

The Single Plan for Student Achievement

School: Earl Warren Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-6061998
Principal: Adam Camacho
Date of this revision: 1/5/2017

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

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

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The District Governing Board approved this revision of the School Plan on: January 19, 2017

A. School Site Information Earl Warren Middle School

Vision Statement:

Earl Warren Middle School will continue to be a leading institution in the State of California by providing a rigorous and challenging curriculum that prepares all students to be academically successful throughout their educational career.

Mission Statement:

The Mission of Earl Warren Middle School is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & quality educational programs in a safe and supportive environment. Principal's Message: Earl Warren Middle School (EWMS) is committed to individual student achievement and success. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. We focus on increasing the achievement of all students. EWMS offers numerous support programs to help students' academic and social/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

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

All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality lifestyle marked by wellness and balance.

English classes are focused on teaching the California State Language Arts Standards in the areas of reading, writing, listening and speaking. The courses in this department include English 7, English 7 Honors, English 8, and English 8 Honors. The curriculum includes study of both fictional and expository reading and writing and centers on a central theme at each grade level. At the 7th grade level students examine A Search for Identity through the following novels: The Giver, Animal Farm, The Outsiders, A Midsummer Night's Dream and The Pearl. In 8th grade students explore A Search for Justice with the following novels or works: Flowers for Algernon, The Martian Chronicles, The Diary of Anne Frank, To Kill a Mockingbird and Twelfth Night.

Earl Warren Middle School's Social Science curriculum examines World History and US History through multiple voices and perspectives as an integral part of the historical narrative. The Social Science curriculum uses a thematic analysis approach that employs current, well-researched instructional strategies designed to develop good habits for all students for deep historical understanding and for identifying historical patterns across time and place. This thematic analysis approach employs the notion that there are powerful big ideas in history that are true over many times and places and provides a rich, deep curricular experience for students of all ability levels.

Earl Warren's innovative math department offers an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers have collaborated to develop the pacing time in order to maintain consistency of instruction. In addition, common formative and summative assessment have been developed by our district's math teachers. All courses are based on the Common Core State Standards. Courses include Math A Honors, Math A, Math A Essentials, Math B Honors, Math B, and Math B Essentials. Successful instruction of standards-based curriculum is evident, for example, 76% of our students have either met or exceeded standards in 2016. Math interventions provide a valuable resource to struggling math students.

Earl Warren's science department offers a life science curriculum to seventh grade students and physical science curriculum to eighth graders. Both courses utilize lectures, demonstrations, textbooks, laboratory exercises, and other visual aids to give the students a basic background in the field of life and physical science. The courses also coach students in lab skills, including predicting, collecting, and analyzing data, and increase student's scientific knowledge base while also fostering science literacy. Earl Warren uses the district-adopted science curriculum, which is currently aligned

to the California Content Standards; however, we have started our transition to the Next Generation Science Standards, NGSS. Last year 91% of our 8th grade science students scored proficient or higher on the CST science exam.

English Language Learners are provided support in the general education core academic courses. Materials such as High Point, Project WRITE and other supplemental materials are used. Teachers use SDAIE strategies that teach their content area and bring students to their grade level in the different areas of the curriculum.

Students are identified for enrollment in our support classes based on a variety of factors. These support classes include Math A Essentials, Math B Readiness, Math Skills 7/8, READ 180, and College Readiness.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, band, guitar, digital arts, art for new media, 1st and 2nd year Spanish, and yearbook. Students may also participate in Independent Study Physical Education and surf to fulfill their PE requirements. Earl Warren also has a leadership class made up of elected student officers and representatives of various student groups.

The Counseling Department is pleased to offer a variety of services that address academic, social and emotional issues in order to help students reach their full potential. The purpose of the Student Study Team (SST) is to identify and support students who are struggling academically or dealing with issues that may be interfering with learning. The SST core team is comprised of the Assistant Principal, counselor, intervention coordinator, Special Education Department Chair and teachers. The team meets once a week to discuss students who are struggling academically, socially, or emotionally. Students are referred to the core team by staff, parents, or teachers. The team decides on the plan of action in conjunction with the student's family, and follows up with the student regularly until they are satisfied with the student's improvement.

