



# Earl Warren Middle School

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

Reno Medina, Principal  
reno.medina@sduhsd.net  
<http://ew.sduhsd.net/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### San Dieguito Union High School District

710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
[www.sduhsd.net](http://www.sduhsd.net)

#### District Governing Board

Beth Hergesheimer, President  
Maureen "Mo" Muir, Vice-President  
Joyce Dalessandro, Clerk  
Amy Herman, Trustee  
John Salazar, Trustee

#### District Administration

Eric R. Dill  
**Superintendent**  
Michael Grove, Ed.D.  
**Associate Superintendent,  
Educational Services**  
Mark Miller  
**Associate Superintendent,  
Administrative Services**  
Tina M. Douglas  
**Associate Superintendent, Business  
Services**  
Cindy Frazee  
**Associate Superintendent / Human  
Resources**

### School Description

At our Earl Warren Middle School, our goal is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & high quality educational programs in a safe and supportive environment.

### Principal's Message:

Earl Warren Middle School (EWMS) is committed to individual student achievement and success. This year's focus is on culture, connections, and refining/reflecting on our professional practices to support all students. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. EWMS offers numerous support programs to help students' academic and social/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

## 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 <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 principal or the district office.

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 7                                   | 270                |
| Grade 8                                   | 267                |
| <b>Total Enrollment</b>                   | <b>537</b>         |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0                           |
| American Indian or Alaska Native    | 0.6                         |
| Asian                               | 6.7                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 16.4                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 73.2                        |
| Two or More Races                   | 3                           |
| Socioeconomically Disadvantaged     | 11                          |
| English Learners                    | 5                           |
| Students with Disabilities          | 13.6                        |
| Foster Youth                        | 0                           |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Earl Warren Middle School                   | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | 29    |       | 28    |
| Without Full Credential                     | 0     |       | 0     |
| Teaching Outside Subject Area of Competence | 0     |       | 0     |
| San Dieguito Union High School District     | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | ♦     | ♦     | 567   |
| Without Full Credential                     | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Earl Warren Middle School  | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners                                       | 0     |       | 0     |
| Total Teacher Misassignments                                       | 0     |       | 0     |
| Vacant Teacher Positions   | 1     |       | 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

| Textbooks and Instructional Materials<br>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<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Mathematics  | SDUHSD developed materials<br>Percent of students lacking their own assigned textbook: 0   |
| Science  | Focus on Life Science, Adopted 2007; Focus on Physical Science, Adopted 2007<br>The textbooks listed are from most recent adoption: Yes<br>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<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Foreign Language   | Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Health   | Percent of students lacking their own assigned textbook: 0   |
| Visual and Performing Arts   | Percent of students lacking their own assigned textbook:   |

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)<br>Year and month in which data were collected: 8/2017 |               |      |      |   |
|--|---------------|------|------|---|
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | X             |      |      |   |
| <b>Interior:</b><br>Interior Surfaces  | X             |      |      |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation   | X             |      |      |   |
| <b>Electrical:</b><br>Electrical   | X             |      |      |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains   | X             |      |      |   |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 8/2017  |                  |             |             |   |
|---|------------------|-------------|-------------|---|
| System Inspected  | Repair Status    |             |             | Repair Needed and Action Taken or Planned |
|   | Good             | Fair        | Poor        |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | X                |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | X                |             |             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | X                |             |             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>                               |
|   | 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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| <b>ELA</b>                              | 75   | 78    | 80       | 81    | 48    | 48    |
| <b>Math</b>                             | 71   | 73    | 71       | 71    | 36    | 37    |

\* 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 Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| <b>Science</b>                                  | 90   | 84    | 85       | 84    | 56    | 54    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| <b>7</b>    | 11.7  | 22.6   | 60.8   |

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

| Group                           | Number of Students |                   | Percent of Students |                        |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
|                                 | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students                    | 341                | 332               | 97.4                | 84.3                   |
| Male                            | 179                | 174               | 97.2                | 81.6                   |
| Female                          | 162                | 158               | 97.5                | 87.3                   |
| Asian                           | 23                 | 23                | 100.0               | 91.3                   |
| Hispanic or Latino              | 44                 | 44                | 100.0               | 68.2                   |
| White                           | 261                | 252               | 96.6                | 85.7                   |
| Socioeconomically Disadvantaged | 36                 | 36                | 100.0               | 58.3                   |
| Students with Disabilities      | 42                 | 39                | 92.9                | 51.3                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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                     | 540              | 529           | 97.96          | 78.26                   |
| Male                             | 294              | 286           | 97.28          | 73.08                   |
| Female                           | 246              | 243           | 98.78          | 84.36                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 30               | 30            | 100            | 76.67                   |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 94               | 90            | 95.74          | 56.67                   |
| White                            | 389              | 384           | 98.71          | 83.33                   |
| Two or More Races                | 22               | 22            | 100            | 77.27                   |
| Socioeconomically Disadvantaged  | 63               | 62            | 98.41          | 37.1                    |
| English Learners                 | 50               | 49            | 98             | 30.61                   |
| Students with Disabilities       | 67               | 66            | 98.51          | 43.94                   |

