</i>		X			
Cecily Wheeler <i>Cecily Wheeler</i>		X			
Mona Healy <i>Mona Healy</i>			X		
Kathryn Freeman <i>Kathryn Freeman</i>		X			
Marie Vaughn <i>Marie Vaughn</i>				X	
Ilene Schaffer <i>Ilene Schaffer</i>				X	
Kristin Gibson <i>Kristin Gibson</i>				X	
Amanda Chen <i>Amanda Chen</i>					X
Helen Blackstone- Gardner <i>Helen B. G.</i>					X
Kaley Mafong <i>Kaley Mafong</i>					X
Numbers of members of each category	1	4	1	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).

**Form G. Budget 2018-19
Pacific Trails 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.
	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	\$4,795.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,398.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$48,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$55,193.00

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	264	-	623	*	671	100.0%
Black or African American	2	0.8%	5	0.8%	6	0.89%
American Indian or Alaska Native	2	0.8%	3	0.5%	1	0.15%
Asian	97	36.7%	213	34.2%	219	32.64%
Filipino	2	0.8%	5	0.8%	6	0.89%
Hispanic or Latino	12	4.6%	47	7.5%	59	8.79%
Native Hawaiian or Pacific Islander	0	0.0%	1	0.2%	1	0.15%
White	141	53.4%	328	52.7%	354	52.76%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	12	4.5%		%		%
English Learners	**	**%		%		%
Students with Disabilities	35	13.2%		%		%
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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	287	90%	64%	14%	*	.08%	.07%
2015-16	*	*	*	*	*	*	*
2014-15	*	*	*	*	*	*	*
7 th grade							
2016-17	337	91%	67%	15%	*	.07%	.06%
2015-16	268	89%	91%	81%	*	43%	53%
2014-15	*	*	*	*	*	*	*
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	*	271	339	*	268	337	*	268	337	*	98.9	99.4
Grade 8	*	*	289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	624	*	268	624	*	98.9	99.4

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

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

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

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

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

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

Conclusions based on this data:									
1.									

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	287	80%	71%	82%	*	29%	45%
2015-16	*	*	*	*	*	*	*
2014-15	*	*	*	*	*	*	*
7 th grade							
2016-17	337	83%	84%	86%	*	37%	53%
2015-16	268	84%	85%	84%	*	34%	47%
2014-15	*	*	*	*	*	*	*
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	*	271	339	*	268	336	*	268	336	*	98.9	99.1
Grade 8	*		289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	623	*	268	623	*	98.9	99.2

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

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

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

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

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

Conclusions based on this data:	
1.	

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	*	*	2.3%

Conclusions indicated from this data:

1. Baseline data established.
2. Truancy rate is not a concern at this time.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	2.4
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	*
White	3.2
Two or More Races	*
Socioeconomically Disadvantaged	6.8
English Learners	*
Students with Disabilities	8.1
Foster Youth	*

Conclusions indicated from this data:	
1.	Baseline data established.
2.	Our at-risk sub groups, where we see concerns with student achievement, also have a higher chronic absenteeism rate.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	*	277	635
Total Suspensions	*	1	10
Unduplicated Count of Students Suspended	*	1	7
Suspension rate	*	0.40%	1.10%
Percent of Students Suspended with One Suspension	*	100.00%	57.10%
Percent of Students Suspended with Multiple Suspensions	*	0.00%	42.90%

Conclusions indicated from this data:	
1.	Suspension rates are low
2.	We have a concern with the high percentage of students with multiple suspensions.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	*	0.40%	1.10%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	1.00%	0.50%
Filipino	*	*	*
Hispanic or Latino	*	0.00%	3.90%
Native Hawaiian or Pacific Islander	*	*	*
White	*	0.00%	1.20%
Two or More Races	*	*	0.00%
Socioeconomically Disadvantaged	*	*	4.3%
English Learners	*	*	*
Students with Disabilities	*	*	*
Foster Youth	*	*	*

Conclusions indicated from this data:
1. Baseline data established.
2. Suspension rates doubled, but the school enrollment doubled with the addition of 8th grade.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	*	277	635
Total Expulsions	*	*	*
Unduplicated Count of Students Expelled	*	*	*
Expulsion rate	*	*	*

Conclusions indicated from this data:

1. Baseline data established.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

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

Conclusions indicated from this data:

1. Baseline data established.

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	*	44%	28%	*	57%	51%	*	*	7.5%	*	*	7.5%	*	*	6%
8	*	61%	37%	*	28%	49%	*	6%	6%	*	*	2%	*	6%	6%
Total	*	51%	33%	*	44%	50%	*	2%	6.6%	*	*	4.7%	*	2.4%	6%

Conclusions based on this data:

1. Baseline data established
2. Majority of English Language Learners are Advanced and Early Advanced

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	63.6%	16.1%	4.0%	16.2%	0.0%	671
2016-17	66.00%	16.90%	2.20%	14.90%	0.00%	623
2015-16	64.80%	20.10%	1.50%	13.60%	0.00%	264

Conclusions indicated from this data:

1. Baseline data established.
2. English Language Learner population is low.

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	17	0	7	3	109	136
2016-17	7	1	2	4	93	107
2015-16	2	0	1	1	36	40

* 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	8	0	5	1	55	69
8	9	0	2	2	54	67
* Long-Term English Learners (LTEL)						

Conclusions indicated from this data:
1. Baseline ELL data established.

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)	*	33.7%	31.8%

Conclusions indicated from this data:
1. Baseline data established.