The Counseling Department also offers support groups, led by a counselor who meets with a group of six to twelve students to discuss age-appropriate issues. The counselor runs groups pertaining to study skills, family issues, boys' issues, and anger management, and drug/alcohol problems. The EWMS Counselor runs a weekly organizational group that uses peer mentoring to help struggling students organize their work and study materials. The counseling department works in collaboration with the administrators to use restorative practices with students alongside the EWMS progressive discipline model.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual needs. Academic support electives, before school and lunchtime Homework Hours, and Thursday Academic Support provide students with additional means of achieving academic success and access to standards-based curriculum.

A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Standards Test in science and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. The "E-option" provides all students and parents with daily communication through e-mail.

Providing a safe campus for students is a priority for the entire staff. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities such as Beyond Diversity and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered annually and the results are used to develop a focus for all staff throughout the year.

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)

1. Increase math and literacy scores on SBAC.
2. Decrease the number of Ds and Fs.
3. Increase the positive scores on Healthy Kids Survey results.
4. Connect students with each other, the school, and with information to make school relevant.

C. Involvement Process

Involvement Process:

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

The EWMS Leadership Team, comprised of department chairs and coordinators, analyzed data trends from SBAC scores, attendance, enrollment, HKS, and grade reports. The team then read, edited, and re-worked the four goals and action steps.

The EWMS SSC, comprised of parents, students, teachers, administrators, and other school personnel, team read, edited, and commented on the four goals and action steps.

**D. Summary of Progress Made on 2015-2016 Goals
Earl Warren Middle School**

<p>School Goal 1 (Description of 2015-16 School Goal) EWMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP ELA and math assessments.</p> <p>LCAP Priority Area: 1,2,4,7</p> <p>Targeted Pupil Subgroup(s): ALL (SES, ELL, SPED)</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Our team reviewed SBAC data from the 2015/2016 assessments. In the 7th grade for ELA, while the SES subgroup grew by 15%, the rest of the subgroups declined. In the 7th grade for math, the SPED subgroup increased by 3%, while other subgroups declined. In the 8th grade for ELA, while the SES subgroup grew by 18%, other subgroups declined. In the 8th grade for math, the SES subgroup grew by 8%, while other subgroups declined. For both 7th and 8th grade, the ELL data is not significant enough to measure growth.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) It is important to note that our subgroup numbers are small due to declining enrollment over the last two years. However, we believe that our collaborative efforts between our PLC teams, interventions team, and SPED team are continuing to make a positive impact in terms of student achievement and performance.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. This goal has not been met. While some subgroups saw growth, other subgroups declined.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? We have added intervention support services during Academic Practice Time (APT) which is held daily to include use of technology resources to assist subgroup populations. Push-in and pull-out services by intervention specialists will increase in frequency.</p>	

School Goal 2 (Description of 2015-16 School Goal)

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

LCAP Priority Area:

4,5,7,8

Targeted Pupil Subgroup(s):

ALL

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

Our leadership and student services team has reviewed closely our course enrollment, six-year plans, and Naviance data. Our progress in this area reflects an addition of a CTE pathways elective (STEM Explorations) that hosts 6% of our student population. Additionally, 100% of our student body developed an individual six-year articulation plan.

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

Seeking input from our learning community and ultimately implementing a new, relevant elective this year was crucial to partially meeting our college and career readiness goal. Aligning the new elective to our high school pathways was key.

We need to continue to explore and provide interest and aptitude/inventory surveys for our students.

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

While we've determined that we've made some progress in this goal, it will remain an important goal as there's much still to strive for.

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

We will initiate a student/parent needs survey which will help guide the development of our College and Career guidance lessons.

School Goal 3 (Description of 2015-16 School Goal)

Increase student connectedness and sense of safety for all EWMS students.

LCAP Priority Area:

1,3,5,6

Targeted Pupil Subgroup(s):

ALL (SES, ELL)

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
By comparing results from the 2012/2013 Healthy Kids Survey to the same survey given in the 2014/2015 school year. As for students who feel part of the school, we increased the percentage by 7%; As for students who feel that an adult cares about them, we increased the percentage by 17%.

