



The School 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: Justin Conn
Date of this revision: 5/21/19

The School 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 is committed to fostering balanced students who have the opportunity to thrive academically, socially, and emotionally.

Mission Statement:

At 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. The focus in 2018-19 was on engagement, kindness, and wellness to support all students. 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. 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. For the 2019-20 school year, the focus for Earl Warren will be "Seahawks CARE" (Connection, Awareness, Responsibility, and Empathy) in line with the district focus on increased Social-Emotional Learning. Working in connection with our PTSA, Earl Warren will use late starts, Academic Practice Time, and evening sessions for parents that will focus on Social-Emotional Learning and teaching the whole child.

EWMS prides itself on a robust, proactive intervention process. Our Student Study Team (SST) meets weekly to identify students who may be in need of additional academic or socio-emotional support. We have multiple student support groups that are run by our school psychologist, counselor, or speech and language pathologist. Academically, we have Homework Hour available before school, and during lunch. We have a Math Lab that is run during our Academic Practice Time (APT), and we have a bi-monthly After School Academic Support (ASAS) for students who need support with remediation and making up missed work. This proactive, diversified approach to additional student supports has led to significant decreases in D/F reports, and increases in CAASPP results - particularly with traditionally under-performing student groups.

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 school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program. School-wide 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 655 students. The ethnic distribution of students is as follows: 71.8% White, 17.0% Hispanic, 4.8% Asian, and 6.3% Multiracial. All Earl Warren students experience a challenging core curriculum that sets high standards for students. Earl Warren provides additional support for those students who have been identified as below grade-level through a number of mechanisms - including D/F grade reports, CAASPP and CAST scores, and feedback from teachers and families. Targeted academic and socio-emotional interventions are a central focus of EWMS administration and staff.

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. For example, all staff trainings this year have focused on suicide prevention and awareness, supporting students with special needs, and strategies for working with English Learners. 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, and English 8 Honors. EWMS also offers a Yearbook course for students interested in graphic design and writing.

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. EWMS Social Science classes all embrace the importance of teaching literacy across the curriculum - particularly with the introduction of Core Standards that depend upon students' abilities to engage thoughtfully with nonfiction texts.

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 California Core 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 during our first year officially transitioned to 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, and emotional 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, 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 weekly socials for students who are new to EWMS. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from 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 (Coffee-Conn), parent corners in our weekly Seahawk e-news messages, and English Language Advisory Committee (ELAC). This year, EWMS began "Channel 54" - a weekly news program to disseminate information to students regarding events on campus and special announcements.

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-

Overall, EWMS students demonstrated a minor decrease in ELA results, and a minor increase in Math; however, the closing of the achievement gap with certain targeted populations was the most significant change year-over-year.

*ELA: 2018 points above standard, growth from 2017 baseline

All students: 62.7 points above standard, increased 0.6 points

English Learners: 50 points above standard, declined 5.1 points

Economically Disadvantaged: 9.2 points above standard, increased 34.9 points

Special Education: 11.9 points below standard, declined 6.2 points

*Math: 2018 points above standard, growth from 2017 baseline

All students: 57.3 points above standard, increased 1.8 points

English Learners: 76.8 points below standard, increased 9.4 points
Economically Disadvantaged: 18.4 points below standard, increased 48.2 points
Special Education: 41.3 points below standard, decreased 0.1 points

During the first quarter of 2018-19, there has been an increase in the number of students on the D/F list compared to a year prior. The increase correlates with an increased number of students struggling in Math.

1st quarter 17-18 76 D/F Total # students = 13%

1st quarter 18-19 103 D/F Total # students= 16%

There has also been a slight increase in the percentage of students in below grade level math courses:

2017-18: 11%

2018-19: 11.5%

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 (CHKS) is administered every two years. In the 18-19 school year, CHKS is being administered, with results coming near the end of the school year. This school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families.

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 2017 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 was an area of focus for the 2018-19 school year. CHKS data will determine the effectiveness of this focus.

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate increased 0.2% in 17-18 from the prior year resulting in a rate of 3.3%. 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.

