Earl Warren Middle School

155 Stevens Avenue • Solana Beach, CA 92075 • 858-755-1558 • Grades 7-8
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

School Description

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

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at 858-755-1558.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 7	346
Gr. 8	356
Total	702

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	5.8
Filipino	0.3
Hispanic or Latino	14.5
Native Hawaiian/Pacific Islander	0.1
White	74.5
Two or More Races	4.3
Socioeconomically Disadvantaged	7.8
English Learners	4.4
Students with Disabilities	13.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Earl Warren Middle School	**12-13**	**13-14**	**14-15**
Fully Credentialed			
Without Full Credential			
Teaching Outside Subject Area of Competence			
San Dieguito Union High School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Earl Warren Middle School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	97.76	2.24
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	97.76	2.24

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2008	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt Literature and Language Arts 7,8 adopted 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Algebra I, Adopted 2008; Algebra Readiness, Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Focus on Life Science, Adopted 2007; Focus on Physical Science, Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Acting One, Experiencing Dance, Design!;

School Facility Conditions and Planned Improvements (Most Recent Year)

Although it is 60 years old, Earl Warren Middle School embodies the charm of a small, well-kept campus. We use district resources to continually maintain the campus as a safe and healthy learning environment. We constantly upgrade our technology, and our state-of-the-art multimedia lab provides our students with exceptional opportunities. We are fortunate to have a joint-use (San Diego County) library on our campus. This is an incredible resource for our students.

As we continue our venture into 21st-century learning, we are dedicated to providing our students an integrated technology experience across all curricular areas. In support of this, we offer four mobile Chromebook cart labs, one stationary Chromebook lab, and a single Chromebook check-out system for student use on a daily basis.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/25/14

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	89	87	85	86	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	81	76	81	82	82	54	56	55
Math	75	73	71	61	63	64	49	50	50
HSS	81	79	74	75	73	76	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	9	9
Similar Schools	9	5	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
7	15.9	21.0	56.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	87
Male	82
Female	94
Black or African American	
American Indian or Alaska Native	
Asian	95
Filipino	
Hispanic or Latino	70
Native Hawaiian/Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	40
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School	-4	-17	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-15	-10	-20
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
We are fortunate to have active parents, 570 members whom belong to the PTSA, which coordinates the volunteer program. More than 120 parents volunteer on campus. We especially appreciate their coordination of Career Day, Spirit Day, Science Olympiad, Music Boosters, Math Club, Math Counts, Red Ribbon Week, and the Reflections arts program. The PTSA supports teachers and classroom needs with a mini-grant program, Staff Appreciation Week, appreciation events throughout the year, and it funds instructional requests from departments. Parents also participate on the School Site Council, the safety committee, and the English Learner Advisory Committee. We invite you to visit our office or school website for information about volunteering at EWMS.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
EWMS is a closed campus. All visitors are required to sign in at the administration office. Our school safety plan was reviewed and approved by the School Site Council in October. Site and district committees collaborate to carefully design a site safety plan, and the school safety committee implements and monitors safety on campus. Students and staff work cooperatively to maintain a safe and orderly campus. A campus supervisor helps the administration supervise the safety of every student. We work closely with the sheriff's department to prepare for emergencies and practice crisis intervention. We hold monthly fire, earthquake, and lockdown drills.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	1.8	2.6	3.5
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.2	1.8	1.3
Expulsions Rate	0.1	0.1	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		3	3		1	2						
English	28.9	30	31	5	3	3	7	6	4	13	14	16
Math	25.9	27	27	9	8	9	14	10	9	4	7	8
Science	32.8	34	32	1			4	5	12	16	15	9
SS	31.7	33	33	2	1	1	5	5	4	15	15	16

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,545	$42,957
Mid-Range Teacher Salary	$79,139	$69,613
Highest Teacher Salary	$99,546	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$128,174	$120,526
Average Principal Salary (HS)	$141,452	$129,506
Superintendent Salary	$215,000	$207,044
Percent of District Budget		
Teacher Salaries	40	37
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,713	$777	$4,936	$63,283
District	♦	♦	$6,146	$79,895
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			-19.7	-20.8
Percent Difference: School Site/ State			5.2	-12.4

Types of Services Funded at Earl Warren Middle School

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests, (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests, (c) an API of at least 740 or growth of at least one point.

Professional Development provided for Teachers at Earl Warren Middle School

EWMS is committed to fostering solid teaching and learning through staff development. We use district and site resources to keep teachers informed of the latest research and effective teaching strategies. Teacher-leaders assist with all staff development. School site workshops provide opportunities for collaboration within departments, between sites, and with feeder schools. Our teachers also attend conferences, learn new technologies, and collaborate on the common formative (lesson-based) assessment process. The EWMS staff meets monthly and participates in late start days in an effort to collaborate on course-alike goals. All subjects have common essential learning outcomes.