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
By measuring these goals each year, our Leadership Team was aware of the push to connect more students and provide trusted adults for all students. We did not, however, do enough systematically to support our students.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.
EWMS did not meet the 10% growth mark for both parts of the goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?
We will implement homeroom wellness activities to continue to develop our social and emotional support of students. In APT (homeroom classes), students will take leadership roles in school activities.

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: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.

Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Based on SBAC cohort data in literacy and math, EWMS will increase the number of students, from all sub-groups, who score at the "Standard Met" and "Standard Exceeded" by 5%.

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Subgroup(s):

ALL (SES, ELL, SPED)

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

Tracking cohort data from the 14-15 and 15-16 SBAC assessments, we saw most subgroups grow. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at EWMS. From 14-15 to the 15-16 school year, most groups grew by 5%, and we feel this is an achievable, yet challenging, goal.

Growth Targets: Expected annual measurable outcomes.

5% growth across all subgroups when looking at cohort data (as opposed to year-to-year results).

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

We will rely on the PLC process

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide support programs for students and encourage participation by targeted students. 1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, SRI	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	\$61,000 (0.8 FTE) Title I Coordinator, College Readiness section, (2) Math Skills sections	Common formative assessments, SRI, MDTP, SBAC	1-6 Ongoing during 2016-17 1. Spring 2015, August

	<p>results, CELDT data, LAS Links results, grade reports to identify at-risk students.</p> <p>2. Counselor and Intervention Coordinator communicate with students and families regarding recommended support courses and programs in ELA and math based on student assessment results.</p> <p>3. Identified students are enrolled in targeted support courses or programs including: Read 180, Math Skills, Math Essentials, College Readiness.</p> <p>4. Intervention team reviews student progress during weekly SST consult meetings.</p> <p>5. Teachers review student progress quarterly: SRI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents.</p> <p>6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule.</p>				<p>2015 and ongoing as needed</p> <p>2. Spring 2015, August 2015 and ongoing as needed</p> <p>3. Spring 2015, August 2015 and ongoing as needed</p> <p>4. ongoing weekly</p> <p>5. quarterly</p> <p>6. ongoing</p>
2.	<p>Develop targeted academic support programs for significant subgroups who are performing below grade level.</p> <p>1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day.</p> <p>2. Thursday Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support.</p> <p>3. APT- identify and develop targeted short term interventions</p> <p>4. Administrators and teachers will develop student and parent survey to assess perception of after school and APT support programs.</p> <p>5. Administrators, counselor and leadership team will evaluate effectiveness of academic support programs by reviewing survey results on student and parent perception data and student participation data.</p> <p>6. Offer a Home Work Hour program before school, at lunch and after school for students who need additional support with assignments or re-teaching course concepts and skills.</p>	Administration, Leadership Team, and Interventions Team	<p>2. 2 teachers for 2 hours @\$34.45 for 36 weeks= \$4,960</p> <p>6. 5 hours weekly \$42 per hour for 27 weeks= \$5,670</p>	Common formative assessments, SRI, MDTP, SBAC	<p>1-6</p> <p>Ongoing during 2016-17</p> <p>1. ongoing</p> <p>2. ongoing</p> <p>3. ongoing</p> <p>4. Fall 2015</p> <p>5. Early Spring 2016</p> <p>6. ongoing</p>
3.	<p>Utilize teacher created illuminate standard- based interim assessments to monitor student progress on mastery of ELA content standards.</p> <p>1. Administrators will work with Read 180 teacher to establish a protocol and process for using the interim assessments.</p> <p>2. Administrators and Read 180 teacher will review student overall and claim level SBAC results in ELA, grade reports and SRI data to identify areas of need.</p> <p>3. Teacher will administer target interim assessment to students, analyze assessment results and re-teach skills as needed.</p>	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	no cost	Common formative assessments, SRI, MDTP, SBAC	<p>1. Fall 2015</p> <p>2. Spring 2016</p> <p>3. Spring 2015 and ongoing</p>
4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <p>1. Utilizing late start days, Teachers will collaborate to identify and</p>	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	<p>1. no cost</p> <p>2. \$25,000</p> <p>3. \$1,300 sub days for teachers to attend PDs</p>	#2 \$25k -WHAT'S THE SOURCE? TI \$\$ Common formative	ongoing