2017-18 Suspension rates:

All students 3.3% (+0.2%)

English Learners 4.2% (-14.4%)

Socioeconomically Disadvantaged 6.5% (-2.7%)

Attendance data for EWMS shows a chronic absenteeism rate of 5.3% for 2017-18. 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 5.3%

Socioeconomically Disadvantaged 8.8%

Students with Disabilities 9.6%

C. Involvement Process

Involvement Process:

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

The EWMS School Site Council (SSC) met five times over the course of the 2018-19 school year. The council is composed of students, parents, teachers, administration, and other staff. The first meeting on October 4th was focused on organizational information regarding school site council, approval of officers, and exposure to the current School Plan for Student Achievement. Each additional meeting focused on an individual goal for EWMS, and an exploration of the data associated with that goal. The fourth meeting in April was an opportunity to look through the rough draft of the SPSA, and provide meaningful feedback. The final meeting of the year was to look over the final SPSA and determine approval.

In addition, EWMS went through a thorough needs assessment with support from the district and the county office of education. This process began with an all staff meeting in January that explored data from the California Dashboard. Coming out of that meeting, there was desire to further explore alternatives to suspension, and how to further support EL students in ELA/Literacy. A committee was formed to dig further in to suspension and EL data. This committee met twice, and made additional recommendations pertaining to Positive Behavior Intervention Supports to combat a rising suspension rate, and resources that would benefit EL students as they continue to work toward improving in ELA and literacy.

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:

*ELA: 2018 points above standard, growth from 2017 baseline
All students: 62.7 points above standard, increased 0.6 points
English Learners: 50 points below standard, declined 5.1 points
Economically Disadvantaged: 9.2 points above standard, increased 34.9 points
Special Education: 11.9 points below standard, declined 6.2 points

*Math: 2018 points above standard, growth from 2017 baseline
All students: 57.3 points above standard, increased 1.8 points
English Learners: 76.8 points below standard, increased 9.4 points
Economically Disadvantaged: 18.4 points below standard, increased 48.2 points
Special Education: 41.3 points below standard, decreased 0.1 points

2017-18 # of students enrolled in Honors English
Baseline: English 59%
2018-19 data reflects no change. 59% of students are enrolled in Honors English classes as of 4/8/19.
Growth Target: maintain at least 59%

2017-18 # of students enrolled in Honors Math
Baseline: Math 43%
2018-19 data reflects 41%
Growth Target: 45%

B. Summary of Progress:

Current SBAC scores were released in September of 2018. Results are mixed in terms of achieving desired progress. English Learners continued to struggle on the ELA/literacy portion of the CAASPP exam. The decline for EL students and Students with Disabilities signals areas of concern moving forward. These areas will be addressed in new goals for the coming school year. The growth of Socio-economically disadvantaged students in both Math and English are truly remarkable. The robust interventions in place at Earl Warren - developed through the SPSA have led to significant improvements for this group of students. These students benefit from the SST process, Homework Hour, Math Lab, and After School Academic Support.

In the area of students taking Honors English, the 2018-19 data reflects essentially no change from the previous year. The goal will remain the same in this category. In the area of Honors Math, the data indicates a 2% decrease from 43% to 41% which is 4% short of our growth target for math. Also, in the area of students in below grade level math for 2018-19, the data reflects an increase of .8% which does not meet the growth target of decreasing by 2%. This will be an area of focus for our 2019-20 school year.

The D/F list was reviewed each grading period by counselors, administrators, and our intervention team, including 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 .4% 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.

4/2019: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target.

2017-18 # of students enrolled in below grade level Math courses

Baseline: 11%

2018-19 data reflects 12%

Decrease of .8% of students enrolled in below grade level math courses.

Growth Target: Decrease by 2%

4/2019: 11.8%- increase of .8%- shy of our growth target.

2017-18% of students on the D/F list: 12.2%

Growth Target: 12%

4/2019: 2018-19% of students on the D/F list at semester: 12.4%

C. Relevance:

This goal has been partially met. Math CAASPP results for all students, English Learners, and Economically Disadvantaged students all showed marked growth. The only group that had a decrease was students with disabilities. This has led the school site to reflect on the efficacy of Fundamental-level Math courses, and look to expand team-teaching opportunities for our students with disabilities.

