



Earl Warren Middle School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

San Dieguito Union High School District

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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/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

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 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/>.
- 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/guardians and community members should contact the school at 858-755-1558 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	357
Grade 8	358
Total Enrollment	715

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	7.1
Filipino	0.6
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.1
White	73.6
Two or More Races	3.6
Socioeconomically Disadvantaged	8.4
English Learners	3.4
Students with Disabilities	10.8

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	13-14	14-15	15-16
With Full Credential	36	37	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	538
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Earl Warren Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2014-15 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	100.0	0.0
Districtwide		
All Schools	97.9	2.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	97.9	2.1

* 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 2015-16)

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: July, 2015	
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 Percent of students lacking their own assigned textbook: 0
Science	Focus on Life Science, Adopted 2007; Focus on Physical Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes 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
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Acting One, Experiencing Dance, Design!; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/10/15				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/10/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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
	X			

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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.50	25.10	58.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	82	77	44
Math	69	68	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	88	87	90	86	85	85	59	60	56

* Results are for 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.

2014-15 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	85
All Student at the School	90
Male	90
Female	90
Black or African American	--
American Indian or Alaska Native	--
Asian	95
Filipino	--
Hispanic or Latino	73
Native Hawaiian or Pacific	--
White	93
Two or More Races	95
Socioeconomically Disadvantaged	61
English Learners	40
Students with Disabilities	61
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	364	351	96.4	5	16	45	33
	8	356	350	98.3	5	9	55	30
Male	7		183	50.3	8	22	43	27
	8		185	52.0	7	11	55	27
Female	7		168	46.2	3	10	47	40
	8		165	46.3	3	8	55	34
Black or African American	7		4	1.1	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		24	6.6	8	8	29	54
	8		24	6.7	17	8	21	54
Filipino	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	7		40	11.0	18	38	35	10
	8		56	15.7	16	20	52	13
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		272	74.7	3	14	47	36
	8		246	69.1	2	8	60	30
Two or More Races	7		7	1.9	--	--	--	--
	8		20	5.6	5	5	35	55
Socioeconomically Disadvantaged	7		34	9.3	21	38	41	0
	8		26	7.3	23	23	50	4
English Learners	7		7	1.9	--	--	--	--
	8		15	4.2	53	33	13	0
Students with Disabilities	7		40	11.0	28	28	35	8
	8		34	9.6	24	35	32	9
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	364	352	96.7	9	19	34	38
	8	356	351	98.6	9	25	25	42
Male	7		183	50.3	10	19	36	35
	8		186	52.2	8	21	25	47
Female	7		169	46.4	8	20	31	41
	8		165	46.3	10	28	25	36
Black or African American	7		4	1.1	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		24	6.6	8	4	33	54
	8		24	6.7	4	13	21	63
Filipino	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	7		41	11.3	24	32	22	22
	8		56	15.7	23	38	18	21
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		272	74.7	7	19	34	40
	8		247	69.4	6	23	29	42
Two or More Races	7		7	1.9	--	--	--	--
	8		20	5.6	5	10	5	80
Socioeconomically Disadvantaged	7		35	9.6	34	34	26	6
	8		26	7.3	31	50	8	12
English Learners	7		8	2.2	--	--	--	--
	8		15	4.2	33	47	7	13
Students with Disabilities	7		39	10.7	49	23	23	5
	8		34	9.6	38	38	9	15
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 who 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, Registration and Orientation, 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	2012-13	2013-14	2014-15
Suspensions Rate	2.59	3.48	2.15
Expulsions Rate	0.00	0.00	0.13
District	2012-13	2013-14	2014-15
Suspensions Rate	1.78	1.33	1.38
Expulsions Rate	0.05	0.03	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	30	31	29	3	3	3	6	4	12	14	16	10
Math	27	27	28	8	9	9	10	9	11	7	8	7
Science	34	32	32				5	12	15	15	9	7
SS	33	33	31	1	1	1	5	4	14	15	16	8

* 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.

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	599

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$44,363
Mid-Range Teacher Salary	\$79,139	\$71,768
Highest Teacher Salary	\$99,546	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,404	\$121,276
Average Principal Salary (HS)	\$142,137	\$133,673
Superintendent Salary	\$222,737	\$210,998
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Professional Development provided for Teachers

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 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 2013-14 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	\$79,667
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-19.7	-20.8
Percent Difference: School Site/ State			5.2	-12.4

* Cells with ◆ do not require data.