

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: Reno Medina
Date of this revision: October 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: November 2, 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. This year's focus is on culture, connections, and refining/reflecting on our professional practices to support all students. 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. 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)

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

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

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

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

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

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts grades 7th and 8th with a current enrollment of 601 students. The ethnic distribution of students is as follows: 74% White, 15% Hispanic, 5% Asian, 5-6% multi-ethnic. 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 Content Standards in English Language Arts in the areas of reading, writing, speaking, and listening. The courses in this department include English 7, English 7 Honors, English 8, English 8 Honors, plus a targeted intervention course, English Enrichment. The curriculum includes study of both fictional and expository reading and writing. Texts in 7th grade may include: *The Giver*, *Animal Farm*, *The Outsiders*, *A Midsummer Night's Dream* and "The Pearl". Texts in 8th grade may include: "Flowers for Algernon," *The Martian Chronicles*, *The Diary of Anne Frank*, *To Kill a Mockingbird*, *Twelfth Night*, and a war memoir focusing on courage and humanity. Both 7th and 8th will also read a selection of short stories, poetry, plays, and non-fiction texts.

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 continually collaborate to develop pacing and maintain consistency of instruction. In addition, common formative and summative assessments are being developed and used by our district's math teachers. All courses are based on the Common Core State Standards. Courses include Integrated Math A Honors, Integrated Math A College Prep, Integrated Math A Essentials, Integrated Math B Honors, Integrated Math B College Prep, and Integrated Math B Essentials. Math interventions are provided through the Essentials curriculum and through Math Lab for College Prep students. These interventions provide a valuable resource to struggling math students.

Earl Warren's science department offers courses for seventh and eighth grade students that represent a transition from the former California Content Standards to the Next Generation Science Standards (NGSS). Both 7th Grade Science and 8th Grade Science are designed to include life science, earth science, and physical science in an integrated curriculum. The Performance Expectations, Science and Engineering Practices, and Crosscutting Concepts as outlined in the NGSS are included in both courses. Courses are designed to increase students' scientific knowledge base while also fostering science literacy and skills. Earl Warren uses the district-adopted science curriculum in addition to supplemental materials to meet the needs of our students as we transition to the NGSS.

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 Next Generation (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, ASB, leadership, band, guitar, digital arts, art for new media, video film, Spanish I and II, and yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced STEM. Students may also participate in Independent Study Physical Education and surf PE to fulfill their PE requirements.

The EWMS counseling department welcomes the opportunity to work with all students. At the beginning of each school year, the counseling department coordinates activities to foster student connectedness on campus. This includes the New Student Social and Welcome Committee. The EWMS counselor also runs a weekly organizational group that relies on peer mentoring to help struggling students organize their work and study materials. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from topics such as organization, time management, and self advocacy to career exploration and preparing for high school and beyond.

The EWMS counselor is also a member of the student study team whose function is to identify students who are dealing with issues that may be interfering with learning. The team meets once a week to discuss interventions that will assist students who are struggling academically, socially, or emotionally. The counseling department also 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 need outlined in their IEP or 504. Special education offers a continuum of options of specialized academic instruction to included Fundamental courses, support classes, Learning Center, and related services. Academic support electives, before school and lunchtime Homework Hours, and Academic Support After School 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. InTouch provides all students and parents with daily communication through e-mail and phone messaging services. In addition, Earl Warren has a Title I Coordinator who assists in connecting families with supports available for students performing below grade level at EWMS.

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 that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered every two years and the results are used to develop a focus for all staff throughout the years.

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)

EWMS's student performance summary based on the present levels of student data revealed the following priority focus areas:

ACADEMICS-

EWMS students demonstrated progress in both ELA and math on 2017 CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores, but had a decline in ELA scores when compared to 2016 results.

*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 78.26%, increase of 2.26%

English Learners: 19.23%, decrease of 6.77%

Economically Disadvantaged: 38.98%, increase of 7.98%

Special Education: 43.94%, increase of 5.94%

*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 72.52%, increase of 1.52%

English Learners: 19.23%, increase of 5.23%
Economically Disadvantaged: 37.28%, increase of 8.28%
Special Education: 31.74%, increase of 5.74%

In addition, as a result of targeted intervention for students who were struggling in content area courses, EWMS yielded a significant decrease of students on the D/F list compared to 2015-16:

2015-16 % of students on the D/F list: 26%
2016-17 % of students on the D/F list: 19%, decrease of 7%

COLLEGE READINESS-

Overall, the number of students enrolled in college readiness courses increased compared to the 2016 data. In particular, more students enrolled in CTE Pathway courses as well displayed an increase in enrollment in Honors English/Math courses.