In ELA, students with disabilities and EL students both showed decreases in performance. Again, this suggests a need to look at Fundamental English courses, and how to offer more opportunities for students to be in grade level English classes. For EL students, we made a mid-year change to add an EL-focused English 7/8 course due to the concern of performance for these students in ELA/Literacy. This course was added due to the availability of Title I funds. The hope is that this course would continue to run in future years.

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 including professional development on team-teaching models. In addition, school site council, and the needs assessment committee both recommended that Earl Warren add a third goal to the 2019-20 SPSA. This will divide out Math and English data so that it is easier to determine the efficacy of individual programs.

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. 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.

EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families.

Overall chronic absenteeism rate is 5.3%. Economically disadvantaged students are at 8.8% and EL students are at 8.3%.

Overall suspension rate is 3.3%. Economically disadvantaged

B. Summary of Progress:

2018-19 CHKS Data (7th grade only)

9% of students feel like they are not a part of the school

10% of students feel like there is NOT an adult on campus who cares about them

2% of students report feeling unsafe at school

Specific data on subgroups will be updated once available.

2019-20 Chronic absenteeism rate will decrease by .3% (5%)

2019-20 suspension rate will decrease .3% (3%)

Middle school drop out rate will maintain at 0%.

students are at 6.5% and EL students are at 4.2% - both groups saw significant decreases in suspensions.

C. Relevance:

Concerns are rising regarding the number of students who do not feel there is an adult on campus who cares about them, and do not feel like they are a part of the school. Due to the continued very low numbers of students feeling unsafe on campus, this goal will be revised to focus on school connectedness.s

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

There is a clear need present in terms of continuing to find ways to have students feel connected to school. EWMS will use APT time more regularly for team-building, and school spirit activities.

The needs assessment committee made recommendations to administration regarding alternatives to suspension. Administration and key staff will attend trainings on restorative practices and Positive Behavior Intervention Supports.

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.

LCAP Goal:

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).

School Goal 1

Annual increase in student achievement for all students in English Language Arts with focus on accelerating student learning outcomes for targeted student groups including English Learners and Students with Disabilities.

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Student Group(s):

ALL (SED, ELL, SPED)

A. Rationale:

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 and students in special education:

*ELA: 2018 points above standard, growth from 2017 baseline
All students: 62.7 points above standard, increased 0.6 points
English Learners: 50 points below standard, declined 5.1 points
Economically Disadvantaged: 9.2 points above standard, increased 34.9 points
Special Education: 11.9 points below standard, declined 6.2 points

2017-18 # of students enrolled in Honors English
Baseline: English 59%
2018-19 data reflects no change. 59% of students are enrolled in Honors English classes as of 4/8/19.
Growth Target: maintain at least 59%

B. Expected Measurable Outcomes:

Official SBAC scores will be reported once publicly released in September 2019.

ELPAC growth target: Decrease Level 2 and Level 1 to under 20% total

*ELA: 2018 points above standard
All students: 62.7 points above standard
Growth Target: Increase of 2 points for all students.

English Learners: 50 points below standard
Growth Target: Increase of 3 points for EL students

Economically Disadvantaged: 9 points above standard
Growth Target: Maintain after two years of significant growth

Special Education: 11.9 points below standard
Growth Target: Increase of 3 points

<p>2017-18 # of students enrolled in below grade level Math courses Baseline: 11% 2018-19 data reflects 12% Decrease of .8% of students enrolled in below grade level math courses. Growth Target: Decrease by 2% 4/2019: 11.8%- increase of .8%- shy of our growth target.</p> <p>2017-18% of students on the D/F list: 12.2% Growth Target: 12% 4/2019: 2018-19% of students on the D/F list at semester: 12.4%</p> <p>2017-18 ELPAC Results Level 4: 40.9% Level 3: 36.4% Level 2: 22.7% Level 1: 0%</p>	<p>2018-19 # of students enrolled in Honors English Baseline: 59% 2018-19 Growth Target: maintain at least 59%</p> <p>2018-19 % of students on the D/F list: 12.4%% 2019-20 Target: 12%</p>
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C. Strategy:

EWMS has a robust interventions program that includes options before school, during the day, and after school. This approach to interventions has kept D/F numbers low, and has led to significant improvements on CAASPP testing for economically disadvantaged students. In addition, EWMS has added additional supports for EL students in ELA/literacy, but there is a need for more. For example, students are receiving substantial supports in their ELA classwork, but do not have support in Science and Social Science classes. There is a need for tutoring support for EL students across all curricular areas.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>EWMS will continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC teams	<p>\$2135 Source: PLC Support Allocation \$2000 Source: Title I (supplemental materials and supplies)</p>	Track data from content-area PLC teams and progress on common formative assessments, D/F reports	Progress Checks: Quarterly 11/2019, 1/2020, 4/2020, 6/2020
2.	<p>Provide support classes for students struggling in English</p> <p>Targeted intervention courses in English Language Arts; Reading (Title I), Sheltered English (Title I)</p> <p>Reading a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures</p>	Administration, Leadership Team, English teachers, Title I Coordinator, and Interventions Team	<p>\$48,000: (0.4FTE) source: Title I</p>	Common formative assessments, RI, MDTP, SBAC	Staffing: 2019-20 School year 8/2019-6/2020 with quarterly checks.

	<p>including: Lexile levels, English course grade, ELPAC scores, LAS Links scores, SBAC scale scores, and teacher recommendation.</p> <p>b. Instructional strategies: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English</p> <p>c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in lexile level, increase in course grade</p>				
3.	<p>EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>	Title I Coordinator	<p>\$24,000: (0.2FTE) source: Title I (Title I Coordinator)</p> <p>\$2,000 Source: Title I (supplemental materials and supplies)</p>	Common formative assessments, RI, MDTP, SBAC	Staffing: 2018-19 School year 8/2019-6/2020
4.	Teachers and administrators will have the opportunity to attend professional development sessions on ways to increase student achievement	Administration, teachers	\$4,000 Title I	Attendance at PD, D/F rates	2019-20 school year
5.	<p>EWMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met, teacher recommendations</p> <p>b. Instructional Targets: Review targeted concepts and lessons from</p>	Teachers, tutors	<p>\$1,067.50 Source: Tutoring Support Allocation</p> <p>\$6,000 Source: Title I</p>		

	<p>grade level courses for remediation, reteaching and enrichment. Aide/tutor will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>				
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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):

All Students, with a focus on Designated EL and/or Economically Disadvantaged

A. Rationale:

2016-17 Baseline Data/CHKS (7th grade only)

3% of students feel like they are not a part of the school

7% of students feel like there is NOT an adult on campus who cares about them

2% of students report feeling unsafe at school

2018-19 CHKS Data (7th grade only)

9% of students feel like they are not a part of the school

10% of students feel like there is NOT an adult on campus who cares about them

2% of students report feeling unsafe at school

Specific data on subgroups will be updated once available.

EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families.

Overall chronic absenteeism rate is 5.3%. Economically disadvantaged students are at 8.8% and EL students are at 8.3%.

Overall suspension rate is 3.3%. Economically disadvantaged students are at 6.5% and EL students are at 4.2% - both groups saw significant decreases in suspensions.

B. Expected Measurable Outcomes:

- Decrease suspension rates for all students by 1% as well as overall number of suspensions school-wide.
- Decrease chronic absenteeism rate by 1% overall.
- Increase level of student connectedness to school and their teachers/staff.

