

## **The Single Plan for Student Achievement**

School: Earl Warren Middle School  
District: San Dieguito Union High  
School District (SDUHSD)  
County-District School  
(CDS) Code): 37-68346-6061998  
Principal: Reno Medina  
Date of this revision: 05/10/2018

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

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

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The District Governing Board approved this revision of the School Plan on:

## A. School Site Information 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:**

At our Earl Warren Middle School, our goal is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & high 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 as a Title I school wide program based on a comprehensive needs assessment that identified EWMS's strengths and challenges in key areas that affect student achievement. 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. 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.

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 594 students. The ethnic distribution of students is as follows: 74% White, 15% Hispanic, 6% Asian, 5% 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.

EWMS strives to attract and retain highly qualified teachers to provide all of our students with an outstanding education. EWMS has frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the needs of all of our students. This includes Professional Learning Communities (PLC's) meeting time to review essential learning outcomes, develop common formative assessments, analyze student work, identify students needing intervention, develop reteaching plans, prioritize learning needs, and set learning goals for students. In addition, our beginning teachers participate in Beginning Teacher Support and Assessment (BTSA) and are paired with an experienced SDUHSD teacher as a support provider.

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.

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.

EWMS offers supporting programs to meet the academic, social emotional, and executive functioning needs of all students. We have a designated Intervention team comprised of teachers, counselor, Title I Coordinator, and administration that meets weekly to identify struggling students, discuss current interventions, and recommend students for Student Study Team (SST) meetings. Specifically, EWMS offers courses and programs such as Academic Lab, English Enrichment, College Readiness, Math Lab, After School Academic Support, Homework Hour, and Academic Practice Time (APT).

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 (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.

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.

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. 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 Science Test (CAST) 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 weekly 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.

EWMS parents and families have a variety of ways to meaningfully participate at school. Parents have access to parent information nights, Parent Teacher Student Association (PTSA), School Site Council (SSC), principal coffees, parent corners in our weekly Seahawk e-news messages, and English Language Advisory Committee (ELAC).

Providing a safe campus for students is a priority for the entire staff. We stand by the saying of "See Something, Say Something" and work closely with our community and local law enforcement to ensure the safety of our students. 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. We are still waiting for the 2017-18 CAASPP results as testing is currently in progress.

\*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 decrease of students on the D/F list compared to 2016-17 as of the 3rd quarter reporting period:

2016-17: The percent of students on the D/F list: 19%, decrease of 7%  
2017-18: The percent of students on the D/F list 17%, decrease of 2%

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

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (HKS) is administered every two years. In the 17-18 school year, HKS is not administered. To gather school climate data, the EWMS team developed a local climate survey. Results of the survey were positive with only 2% of students reporting that they do not feel connected to school. While overall this data shows that EWMS school climate is improving in some areas, targeted work needs to be done to address student attendance, discipline, and connectedness for target student groups.

Based on the 2016-17 California Healthy Kids Survey (CHKS), 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.

All students: 6% do not feel like they are part of the 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.

The results of our 2017-18 local climate survey indicate the following:

All Students: 82% of students felt like they were part of the school (increase of 5% from CHKS)  
EL Students: 2% of EL students reported they do not feel like they are part of the school; 2.5% EL students reported they feel school is not a safe place.  
Socio-Economically Disadvantaged: 2.7% of students do not feel like they are part of the school; 3% of students reported they feel school is not a safe place.

However, another significant finding from our local Climate Survey worth noting is that 35% of all students reported they do not regularly attend school sponsored activities such as school dances, student performances or other school activities. This is an area we will look at improving for 2018-19 to continue to support school connectedness.

Overall, the results indicate a significant increase for EL students and socio-economically disadvantaged students feeling connected and safe at school.