2017 # of students enrolled in CTE Pathway elective (STEM Exploration)-73 students
Baseline from 2016: 35 students

Increase of 38 students from 2016 to 2017 participating in college and career ready courses.

2016-17 % of students enrolled in Honors English
Baseline: English 56%
2017-18 data reflects 59%

2016-17 % of students enrolled in Honors Math
Baseline: Math 38%
2017-18 data reflects 43%

2016-17 % of students enrolled in below grade level Math courses
Baseline: 12.5%
2017-18 data reflects 11%
Decrease of 1.5% of students enrolled in below grade level math courses.

STUDENT SAFETY/CONNECTEDNESS

Based on the 2016-17 California Healthy Kids Survey (CAHKS), the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%). However, there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school.

English Learners: 14% do not feel like they are part of the school
Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

C. Involvement Process

Involvement Process:

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

The EWMS Leadership team collaborated and/or met with department chairs (8/25/17, 9/12/17 and 9/22/17), non-formula teaching staff (8/25/17, 9/8/17, 9/17/17, 9/26/17), counseling staff (8/25/17, 9/22/17 & 9/27/17), Title I Coordinator (8/25/17, 9/8/17, 9/20/17, and 9/26/17), ELAC(8/25/17, 9/8/17, 9/20/17, and 9/26/17); District Office staff (6/6/17, 9/8/17, 9/13/17, 9/21/17, and 9/28/17), UCSD staff (Healthy Kids Survey 6/13/17), and parent representatives (9/19/17, 9/26/17, and 10/5/17) to acquire data, analyze, conduct a needs assessment to develop student performance summary, develop goals, and action steps to address the specific goal areas.

The EWMS SSC is comprised of parents, students, teachers, administrators, and other school personnel, team who read, edited, and commented on the goals and action steps in the Single Plan for Student Achievement. The SSC meeting was held on 10/5/17.

**D. Summary of Progress Made on 2016-2017 Goals
Earl Warren Middle School**

<p>School Goal 1 (Description of 2016-17 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</p> <p>LCAP Priority Area: 1,2,4,7</p> <p>Targeted Pupil Student Group(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. *ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 78.26%, increase of 2.26% English Learners: 19.23%, decrease of 6.77% Economically Disadvantaged: 38.98%, increase of 7.98% Special Education: 43.94%, increase of 5.94%</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 72.52%, increase of 1.52% English Learners: 19.23%, increase of 5.23% Economically Disadvantaged: 37.28%, increase of 8.28% Special Education: 31.74%, increase of 5.74%</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>EWMS students demonstrated progress in both ELA and math on CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores but had a decline in ELA scores when compared to 2016 results.</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.</p> <p>This goal has been partially met. EWMS student groups of students with disabilities, Economically Disadvantaged students and English Learners demonstrated an increase of over 5% in math. Students with disabilities and Economically Disadvantaged student showed over 5% improvement in ELA scores. English Learners showed a decline of over 5% in ELA of students scoring in the Standard Met or Exceeded.</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?</p> <p>This goal will be redeveloped in the 2017-18 plan to reflected multiple measures of student achievement.</p>	

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

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

LCAP Priority Area:

4,5,7,8

Targeted Pupil Student Group(s):

ALL

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
2017 # of students enrolled in CTE elective (STEM Exploration)-73 students
Baseline from 2016: 35 students

Increase of 38 students from 2016 to 2017 participating in college and career ready courses.

2016-17 # of students enrolled in Honors English
Baseline: English 56%
2017-18 data reflects 59%

2016-17 # of students enrolled in Honors Math
Baseline: Math 38%
2017-18 data reflects 43%

2016-17 # of students enrolled in below grade level Math courses
Baseline: 12.5%
2017-18 data reflects 11%
Decrease of 1.5% of students enrolled in below grade level math courses.

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

Overall, the number of students enrolled in CTE electives and Honors English/Math courses increased.

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

Yes- Increases across all areas to address college readiness.

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?