	<p>address essential learning outcomes, build common assessments, analyze data, and offer and develop opportunities for remediation and enrichment to ensure student learning.</p> <p>2. Administrators will work with teachers and PLC groups to identify and purchase necessary resources to meet instructional goals.</p> <p>3. Provide release time and sub days for teachers to attend professional development on 21st Century Instructional Practices in their core content area.</p>		<p>Offer 2 release days for all teachers, 32 teachers @ \$95 per day= \$6,000</p>	<p>assessments, SRI, MDTP, SBAC</p>	
<p>Progress Monitoring Report (Mid-Year)</p>			<p>Date of progress update:</p>		
<p>Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.</p>			<p>Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?</p>		

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #3 All district graduates will be college and career ready.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

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

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

ALL

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.
Recognizing that non of our elective offerings have reflected the CTE pathways to our district's high schools, and due to the increased need to reflect industry requirements, the action steps below target this goal.

Growth Targets: Expected annual measurable outcomes.

At the end of the 2016-17 school year we will complete 100% of student 6-year plans. In addition, we will enroll 6% of our student body into our new STEM Explorations elective with the goal of growing that to 12% for the 2017-18 school year.

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Offer informational meetings for students and parents regarding articulation process (6th grade through high school) at the start of the school year and in the spring. 1. Counselor and Principal will conduct presentations at feeder elementary schools and with parent groups to discuss transition to middle school, EWMS culture, course offerings and selection process. 2. District high school counselors conduct presentations for incoming 8th grade students related to high school graduation requirements, about College and Career Readiness and A-G requirements.	Administration, Counselor	no cost	# of meetings	August/September 2015
2.	Counselor will provide guidance lessons throughout the year with all students to inform students. 1. Presentations include Starting Out Right, High School and Beyond, 8th	Administration, Counselor	extra hours for counselor to plan and participate in after	Survey, Student participation rates	ongoing

	<p>Grade Course Selection, Naviance, etc.</p> <p>2. Counselor will record College and Career guidance lessons for students in the intervention screen in Aeries.</p> <p>3. Principal and Counselor will develop a student survey to assess students' understanding of guidance lesson topics</p> <p>4. Principal and counselor will review student survey results</p> <p>5. Student feedback will be used to develop or adjust future college and career related guidance lessons</p> <p>6. Counselor will share and explain SDUHSD Naviance scope and sequence with all students</p> <p>a. Counselor will utilize one period per class to walk them through one target Naviance activity or task from the grade level scope and sequence.</p> <p>b. Counselor will monitor student progress on Naviance activities and meet with students as needed for support.</p>		<p>school parent and student events</p> <p>25 hours @ \$42 per hour= \$1,050</p>		
3.	<p>Counselor will hold a parent meeting in the spring to cover high school readiness and college and career planning topics.</p> <p>1. Counselor and Principal will develop a survey to solicit feedback from parents on topics on interest for future workshops and assess the benefits of current parent workshops.</p> <p>2. Counselor and Principal will review parent participation rates and survey results and inform future parent information sessions and workshops.</p>	<p>Administration, Counselor</p>	<p>extra hours for counselor to plan and participate in after school parent and student events for targeted subgroups</p> <p>10 hours @ \$42 per hour= \$420</p>	<p># of meetings</p>	<p>Spring 2016</p>
4.	<p>Counselor will work with students who are performing below grade level in math to identify a plan to bridge back to grade level math course.</p> <p>1. Counselor will meet with students enrolled in Math A Essentials to develop a 6 year plan and map out the steps necessary for the student to enroll in future grade level math courses.</p> <p>2. Counselor will share 6 year plans with parents and hold parents meetings as needed</p> <p>3. Counselor will record student 6 year planning meetings in the intervention screen in Aeries.</p> <p>4. Counselor will review student progress at end of year and meet with students to make necessary adjustments to student 6 year plans.</p>	<p>Administration, Counselor</p>	<p>no cost</p>	<p># of meetings</p>	<p>ongoing</p>
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Based on Healthy Kids Survey data, EWMS will increase the number of students who feel part of the school, who feel that an adult cares about them, and who feel safe by 10%.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Subgroup(s):

ALL

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

Using data from the 2014/2015 Healthy Kids Survey, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel that by completing the action steps below, we should be able to drastically reduce these numbers.