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate increased 1.3% in 16-17 from the prior year resulting in a rate of 3.1% (17 students). A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate. Local student information system data from the 17-18 school year shows that, to date (5/11/18), EWMS has had 20 out of school suspensions and 5

in-school suspensions, which is an increase from the 16-17 school year.

**2016-17 Suspension rates:**

All students 3.1% (+1.3%, 17 students)

English Learners 18.5% (+18.5%, 5 students)

Socioeconomically Disadvantaged 9.2% (+6.7%, 6 students)

Attendance data for EWMS shows a chronic absenteeism rate of 6.3% for 2016-17. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

**2016-17 Chronic Absenteeism rates:**

All students 6.3%

Socioeconomically Disadvantaged 12.3%

Students with Disabilities 11.5%

### **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 on a monthly basis, non-formula teaching staff on a weekly basis, counseling staff at least weekly, Title I Coordinator 8/25/17, 9/8/17, 9/20/17, and 9/26/17- and then quarterly, ELAC(8/25/17, 9/8/17, 9/20/17, and 9/26/17- and then weekly); District Office staff (6/6/17, 9/8/17, 9/13/17, 9/21/17, and 9/28/17, and than at least monthly, and parent representatives/SSC (9/19/17, 9/26/17, 10/5/17, 11/30/17, 2/22/18,4/19/18, 5/10/18) 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 were involved in the development of the Single Plan for Student Achievement through the process of gathering feedback from advisory groups and reviewing multiple outcome measures. The SSC meetings were held on 10/5/17, 11/30/17, 2/22/18, 4/19/18, and 5/24/2018

**D. Summary of Progress Made on 2017-18 Goals  
Earl Warren Middle School**

**School Goal 1**

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.

**LCAP Priority Area:**

1, 2, 4, 7, 8

**Targeted Pupil Student Group(s):**

ALL (SES, ELL, SPED)

**A. Actual Measurable Outcomes:**

Official SBAC scores will be reported once publicly released in August/September 2018.

\*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.

English Learners: 19.23%, decrease of 6.77%

Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 38.98%, increase of 7.98%

Growth Target: Increase of 3% for Economically Disadvantaged

Special Education: 43.94%, increase of 5.94%

Growth Target: Increase of 3% for students in special education

\*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%

Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 37.28%, increase of 8.28%

Growth Target: Increase of 3% for Economically Disadvantaged

**B. Summary of Progress:**

Current SBAC scores are not released until August/September 2018. However, the current data from 2017 indicates

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.

In the area of students taking Honors English, the 2017-18 data reflects a slight increase in maintaining our growth target of 59% to 59.6%. However, in the area of Honors Math, the data indicates a 1% decrease from 43% to 42% which is 3% short of our growth target for math. Also, in the area of students in below grade level math for 2017-18, the data reflects an increase of 2.8% which does not meet the growth target of decreasing by 2%. This will be an area of focus for our 2018-19 school year.

The D/F list was reviewed each grading period by counselors, administrators, and our intervention team to include our Title I coordinator. Students who were on the D/F list were invited to attend after school academic support. Although the growth target at the 3rd quarter fell short by 1% for students on the D/F list, there was a decrease in the amount of students on the D/F list by 2% which demonstrates a trend of growth. We will continue to work on providing interventions for our low performing students.

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%

4/2018: 59.6% maintained as of 4/2018

2016-17 # of students enrolled in Honors Math

Baseline: Math 38%

2017-18 data reflects 43%

Growth Target: 45%

4/2018: 42% indicating a 1% decrease in enrollment and 3% shy of the growth target.

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%

4/2018: 13.8%- increase of 2.8%- shy of our growth target.

2016-17 % of students on the D/F list: 19%

Growth Target: 16%

4/2018: 2017-18 % of students on the D/F list: 17%

### **C. Relevance:**

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. We also noticed an increase of students enrolled in below grade level math courses as well as the need to continue addressing lower performing students on our D/F lists.