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

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

LCAP Priority Area:

1,3,5,6

Targeted Pupil Student Group(s):

ALL (SES, ELL)

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

CHKS Results 2016-17 overall baselines:

All Students who feel safe 84.8%

All Students who feel like they are part of their school 77.3%

English Learners: 14% do not feel like they are part of the school

Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school

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

Although the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%), there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school. The actions need to be more targeted for these subgroups to assist with capturing all 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.

The goal has not been met.

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

The goal will be redeveloped to include baselines of specific subgroups (EL and Socio-Economic) to help support and monitor progress. In addition, since CAHKS in given every two years, we will develop a climate survey specific to this goal to obtain comparable data to be analyzed to address this goal.

E. Planned Improvements in Student Performance

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

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</p> <p>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 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).</p> <p>School Goal 1 (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)</p> <p>Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.</p> <p>LCAP Priority Area:</p> <p>1, 2, 4, 7, 8</p> <p>Targeted Pupil Student Group(s):</p> <p>ALL (SES, ELL, SPED)</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on the reviewed data (ref specific data sources), there is still a need to increase overall student achievement with focus improvements for targeted subgroups: EL, Economically Disadvantaged, and students in special education:</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 78.26%, increase of 2.26% English Learners: 19.23%, decrease of 6.77% Economically Disadvantaged: 38.98%, increase of 7.98% Special Education: 43.94%, increase of 5.94%</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 72.52%, increase of 1.52% English Learners: 19.23%, increase of 5.23% Economically Disadvantaged: 37.28%, increase of 8.28%</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 78.26%, increase of 2.26% Growth Target: Increase of 2% for all students.</p> <p>English Learners: 19.23%, decrease of 6.77% Growth Target: Increase of 3% for EL students</p> <p>Economically Disadvantaged: 38.98%, increase of 7.98% Growth Target: Increase of 3% for Economically Disadvantaged</p> <p>Special Education: 43.94%, increase of 5.94% Growth Target: Increase of 3% for students in special education</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline</p>

Special Education: 31.74%, increase of 5.74%

2016-17 # of students enrolled in Honors for English
 Baseline: English 56%
 2017-18 data reflects 59%

2016-17 # of students enrolled in Honors for Math
 Baseline: Math 38%
 2017-18 data reflects 43%

2016-17 # of students enrolled in below grade level Math courses
 Baseline: 12.5%
 2017-18 data reflects 11%
 Decrease of 1.5% of students enrolled in below grade level math courses.

2015-16 % of students on the D/F list: 26%
 2016-17 % of students on the D/F list: 19%, decrease of 7%

All students: 72.52%, increase of 1.52%

English Learners: 19.23%, increase of 5.23%
 Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 37.28%, increase of 8.28%
 Growth Target: Increase of 3% for Economically Disadvantaged

Special Education: 31.74%, increase of 5.74%
 Growth Target: Increase of 3% for students in special education

2016-17 # of students enrolled in Honors English
 Baseline: English 56%
 2017-18 data reflects 59%
 Growth Target: maintain at least 59%

2016-17 # of students enrolled in Honors Math
 Baseline: Math 38%
 2017-18 data reflects 43%
 Growth Target: 45%

2016-17 # of students enrolled in below grade level Math courses
 Baseline: 12.5%
 2017-18 data reflects 11%
 Decrease of 1.5% of students enrolled in below grade level math courses.
 Growth Target: Decrease by 2%

2015-16 % of students on the D/F list: 26%
 2016-17 % of students on the D/F list: 19%
 7% decrease for 16-17
 Growth Target: 16%

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

Implement during the school day interventions which includes ELA and Math intervention courses, tutoring programs, and before/after school programs as needed.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide intervention and support classes for students struggling in math:	Administration, Leadership Team, Title	\$48,000: (0.4FTE) source: Title I	Common formative assessments, SRI,	Staffing: 2017-18 School year 8/2017-

	<p>1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, SRI 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: English Enrichment, Study Skills, Math Essentials, and 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>	I Coordinator, Title I Intervention/Support teacher, Math teacher, Interventions Team, and Dept. PLC Teams.	\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections	MDTP, SBAC	6/2018 Progress Checks: Quarterly 11/2017, 1/2018, 4/2018, 6/2018 Intervention Team: Weekly meetings
2.	<p>Provide intervention and support classes for students struggling in English and Math</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. After School 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	\$16,918.00 source: Title I	Common formative assessments, SRI, MDTP, SBAC	Staffing: 2017-18 School year 8/2017-6/2018 with quarterly checks.
3.	<p>Provide intervention and support classes for students struggling in English:</p> <p>1. Administrators will work with English Enrichment teacher to establish a protocol and process for using the interim assessments.</p> <p>2. Administrators and English Enrichment 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	Staffing: 2017-18 School year 8/2017-6/2018

