



Earl Warren Middle School

155 Stevens Avenue • Solana Beach, CA 92075 • 858-755-1558 • Grades 7-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Dieguito Union High School District

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School Description

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. To support all of our students, this year's focus is based on the word acronym C.A.R.E. (establishing CONNECTIONS, developing AWARENESS, taking RESPONSIBILITY and building EMPATHY). 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. 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. With the addition of our "Early Birds" program during late starts, and the use of curriculum from secondstep.org in our core courses, social emotional learning plays an important role in student learning every day.

EWMS prides itself on a robust, proactive intervention process. Our Intervention Team (IT) 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 support has led to significant decreases in D/F reports, and increases in CAASPP results - particularly with traditionally under-performing student groups.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	329
Grade 8	324
Total Enrollment	653

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	4.4
Filipino	0.2
Hispanic or Latino	17.2
White	72
Two or More Races	6.1
Socioeconomically Disadvantaged	15.9
English Learners	3.8
Students with Disabilities	13.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Earl Warren Middle School	17-18	18-19	19-20
With Full Credential	28	27	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for San Dieguito Union High School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Earl Warren Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials.

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	Holt Literature and Language Arts 7,8 adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	SDUHSD Piloting of SEPUP (Lawrence Hall of Science), TCI (Bring Science Alive!) and Stanford SCALE. All students have online access to resources and classroom sets of textbooks for TCI and Lab Aids that are licensed copies. SCALE is online and open-source, 2018-2019 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

2017-18 school year, Earl Warren Middle School received a brand new school facility funded by prop AA which provides a safe, state of the art, and energy efficient school for the community. EWMS uses 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 learning commons 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. EWMS is dedicated to providing our students an integrated technology experience across all curricular areas. In support of this, we offer one dedicated PC lab, eleven mobile chromebook carts, and technology ready classrooms to support student learning. As a result of the complete rebuild of EWMS, we also received solar panels on our buildings to assist with providing energy to our campus in a responsible and sustainable manner.

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary Good	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.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	79	77	80	80	50	50
Math	74	75	72	72	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	9.1	20.3	65.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	656	644	98.17	76.67
Male	318	311	97.80	66.56
Female	338	333	98.52	86.14
Asian	32	29	90.63	82.76
Filipino	--	--	--	--
Hispanic or Latino	113	110	97.35	57.27
White	468	463	98.93	80.30
Two or More Races	41	40	97.56	82.50
Socioeconomically Disadvantaged	114	112	98.25	55.86
English Learners	59	53	89.83	33.96
Students with Disabilities	88	86	97.73	34.88
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	656	647	98.63	74.50
Male	318	314	98.74	73.89
Female	338	333	98.52	75.08
Asian	32	32	100.00	81.25
Filipino	--	--	--	--
Hispanic or Latino	113	111	98.23	50.45
White	468	462	98.72	79.00
Two or More Races	41	40	97.56	82.50
Socioeconomically Disadvantaged	114	112	98.25	43.75
English Learners	59	59	100.00	25.42
Students with Disabilities	88	84	95.45	38.10
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Earl Warren Middle School has an active parent community through our PTSA who coordinate our volunteer programs. We invite you to visit, call our office (858-755-1558), and/ or access our school website (ew.sduhsd.net) for information about becoming involved as a parent at EWMS. Some examples of parent involvement at EWMS include Orientation/Readiness Day, first day of school schedule pick up, Spirit Day, Red Ribbon Week, Holiday Donation Drives, Music Boosters, Wellness Week, school-wide assemblies, field trips, and Promotion. On Late Start Mondays, we also promote our Seahawks C.A.R.E program with Early Birds activities. For the 2019-2020 School Year, EWMS is participating in the No Place for Hate program with a student-led coalition that also includes a committee with parent input. Both Early Birds and NPFH encourage student engagement, connectedness and building of a positive school climate.

Aside from volunteer opportunities, our parents support teachers and classroom needs with a mini-grant program and staff appreciation week. At EWMS, we are committed to ensuring our parents have a voice in our educational community. We have parents actively engaged with our School Site Council, English Learner Advisory Committee, and Title I program. The principal hosts periodic coffee chats with parents (Coffee-Conn), and the PTSA helps to sponsor topical speakers who present on issues such as teens and technology, student anxiety, and drug/alcohol abuse. EWMS teachers and administration see education as a true partnership between students, parents, and staff. For information regarding opportunities for parents to get involved at EWMS, contact the current PTSA President as listed on the school website.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 and makes school safety a number one priority. All visitors are required to sign in at the administration office, and our employees wear identification badges. During this school year, we began implementation of a "Raptor" system that provides a brief background check of campus visitors to further ensure student safety. Our school safety plan was reviewed and approved by the School Site Council in November, 2018. Our comprehensive safety plan was developed through collaboration with local first responders, district, and site safety committees. All staff members are responsible for implementing and monitoring safety on our 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 Solana Beach Fire Department and the San Diego Sheriff's department to prepare for emergencies and practice crisis intervention. We hold scheduled fire, earthquake, and lockdown drills to prepare our students and staff for emergency situations. Students are all trained to follow the mantra of, "See Something, Hear Something, Sense Something, Say Something."

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.0	1.8
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	653.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

* 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.

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	2	6	10	29	3	8	10	29	3	14	6
Mathematics	24	6	10	6	28	4	10	7	30	5	3	14
Science	33		4	12	33		6	12	33		8	12
Social Science	32	1	3	13	32		13	6	33		7	13

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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. All teachers participate in Professional Learning Communities (PLC) using the formative process within their departments to guide instruction and reflect on their teaching practice. Our teachers also attend conferences, learn new technologies, and collaborate on the common formative 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,756	\$52,466
Mid-Range Teacher Salary	\$103,272	\$87,373
Highest Teacher Salary	\$126,426	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$155,705	\$142,025
Average Principal Salary (HS)	\$172,215	\$153,904
Superintendent Salary	\$241,610	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,865	\$988	\$6,877	\$101,951
District	N/A	N/A	\$6229	\$103,164.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.9	-1.4
School Site/ State	-3.5	17.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with perstudent base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for Englishlearners, low-income students and foster youth. SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways. Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, Drug and Alcohol Counseling, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers. Restricted funding for EWMS includes Title I, Part A funds used to upgrade the entire educational program of the school through a Schoolwide Program. Title I funded programs and services include supplemental support courses in English and Math, an Intervention Coordinator, supplemental instructional materials, tutoring support for students within, and beyond the school day, professional development for staff as well as parent engagement activities. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.eddata.org>

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.