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

Based on the current measurable outcomes, we will be monitoring our RFEP data and providing supports for our EL students. In addition, we noticed an increase in students taking below grade level math courses to include special education. We will monitor and implement support in this area to include professional



development.

**School Goal 2**

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

**A. Actual Measurable Outcomes:**

2016-17 Baseline Data/CHKS

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.

Outcomes:

English Learners: Pre- Climate Survey indicated 2% of EL students feel like they are not part of the school which is a 12% decrease from CHKS

\*Feeling safe at school was also surveyed and 2.5% of EL students reported not feeling safe at school.

Economic Disadvantaged: Pre- Climate Survey indicated 2.7% of Economic Disadvantaged students feel like they are not part of the school which is a 10.5% decrease from CHKS

\*Feeling safe at school was also surveyed and 3% of economically disadvantaged students reported not feeling safe at school.

**B. Summary of Progress:**

The goal of increasing the level of school connectedness for our EL and economically disadvantaged students was met and well exceeded a 3% increase. The results of our 2017-18 climate survey (pre-assessment) indicated that we had a significant decrease of 12% of students who did not feel connected to school. In addition, we had a significant decrease of 10.5% in economic disadvantaged students who did not feel connected to school. In addition to student connectedness, we also surveyed both populations in the area of feeling safe at school. The results of the survey indicated 2% of our EL and 3% of our economically disadvantage students reported not feeling safe at school which is similar to the student connectedness findings.

\*It should also be noted that for all students, the climate survey results yielded the following: 82% of students felt like they were part of the school (increase of 5% from CHKS).

**C. Relevance:**

Although the results from our climate survey demonstrate progress for our EL and economically disadvantaged students in the area of school connectedness, this continues to be an area to support for all students.

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

The goal will be redeveloped for the 2018-19 school year to include multiple measures and assessment tools.

**School Goal 3**

**LCAP Priority Area:**

**Targeted Pupil Student Group(s):**

**A. Actual Measurable Outcomes:**

**B. Summary of Progress:**

**C. Relevance:**

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

**School Goal 4**

**LCAP Priority Area:**

**Targeted Pupil Student Group(s):**

**A. Actual Measurable Outcomes:**

**B. Summary of Progress:**

**C. Relevance:**

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

## 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><b>LCAP Goal:</b></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><b>School Goal 1</b></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-economically disadvantaged students and pupils performing below grade level.</p> <p><b>LCAP Priority Area:</b></p> <p>1, 2, 4, 7, 8</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>ALL (SES, ELL, SPED)</p>
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<p><b>A. Rationale:</b></p> <p>Based on achievement data from CAASPP in ELA and math, 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><b>B. Expected Measurable Outcomes:</b></p> <p>Official SBAC scores will be reported once publicly released in August/September 2018.</p> <p>Establish a baseline from 2018 ELPAC results from which to measure future growth.</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range          All students: 78.26%          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%</p>
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Special Education: 31.74%, increase of 5.74%

2017-18 # of students enrolled in Honors for English  
Baseline: English 59%

2017-18 # of students enrolled in Honors for Math  
Baseline: Math 43%

2017-18 # of students enrolled in below grade level Math courses  
Baseline: 9%

2017-18 % of students on the D/F list:  
Baseline: 17%

**2016-17 CELDT DATA**

Advanced 38%  
Early Advanced 41%  
Intermediate 10%  
Early Intermediate 7%  
Beginning 3%

Fall 2017 LAS results:  
14 total students assessed  
Beginning: 1  
Early Intermediate: 2  
Intermediate: 7  
Proficient: 4

2016-17 Redesignated Fluent English Proficient (RFEP)  
3.8%

Growth Target: Increase of 3% for students in special education

\*Math: 2017 Percent of students scoring the standard met/exceeded range  
All students: 72.52%

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

2017-18 # of students enrolled in Honors English  
Baseline: 59%  
2018-19 Growth Target: maintain at least 59%

2017-18 # of students enrolled in Honors Math  
Baseline: 43%  
2018-19 Target: 45%

2017-18 # of students enrolled in below grade level Math courses  
Baseline: 11%  
2018-19 Target: 9%

2017-18 % of students on the D/F list: 17%  
2018-19 Target: 15%

2018: Establish a baseline from 2018 English Language Proficiency Assessments for California (ELPAC) by which to measure future growth.