4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <ol style="list-style-type: none"> 1. Utilizing late start days, Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer and develop opportunities for remediation and enrichment to ensure student learning in their classrooms. 2. Administrators will work with teachers and PLC groups to identify and purchase necessary resources to meet instructional goals. 3. Provide release time and sub days for teachers to attend professional development on 21st Century Instructional Practices in their core content area. 	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	<p>\$6,190.00 Source: LCAP formative achievement \$19,808.00 Source: Title 1</p>	<ul style="list-style-type: none"> • Staff surveys • Common formative assessments, SRI, MDTP, SBAC 	2017-18 School year
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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

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

By 6/2018, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

Students Designated EL and/or Economically Disadvantaged

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.
 Based on the 2016-17 California Healthy Kids Survey (CAHKS), the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%). However, there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school.

 English Learners: 14% do not feel like they are part of the school
 Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

Growth Targets: Expected annual measurable outcomes.

 English Learners: 3% decrease in the % of students who do not feel like they are part of the school as reported in a local climate survey
 Socio-Economically Disadvantaged: 3% decrease in the % of students who do not feel like they are part of the school as reported in a local climate survey

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

EWMS will continue to provide parent and community outreach, input and education opportunities as well as provide programs and events focused on increasing a positive school climate.

	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 climate survey to collect community perception data from EWMS stakeholders (parents, community, students, staff) related to culture and student/parent connectedness for EL and/or Economically Disadvantaged.	Administration, Wellness Committee	No Cost	Local Climate Survey	Develop Climate Survey by 1/2018 Administer Climate Survey 5/2018
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include multi cultural activities	Administration and Staff	<ul style="list-style-type: none"> No Cost to develop committee Wellness 	Number of wellness activities, number of committee meetings	<ul style="list-style-type: none"> Develop Wellness Committee by 11/2017

			Activities- appx. \$5000 funded by TUPE, PTSA, and Site Budget		<ul style="list-style-type: none"> Schedule activities throughout the school year.
3.	Administrators will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness..	Administration and Staff	\$500/ PTSA TUPE Funds	Attendance at parent sessions	By 12/2017
4.	EWMS will hold at least one parent meeting at La Colonia to provide an opportunity for EL and/or Economically Disadvantage with a close to proximity opportunity to increase connectedness to the school.	Administration and Staff	\$200/Title I	Attendance and date of meeting	By 3//2018
5.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members	Administration and Staff	\$100/Title I	Dates of meetings, minutes from meetings (if needed)	By 4/2018

**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		
Erica Williams		X			
Connor Nesseler		X			
Diane Dekker		X			
Reno Medina	X				
Martha Hutchinson			X		
Dana Sisitsky				X	
Gaylin Allbaugh				X	
Sandra Brook				X	
Logan Levy					X
Halle Devine					X
Lorelei Meunier					X
Numbers of members of each category	1	3	2	3	3

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



SCHOOL SITE COUNCIL SIGN IN SHEET
Earl Warren Middle School
October 5th, 2017
3:00 p.m.
EWMS Administration Conference Room

Print Name

Sandra Broof
Dana Sisitsky
Erica Williams
Martha Hutchinson
Diane Dekker
Gaylin Ambush
Kaitlin Wood
CANDICE NESSACE
Reno Medina

Signature

[Signature]
Dana Sisitsky
[Signature]
Martha Hutchison
Diane Dekker
Gaylin Ambush
Kaitlin Wood
CANDICE NESSACE
Reno Medina

**Form F. Budget 2017-2018
Earl Warren Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$6,190.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$0.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$48,000.00
Title I Funds	\$95,808.00
Total	\$149,998.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
Total enrollment	519	100	595	-	720	-	703	-
Number & Percent of English Learners	21	4%	26	4.4%	23	3.5%	31	4.4%
Number & Percent of Long Term English Learners	16	3%	13	2.2%	12	1.7%	22	3.1%
Number & Percent of Redesignated Fluent English Proficient students	61	11.7%	48	8.1%	46	6.4%	30	4.2%
Number & Percent of students who are Socio-Economically Disadvantaged	60	11.6%	74	12.4%	61	8.5%	61	8.7%
Number & Percent of Special Education students	63	12.1%	83	14.0%	79	11.0%	92	13.1%