Growth Targets: Expected annual measurable outcomes.

Healthy Kids Survey _

When students answered about being part of the school, 33% of our students answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 23%. When students answered about whether an adult on campus cares about them, 24% answered in the lower 2 of 4 responses; Our annual growth target will be to reduce this to 14%. When students answered about how safe they felt at school, 28% answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 18%.

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Administrators and staff will develop a survey to collect community perception data from EWMS stakeholders (parents, community, students, staff) related to culture and student/parent connectedness. Survey results will be reviewed by administration and staff to determine actions steps to address results.	Administrators, Leadership Team	No cost	Parent/Community Survey	Fall 2016
2.	EWMS wellness committee, consisting of administrators and staff, will develop opportunities for all students and staff to participate in wellness activities throughout the year.	Administrators, Leadership Team, APT teachers,	No Cost		Ongoing 2016-17
3.	Administrators, support staff, and student services staff will coordinate communication among local support providers to coordinate and develop support programs and activities for targeted student groups. Based on a	Administrators, Leadership Team, Interventions Team	approximately \$7,000 for materials and program development		Ongoing 2016-17

	needs assessment within this collaborations, a determination of supplemental instructional materials and programming will be made.				
4.	Increase parent participation through support programs and volunteer opportunities; Administrators will host three formal Parent Information nights throughout year for student safety and information on topics such as cyber safety/digital identity, drug and alcohol awareness, and parenting skills.	Administrators, Counselor, PTSA (Guest Speakers)	approximately \$5,000 for guest speakers, translator, materials, child care, transportation (if needed)		Ongoing 2016-17
5.	Administrators and staff will review manage attendance records closely by monitoring daily attendance reports, monthly apportionment reports, and SARB process	Administrators, Leadership Team	No Cost		Ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

D. School Site Council Membership Earl Warren 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
Kaitlin Wood			X		
Taylor Lowe		X			
Connor Nesseler		X			
Robert Parrington		X			
Diane Dekker		X			
Beth Munce				X	
Joshua Cox					X
Sofia Vitale					X
Adam Camacho	X				
Erika Niedernhofer				X	
Roberta Blank			X		
Numbers of members of each category	1	4	2	2	2

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).

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Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kaitlin Wood <i>[Signature]</i>	[]	[]	[X]	[]	[]
Taylor Lowe <i>[Signature]</i>	[]	[X]	[]	[]	[]
Connor Nessel <i>[Signature]</i>	[]	[X]	[]	[]	[]
Robert Parrington <i>[Signature]</i>	[]	[X]	[]	[]	[]
Diane Dekker <i>[Signature]</i>	[]	[X]	[]	[]	[]
Beth Munce <i>[Signature]</i>	[]	[]	[]	[X]	[]
Joshua Cox <i>[Signature]</i>	[]	[]	[]	[]	[X]
Sofia Vitale <i>[Signature]</i>	[]	[]	[]	[]	[X]
Adam Camacho <i>[Signature]</i>	[X]	[]	[]	[]	[]
Erika Niedernhofer <i>[Signature]</i>	[]	[]	[]	[X]	[]
Roberta Blank <i>[Signature]</i>	[]	[]	[X]	[]	[]
	[]	[]	[]	[]	[]
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Numbers of members of each category	1	4	2	2	2

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

**Form F. Budget 2016-17
Earl Warren Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$9,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,037.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$80,000.00
Title I Funds	\$115,563.00
Total	\$206,600.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	595	-	720	-	703	-	693	-
Number & Percent of English Learners	26	4.4%	23	3.5%	31	4.4%	29	4.2%
Number & Percent of Long Term English Learners	13	2.2%	12	1.7%	22	3.1%	20	2.9%
Number & Percent of Redesignated Fluent English Proficient students	48	8.1%	46	6.4%	30	4.2%	32	4.6%
Number & Percent of students who are Socio-Economically Disadvantaged	74	12.4%	61	8.5%	61	8.7%	73	10.5%
Number & Percent of Special Education students	83	14.0%	79	11.0%	92	13.1%	98	14.1%