**C. Strategy:**

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

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Provide intervention and support classes for students struggling in math:</p> <ol style="list-style-type: none"> <li>1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, RI results, CELDT data, LAS Links results, grade reports to identify at-risk students.</li> <li>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.</li> <li>3. Identified students are enrolled in targeted support courses or programs including: English Enrichment, Academic Lab, Reading Support, Math Essentials, and co-teaching math/English classes with special education support.</li> <li>4. Intervention team reviews student progress during weekly SST consult meetings.</li> <li>5. Teachers review student progress quarterly: RI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents.</li> <li>6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule.</li> </ol>	<p>Administration, Leadership Team, Title I Coordinator, Title I Intervention/Support teacher, Math teacher, Educational Specialist, Interventions Team, and Dept. PLC Teams.</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p> <p>\$48,000: (0.4 FTE) source: site staffing allocation</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019</p> <p>Progress Checks: Quarterly 11/2018, 1/2019, 4/2019, 6/2019</p> <p>Intervention Team: Weekly meetings</p>
2.	<p>Provide intervention and support classes for students struggling in English and Math</p> <ol style="list-style-type: none"> <li>1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day.</li> <li>2. After School Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support.</li> <li>3. APT- identify and develop targeted short term interventions</li> <li>4. 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.</li> <li>5. Offer a Homework Hour program before school, at lunch and after school for students who need additional support with assignments or re-teaching course concepts and skills.</li> <li>6. Intervention support tutors to support students struggling in math, English, and study skills.</li> <li>7. Provide an academic lab class and math essential classes to support below grade level math students and study skills.</li> </ol>	<p>Administration, Leadership Team, math, English teachers, Title I Coordinator, and Interventions Team</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p> <p>\$48,000: (0.4 FTE) source: site staffing allocation</p> <p>\$7000: Intervention Tutors Source: LCAP and Title I</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019 with quarterly checks.</p>
3.	<p>Provide intervention and support classes for students struggling in English:</p> <ol style="list-style-type: none"> <li>1. Administrators will work with Title I Coordinator, Academic Lab, and reading support teacher to establish a protocol and process for using the interim assessments.</li> <li>2. Administrators, Title I Coordinator, English Enrichment teacher, reading support teacher, and Academic Lab teacher will review student overall</li> </ol>	<p>Administration, Leadership Team, Interventions Team, English, Educational Specialist. and Dept. PLC Teams.</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019</p>

	<p>and claim level SBAC results in ELA, grade reports and RI data to identify areas of need.</p> <p>3. Teachers will administer target interim assessment to students, analyze assessment results and re-teach skills as needed.</p>		<p>\$48,000: (0.4 FTE) source: site staffing allocation</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 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.</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>Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.</p>	<p>\$6,190.00 Source: LCAP formative achievement \$9,732.00 Source: Title 1</p>	<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Common formative assessments, RI, MDTP, SBAC</li> </ul>	<p>2018-19 School year</p>



**LCAP Goal:**

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

**School Goal 2**

By 6/2019, 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

**A. Rationale:**

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (HKS) is administered every two years. In the 17-18 school year, HKS is not administered. To gather school climate data, the EWMS team developed a local climate survey. Results of the survey were positive with only 2% of students reporting that they do not feel connected to school.

As additional measures of school climate, we reviewed attendance data as well as discipline data.