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
16-17	259	74%	81.5%	42.1%	16.6%	39.3%	28.9
15-16	338	74%	77%	55%	*	38%	54%
14-15	350	85%	89%	71%	13%	41%	36%
7 th grade							
16-17	270	82%	85.1%	70%	*	48.4%	56.1%
15-16	258	76%	84%	65%	10%	37%	41%
14-15	351	78%	81%	56%	*	44%	26%
<p>Source:</p> <p>California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/</p> <p>*In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented</p>							

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	364	263	274	351	258	270	350	258	270	96.4	98.1	98.5
Grade 8	356	341	266	350	338	259	349	338	259	98.3	99.1	97.4
All Grades	720	604	540	701	596	529	699	596	529	97.4	98.7	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		
	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	2609.2	2609.8	2617.9	33	35	38.52	45	41	43.70	16	16	10.37	5	8	7.41
Grade 8	2631.3	2618.6	2623.1	30	29	36.29	55	45	37.84	9	20	16.99	5	7	8.88
All Grades	N/A	N/A	N/A	32	32	37.43	50	44	40.83	13	18	13.61	5	7	8.13

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	41	42	45.19	49	47	43.70	9	10	11.11
Grade 8	51	43	45.95	42	42	42.47	7	14	11.58
All Grades	46	43	45.56	46	44	43.10	8	13	11.34

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	52	52	56.67	41	40	35.93	7	9	7.41
Grade 8	47	45	44.40	48	46	42.08	5	9	13.51
All Grades	50	48	50.66	44	43	38.94	6	9	10.40

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	24	34	29.63	70	58	61.85	6	7	8.52
Grade 8	34	32	34.36	61	62	61.00	5	6	4.63
All Grades	29	33	31.95	66	61	61.44	5	6	6.62

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	45	47	54.07	49	44	38.15	6	9	7.78
Grade 8	40	45	45.95	53	46	45.17	7	9	8.88
All Grades	43	46	50.09	51	45	41.59	6	9	8.32

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	255	70.5%	75.8%	52.5%	16.6%	22.5%	28.9%
15-16	336	72%	74%	55%	*	23%	28%
14-15	351	67%	71%	50%	20%	24%	20%
7 th grade							
16-17	269	74%	76.2%	65%	*	39.6%	52.3%
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/>

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

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	364	263	274	352	256	269	351	256	269	96.7	97.3	98.2
Grade 8	356	341	266	351	336	255	351	336	255	98.6	98.5	95.9
All Grades	720	604	540	703	592	524	702	592	524	97.6	98	97

* 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	2607.2	2614.6	2624.7	38	50	47.96	34	21	26.39	19	16	18.59	9	13	7.06
Grade 8	2629.7	2635.9	2639.2	42	46	48.63	25	26	21.96	25	18	11.76	9	11	17.65
All Grades	N/A	N/A	N/A	40	47	48.28	29	24	24.24	22	17	15.27	9	12	12.21

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	58	57.99	34	24	30.48	15	18	11.52
Grade 8	50	52	55.69	36	32	25.10	14	15	19.22
All Grades	51	55	56.87	35	29	27.86	15	16	15.27

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	44	49	51.67	46	38	37.55	9	14	10.78
Grade 8	44	45	48.63	47	46	33.33	9	9	18.04
All Grades	44	47	50.19	47	42	35.50	9	11	14.31

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	40	57	48.33	57	32	45.35	3	11	6.32
Grade 8	40	43	50.98	50	47	35.69	10	10	13.33
All Grades	40	49	49.62	53	41	40.65	7	10	9.73

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	43.44%	41.99%	34.76%	5.85%

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

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	6.0%	4.8%	13.3%	11.1%
15-16	6.3%	0.0%	9.5%	13.9%
14-15	4.3%	0.0%	3.4%	8.9%

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

Table 3.3 Discipline data

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

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

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

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

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	17	53	40	17	26	60	67	16		0	5		0		
8	19	17	39	31	67	39	31	17	11	6		6	13		6
Total	18	44	39	27	36	43	41	16	9	5	4	4	9		4

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 4.2 Reclassification Rate

	2016-17	2015-16	2014-15	2013-14
Number and percentage of students Redesignated Fluent English Proficient	31 (10.4%)	5 (20.8%)	2 (6.5%)	2 (7.7%)

Source:

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