Source:

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

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

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
15-16	338	74%	77%	55%	*	38%	54%
14-15	350	85%	89%	71%	13%	41%	36%
7 th grade							
15-16	258	76%	84%	65%	10%	37%	41%
14-15	351	78%	81%	56%	*	44%	26%

Source:

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	263	351	258	350	258	96.4	98.1
Grade 8	356	341	350	338	349	338	98.3	99.1
All Grades	720	604	701	596	699	596	97.4	98.7

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2609.2	2609.8	33	35	45	41	16	16	5	8
Grade 8	2631.3	2618.6	30	29	55	45	9	20	5	7
All Grades	N/A	N/A	32	32	50	44	13	18	5	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	41	42	49	47	9	10
Grade 8	51	43	42	42	7	14
All Grades	46	43	46	44	8	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	52	52	41	40	7	9
Grade 8	47	45	48	46	5	9
All Grades	50	48	44	43	6	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	24	34	70	58	6	7
Grade 8	34	32	61	62	5	6
All Grades	29	33	66	61	5	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	45	47	49	44	6	9
Grade 8	40	45	53	46	7	9
All Grades	43	46	51	45	6	9

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	336	72%	74%	55%	*	23%	28%
14-15	351	67%	71%	50%	20%	24%	20%
7 th grade							
15-16	256	71%	75%	65%	10%	31%	30%
14-15	352	72%	73%	57%	*	28%	32%

Source:

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

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	263	352	256	351	256	96.7	97.3
Grade 8	356	341	351	336	351	336	98.6	98.5
All Grades	720	604	703	592	702	592	97.6	98

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2607.2	2614.6	38	50	34	21	19	16	9	13
Grade 8	2629.7	2635.9	42	46	25	26	25	18	9	11
All Grades	N/A	N/A	40	47	29	24	22	17	9	12

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	52	58	34	24	15	18	
Grade 8	50	52	36	32	14	15	
All Grades	51	55	35	29	15	16	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	44	49	46	38	9	14
Grade 8	44	45	47	46	9	9
All Grades	44	47	47	42	9	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	40	57	57	32	3	11
Grade 8	40	43	50	47	10	10
All Grades	40	49	53	41	7	10

Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	41.99%	34.76%	5.85%	8.8%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	6.3%	0.0%	9.5%	13.9%
14-15	4.3%	0.0%	3.4%	8.9%
13-14	6.7%	7.2%	12%	6.7%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	16	26	19	13
Suspension rate	2.2%	3.5%	2.6%	1.8%
Number of students expelled	1	0	0	0
Expulsion rate	0.1%	0%	0%	0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0%	0%	0%	0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	3.5	6.3	n/a
Adult who cares about me	n/a	5.2	6.5	6.3
Feel like part of my school.	n/a	10.5	8.8	10.8
Teachers at school treat students fairly	n/a	10.7	13.9	15.1
I do things at school that make a difference	n/a	16.2	20	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
 *Site Climate Survey results
 **CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	26	4.4%	65.4%	30.7%
14-15	23	3.5%	47.8%	34.8%
13-14	31	4.4%	71%	32.3%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	21	17	53	36	17	26	29	67	16	14	0	5		0	
8	29	19	17	43	31	67	14	31	17	14	6			13	
Total	24	18	44	38	27	36	24	41	16	14	5	4		9	

Data Source

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	21	22	25
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	21	22	25
Number Met	--	13	25
Percent Met	--	59.1%	100.0%
NCLB Target	59.0	60.5	62.0%

Met Target	--	No	Yes
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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7	20	8	17	6	22
Number Met	--	--	--	8	--	18
Percent Met	--	--	--	47.1%	--	81.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	11%	*	*	**
Percent of students who increased one proficiency	33%	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

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

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	5 (20.8%)	2 (6.5%)	2 (7.7%)	8 (20.0%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>