Overall, our school suspension rate increased 1.3% in 16-17 from the prior year resulting in a rate of 3.1% (17 students). A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate. Local student information system data from the 17-18 school year shows that, to date (5/11/18), EWMS has had 20 out of school suspensions and 5 in-school suspensions, which is an increase from the 16-17 school year.

Attendance data for EWMS shows a chronic absenteeism rate of 6.3% for 2016-17. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

While overall this data shows that EWMS school climate is improving in some

**B. Expected Measurable Outcomes:**

- Decrease suspension rates for all students as well as overall number of suspensions school-wide.
- Decrease chronic absenteeism rate.
- Increase level of student connectedness to school and their teachers/staff, as measured by California Healthy Kids Survey.

areas, targeted work needs to be done to address student attendance, discipline, and connectedness for target student groups.

**C. Strategy:**

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		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Administrators and staff will utilize a climate survey (California Healthy Kids Survey) to collect data from EWMS stakeholders (parents, community, students, staff) related to culture, student/parent connectedness for EL and/or Economically Disadvantaged, and overall student's increasing their participation in school based activities.	Administration, Wellness Committee	No Cost	Local Climate Survey	Administer Climate Survey by 5/2019
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 suicide prevention. In addition, this includes school wide-assemblies promoting a positive culture and student connectedness at EWMS.	Administration, Wellness Committee, Title I Coordinator, and Counselor	<ul style="list-style-type: none"> <li>No Cost to develop committee</li> <li>Wellness Activities- appx. \$5000 funded by TUPE, Title I, and Site Budget</li> </ul>	Number of wellness activities, number of committee meetings	<ul style="list-style-type: none"> <li>Develop Wellness Committee by 11/2019</li> <li>Schedule activities throughout the school year.</li> </ul>
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, Staff, and Counselor	TUPE Funds, Title I, and Site Budget \$1200	Attendance at parent sessions	By 5/2019
4.	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. The focus will be on encourage our students to participate in school wide events.	Administration and Staff	\$200/Title I	Attendance and date of meeting	By 3/2019
5.	A select group EWMS staff members will receive professional development related to Restorative Practices and positive interventions for students.	Administration and Staff	\$1000/ Title I and/or Site Budget	Review of discipline records/suspension rates	By 3/2019

**LCAP Goal:**  
**School Goal 3**  
**LCAP Priority Area:**  
**Targeted Pupil Student Group(s):**

**A. Rationale:** | **B. Expected Measurable Outcomes:**

**C. Strategy:**

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

**LCAP Goal:**  
**School Goal 4**  
**LCAP Priority Area:**  
**Targeted Pupil Student Group(s):**

**A. Rationale:** | **B. Expected Measurable Outcomes:**

**C. Strategy:**

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

**F. 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	
Solange Brill				X	
Sandra Brook				X	
Logan Levy					X
Halle Devine					X
Lorelei Meunier					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

*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

~~November 30th, 2017~~ May 24, 2018

3:00 p.m.

EWMS Administration Conference Room

Print Name

Signature

Lorelei Meunier

Lorelei Meunier

Connor Nesselcer

Connor Nesselcer

Kaitlin Wood

Kaitlin Wood

Sandra Brock

Sandra Brock

Martha Klutchnison

Martha Klutchnison

Dana Sisitsky

Dana Sisitsky

Erica Williams

Erica Williams

Reno Medina

Reno Medina

Diane Decker

Diane Decker

**Form G. Budget 2018-19  
Earl Warren Middle School**

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

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$4270.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$2135.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$72,000.00</b>
Title I Funds	<b>\$97,329.00</b>
<b>Total</b>	<b>\$175,734.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with Student Group breakdown**