C. Strategy:

EWMS will implement activities through Academic Practice Time, wellness weeks, and a social-emotional program (Seahawks CARE) to address safety, connectedness, and student-to-teacher relationships

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	EWMS will continue to offer Academic Practice Time where students will be able to engage in student connectedness activities led by administration - including district-funded "Second Step" materials	Administration and Teachers	none - district funded curriculum	local student survey data; discipline and attendance data	ongoing
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	none - wellness activities supported through PTSA	Number of wellness activities, number of committee meetings	ongoing
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	none - supported by PTSA	Attendance at parent sessions	ongoing
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 encouraging our students to participate in school wide events.	Administration and Staff	none	Attendance and date of meeting	ongoing
5.	A select group EWMS staff members will receive professional development related to Restorative Practices and positive interventions for students.	Administration and Staff	none - site/district budget	Review of discipline records/suspension rates	ongoing

LCAP Goal:

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

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 3

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California's academic standards), 4, (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (socioeconomic status), SPED (special education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

*Math: 2018 points above standard, growth from 2017 baseline
All students: 57.3 points above standard, increased 1.8 points
English Learners: 76.8 points below standard, increased 9.4 points
Economically Disadvantaged: 18.4 points below standard, increased 48.2 points
Special Education: 41.3 points below standard, decreased 0.1 points

2017-18 # of students enrolled in Honors Math
Baseline: Math 43%
2018-19 data reflects 41%
Growth Target: 45%
4/2019: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target.

2017-18 # of students enrolled in below grade level Math courses
Baseline: 11%
2018-19 data reflects 12%

B. Expected Measurable Outcomes:

SBAC results, points above/below standard:

All students - increase 5 points
English learners - increase 5 points
Economically disadvantaged - maintain after significant growth
Special Education - increase 5 points

Increase enrollment in Honors Math to 45%

Decrease enrollment in below grade level math courses to 11%

Decrease percent of students on D/F list to 12%

Decrease of .8% of students enrolled in below grade level math courses.
 Growth Target: Decrease by 2%
 4/2019: 11.8%- increase of .8%- shy of our growth target.

2017-18% of students on the D/F list: 12.2%
 Growth Target: 12%
 4/2019: 2018-19% of students on the D/F list at semester: 12.4%

C. Strategy:

Continue to provide targeted Math interventions to increase student learning outcomes for all students. This year, there will be an additional Math Skills B course, supported by Title I, to increase the percentage of students in grade-level math classes and overall improvement in math.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC teams	\$2,135 Source PLC Support Allocation \$2,000 Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments	Ongoing
2.	EWMS will offer targeted intervention courses in math. Targeted intervention courses in math; Math A Essentials (LCAP) and Math B Essentials (LCAP) Math A Essentials: a. Entry criteria 45-55% on MDTP SBAC math scores in standard not met Performance in 6th grade math course Math A grade (D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. c. Exit Criteria	Administration, Program Coordinators, Support Teachers	\$72,000 (.6 FTE Math Essentials) Source: LCAP non-formula sections \$24,000 (.2 FTE Math Skills) Source: Title I \$6,575 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

<p>B or higher in Math Essentials course Growth on Math A module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math B Essentials: a. SBAC math scores in standard not met Performance in 7th grade math course Math B grade (D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding.</p> <p>c. Exit Criteria B or higher in Math Essentials course Growth on Math B module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math Skills B: a. Entry Criteria SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (C/D/F)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal)</p>				
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	Student Detail Report from ST Math				
3.	<p>EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>	Title I Coordinator, teachers	<p>*Duplicated from Goal #1 costs and funding source:</p> <p>\$24,000 (.2 FTE) Source Title I (Title I Coordinator)</p>	Grade and assessment Data	Ongoing
4.	EWMS will offer interventions and support through Math Lab during APT, and Homework Hour during lunch and before school, After School Academic Support twice monthly.	Teachers	<p>\$1,067.50 Source: Tutoring Support Allocation</p> <p>Additional funding provided by PTSA</p>	Attendance at tutoring, course grades	Ongoing

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
Justin Conn	X				
Erica Williams		X			
Alexa Henning		X			
Cristy Halling		X			
Robert Parrington		X			
Dana Sisitsky				X	
Solange Brill				X	
Mary Taich					X
Luna Espinosa					X
Daniel Taich					X
Sandra Brook				X	
Martha Hutchinson			X		
Numbers of members of each category	1	4	1	3	3

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

Form G. Budget 2019-20
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
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$4270
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2135
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$72,000
Title I Funds Does Not Apply	\$169,966
Total	\$248,371