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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>             | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|----------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                     | 540                     | 524                  | 97.04                 | 72.52                          |
| Male                             | 294                     | 282                  | 95.92                 | 68.44                          |
| Female                           | 246                     | 242                  | 98.37                 | 77.27                          |
| American Indian or Alaska Native | --                      | --                   | --                    | --                             |
| Asian                            | 30                      | 30                   | 100                   | 83.33                          |
| Filipino                         | --                      | --                   | --                    | --                             |
| Hispanic or Latino               | 94                      | 91                   | 96.81                 | 48.35                          |
| White                            | 389                     | 378                  | 97.17                 | 77.25                          |
| Two or More Races                | 22                      | 22                   | 100                   | 72.73                          |
| Socioeconomically Disadvantaged  | 63                      | 62                   | 98.41                 | 37.1                           |
| English Learners                 | 50                      | 49                   | 98                    | 26.53                          |
| Students with Disabilities       | 67                      | 63                   | 94.03                 | 30.16                          |

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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](http://ew.sduhsd.net)) for information about becoming involved as a parent at EWMS. Here are some examples of parent involvement at EWMS: Orientation/Readiness Day, first day of school schedule pick up, Spirit Day, Red Ribbon Week, Holiday Donation Drives, Science Olympiad, Music Boosters, Red Ribbon Week, Wellness Week, school-wide assemblies, field trips, and promotion. 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.

#### 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. Our school safety plan was reviewed and approved by the School Site Council in November, 2017 reflecting the new build of EWMS. 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 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.

### Suspensions and Expulsions

| School           | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 2.2     | 1.5     | 3.1     |
| Expulsions Rate  | 0.1     | 0.0     | 0.0     |
| District         | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.4     | 1.6     | 2.8     |
| Expulsions Rate  | 0.1     | 0.1     | 0.1     |
| State            | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8     | 3.7     | 3.6     |
| 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.

| 2017-18 Federal Intervention Program                |           |           |
|---|-----------|-----------|
| Indicator   | School    | District  |
| Program Improvement Status                          | Not in PI | 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 | 66.7      |           |

#### 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)                   | 1.0 |
| Library Media Services Staff (Paraprofessional)     |     |
| Psychologist  | 1.0 |
| Social Worker                                       | .5  |
| Nurse   | 1.0 |
| Speech/Language/Hearing Specialist                  | 1.0 |
| Resource Specialist                                 |     |
| Other   |     |
| Average Number of Students per Staff Member         |     |
| Academic Counselor                                  | 593 |

\* 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 (Secondary)

| Subject        | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|                | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English        | 29                 | 27      | 31      | 3                     | 5       | 2       | 12      | 14      | 6       | 10      | 4       | 10      |
| Mathematics    | 28                 | 25      | 24      | 9                     | 7       | 6       | 11      | 12      | 10      | 7       | 5       | 6       |
| Science        | 32                 | 30      | 33      |                       | 1       |         | 15      | 15      | 4       | 7       | 4       | 12      |
| Social Science | 31                 | 30      | 32      | 1                     | 1       | 1       | 14      | 13      | 3       | 8       | 6       | 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

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 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$58,245        | \$50,221                                     |
| Mid-Range Teacher Salary                       | \$97,401        | \$83,072                                     |
| Highest Teacher Salary                         | \$119,238       | \$104,882                                    |
| Average Principal Salary (ES)                  |                 |  |
| Average Principal Salary (MS)                  | \$138,738       | \$128,094                                    |
| Average Principal Salary (HS)                  | \$152,948       | \$146,114                                    |
| Superintendent Salary                          | \$235,400       | \$226,121                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 40%             | 34%  |
| Administrative Salaries                        | 5%              | 5%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 per-student 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 English-learners, 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, READI program, 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, Intervention Coordinator, supplemental instructional materials, 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.ed-data.org>.

### 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 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.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$6,873                | \$821      | \$6,052      | \$95,243               |
| District   | ♦                      | ♦          | \$5,464      | \$97,644               |
| State  | ♦                      | ♦          | \$6,574      | \$82,770               |
| Percent Difference: School Site/District                           |                        |            | 10.2         | -2.5                   |
| Percent Difference: School Site/ State                             |                        |            | -8.3         | 14.0                   |

\* Cells with ♦ do not require data.