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
<b>Total enrollment</b>	595	-	537	100	600	100
<b>Black or African American</b>	3	0.5%	0	0.0%	0	0%
<b>American Indian or Alaska Native</b>	2	0.3%	3	0.6%	1	0.17%
<b>Asian</b>	38	6.4%	36	6.7%	32	5.33%
<b>Filipino</b>	4	0.7%	1	0.2%	1	0.17%
<b>Hispanic or Latino</b>	98	16.5%	88	16.4%	90	15.00%
<b>Native Hawaiian or Pacific Islander</b>	0	0.0%	0	0.0%	0	0%
<b>White</b>	440	74.0%	393	73.2%	447	74.50%
<b>Two or More Races</b>	0	0.0%	0	0.0%	0	0%
<b>Socioeconomically Disadvantaged</b>	74	12.4%	60	11.6%	85	14.3%
<b>English Learners</b>	26	4.4%	21	4%	23	3.9%
<b>Students with Disabilities</b>	83	14.0%	97	%	117	19.6%
<b>Foster Youth</b>		%		%	0	%

**Conclusions indicated from this data:**

- EWMS enrollment is leveling out from two years ago around 600 students. However, there is a significant increase in socioeconomically disadvantaged and students with disabilities (IEP/504).



## 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 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>2016-17</b>	259	74%	81.5%	42.1%	16.6%	39.3%	28.9
<b>2015-16</b>	338	74%	77%	55%	*	38%	54%
<b>2014-15</b>	350	85%	89%	71%	13%	41%	36%
7 <sup>th</sup> grade							
<b>2016-17</b>	270	82%	85.1%	70%	*	48.4%	56.1%
<b>2015-16</b>	258	76%	84%	65%	10%	37%	41%
<b>2014-15</b>	351	78%	81%	56%	*	44%	26%
Source: California Department of Education, <a href="https://caaspp.cde.ca.gov/">https://caaspp.cde.ca.gov/</a>							

## 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
<b>Grade 7</b>	364	263	274	351	258	270	350	258	270	96.4	98.1	98.5
<b>Grade 8</b>	356	341	266	350	338	259	349	338	259	98.3	99.1	97.4
<b>All Grades</b>	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
<b>Grade 7</b>	2609.2	2609.8	2617.9	33	35	38.52	45	41	43.70	16	16	10.37	5	8	7.41
<b>Grade 8</b>	2631.3	2618.6	2623.1	30	29	36.29	55	45	37.84	9	20	16.99	5	7	8.88
<b>All Grades</b>	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
<b>Grade 7</b>	41	42	45.19	49	47	43.70	9	10	11.11
<b>Grade 8</b>	51	43	45.95	42	42	42.47	7	14	11.58
<b>All Grades</b>	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

Conclusions based on this data:	
1.	As this was our baseline year for the CAASPP, our students as a whole performed very well compared to state and county averages with 85% of 8th graders and 78% of 7th graders meeting or exceeding standards for ELA.
2.	A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency, and it is reflected in our SPSA goals.

### 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 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>2016-17</b>	255	70.5%	75.8%	52.5%	16.6%	22.5%	28.9%
<b>2015-16</b>	336	72%	74%	55%	*	23%	28%
<b>2014-15</b>	351	67%	71%	50%	20%	24%	20%
7 <sup>th</sup> grade							
<b>2016-17</b>	269	74%	76.2%	65%	*	39.6%	52.3%
<b>2015-16</b>	256	71%	75%	65%	10%	31%	30%
<b>2014-15</b>	352	72%	73%	57%	*	28%	32%
Source: California Department of Education, <a href="https://caaspp.cde.ca.gov/">https://caaspp.cde.ca.gov/</a>							

## 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

Conclusions based on this data:	
1.	Our students as a whole performed very well compared to state and county averages with 70.59% of 8th graders and 74.35% of 7th graders meeting or exceeding standards for mathematics and 74.13% of 8th graders and 82.22% of 7th graders meeting or exceeding standards for ELA.
2.	A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency, and it is reflected in our SPSA goals.

### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2013-14	2014-15	2015-16
<b>All Students</b>	34.99	41.99	43.44

**Conclusions indicated from this data:**

1.

**Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group**

	2016-17
<b>All Students</b>	6.3
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	*
<b>Asian</b>	3.1
<b>Filipino</b>	*
<b>Hispanic or Latino</b>	6.3
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	6.5
<b>Two or More Races</b>	8.3
<b>Socioeconomically Disadvantaged</b>	12.3
<b>English Learners</b>	3.7
<b>Students with Disabilities</b>	11.5
<b>Foster Youth</b>	

**Conclusions indicated from this data:**

1.

**Table 3.3 Suspension Data**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Cumulative Enrollment</b>	1	617	557
<b>Total Suspensions</b>	0	13	20
<b>Unduplicated Count of Students Suspended</b>	0	9	17
<b>Suspension rate</b>	0.00%	1.50%	3.10%
<b>Percent of Students Suspended with One Suspension</b>	0.00%	77.80%	88.20%
<b>Percent of Students Suspended with Multiple Suspensions</b>	0.00%	22.20%	11.80%

**Conclusions indicated from this data:**

1.



**Table 3.4 Suspension Rate by Ethnicity and Student Group**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>All Students</b>	0.00%	1.50%	3.10%
<b>Black or African American</b>	*	*	*
<b>American Indian or Alaska Native</b>	*	*	*
<b>Asian</b>	0.00%	0.00%	6.30%
<b>Filipino</b>	*	*	*
<b>Hispanic or Latino</b>	4.80%	2.90%	4.20%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>White</b>	1.80%	1.30%	2.50%
<b>Two or More Races</b>	3.40%	0.00%	4.20%
<b>Socioeconomically Disadvantaged</b>	4.5%	2.5%	9.2%
<b>English Learners</b>			
<b>Students with Disabilities</b>			
<b>Foster Youth</b>	0.0%	0.0%	0.0%

**Conclusions indicated from this data:**

1.

**Table 3.5 Expulsion Data**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Cumulative Enrollment</b>	1	617	557
<b>Total Expulsions</b>	0	0	0
<b>Unduplicated Count of Students Expelled</b>	0	0	0
<b>Expulsion rate</b>	0.00%	0.00%	0.00%

**Conclusions indicated from this data:**

1.

**Table 3.6 Expulsion Rate by Ethnicity and Student Group**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>All Students</b>	0.00%	0.00%	0.00%
<b>Black or African American</b>	*	*	*
<b>American Indian or Alaska Native</b>	*	*	*
<b>Asian</b>	0.00%	0.00%	0.00%
<b>Filipino</b>	*	*	*
<b>Hispanic or Latino</b>	0.95%	0.00%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>White</b>	0.00%	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			
<b>Foster Youth</b>			

**Conclusions indicated from this data:**

1.

## Section 4: Progress Monitoring of English Learners

### California English Language Development (CELDT) Data

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

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

**Conclusions based on this data:**

1.

**Table 4.1 Enrollment by English Language Acquisition Status**

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
<b>2017-18</b>	84.0%	4.5%	3.8%	7.7%	0.0%	600
<b>2016-17</b>	83.60%	4.10%	5.00%	7.30%	0.00%	537
<b>2015-16</b>	83.00%	4.00%	4.40%	8.60%	0.00%	595

**Conclusions indicated from this data:**

1.

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

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
<b>2017-18</b>	5	0	9	9	46	69
<b>2016-17</b>	4	0	8	15	39	66
<b>2015-16</b>	6	0	5	15	51	77

\* Long-Term English Learners (LTEL)

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

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
<b>7</b>	3	0	6	5	27	41
<b>8</b>	2	0	3	4	19	28

\* Long-Term English Learners (LTEL)

**Conclusions indicated from this data:**

1.

**Table 4.4 Reclassification (RFEP) Counts and Rates**

	2015-16	2016-17	2017-18
<b>Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)</b>	11.9%	12.6%	11.4%

**Conclusions indicated from this data:**

1.