

Earl Warren Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Earl Warren Middle School
Street	155 Stevens Avenue
City, State, Zip	Solana Beach, CA 92075
Phone Number	858-755-1558
Principal	Reno Medina
Email Address	reno.medina@sduhsd.net
School Website	ew.sduhsd.net
County-District-School (CDS) Code	37-68346-6061998

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

At Earl Warren Middle School(EWMS), 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. Earl Warren Middle School (EWMS) is committed to individual student achievement and success. To support all of our students, our mission for the 2023-24 school year is not only to strive for academic growth, but also to focus on our core values and traits: Empathy, Engagement, Kindness, Personal Responsibility, and Respect. 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.

In 2019-2020, Earl Warren Middle School earned the designation of a "No Place for Hate" school and maintained that certification through the 2022-23 school year. This designation is a reflection of our commitment to supporting equity on campus, and proactively fighting bias, racism, and bigotry in all of its forms. Through our ongoing work with "No Place for Hate" initiatives and using our SDUHSD LCAP goals as an anchor, we envision ourselves as leaders in creating inclusive learning environments that support all students. This year, we have overhauled our approach to teaching students about our core values and traits and No Place for Hate Activities. We have infused these lessons within each student's content classes during our late start Mondays. We have also rebranded "Academic Practice Time (APT)" to Homeroom and use this time to develop connections between students, as well as connecting students to their school. This is also a time for students to receive extra time to complete assignments and receive academic support.

EWMS offers numerous support programs to help students' academic and social/emotional growth. Our Intervention Team (IT) meets weekly to identify students who may be in need of additional academic or social-emotional support. Academically, we have tutoring support before school, during Homeroom, and after school. We have a Math Lab that is run during our Homeroom. We use our Title I funds to expand tutoring opportunities, and create targeted intervention classes such as Academic Lab and Math Skills that run at small numbers. Our students with disabilities receive a full continuum of options for support to include co-taught classes in content area classes. In regards to our Multilingual Learners (MLLs) we have enhanced our course offerings and support by providing target language acquisition instruction coupled with additional staffing to include a parent liaison for our MLL families. Partnering with our community continues to be a priority at EWMS. We will continue to work with our PTSA and community partners to provide additional enrichment opportunities such as Spirit Day and Red Ribbon Week activities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	221
Grade 8	273
Total Enrollment	517

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2%
Asian	3.1%
Black or African American	0.4%
Filipino	0.6%
Hispanic or Latino	19.1%
Two or More Races	12%
White	64.6%
English Learners	4.6%
Foster Youth	0.2%
Homeless	0.4%
Socioeconomically Disadvantaged	17.4%
Students with Disabilities	14.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	90.57	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	7.68	16.20	3.14	12115.80	4.41
Unknown	0.40	1.76	23.00	4.46	18854.30	6.86
Total Teaching Positions	22.70	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	95.66	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.61	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	2.45	11953.10	4.28
Unknown	0.40	1.74	19.80	3.81	15831.90	5.67
Total Teaching Positions	23.00	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.70	0.00
Total Out-of-Field Teachers	1.70	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0

Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	7th Grade: History Alive! The Medieval World and Beyond, Adopted 2022 8th Grade: History Alive! The United States Through Industrialism, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004	Yes	0
Health			0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

05/11/23 - 05/19/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	78	78	77	79	47	46
Mathematics (grades 3-8 and 11)	73	75	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	519	508	97.88	2.12	78.35
Female	255	252	98.82	1.18	84.13
Male	263	255	96.96	3.04	72.94
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	73.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	96	97.96	2.04	65.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	62	61	98.39	1.61	78.69
White	339	332	97.94	2.06	82.23
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	72.73
Socioeconomically Disadvantaged	87	85	97.70	2.30	65.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	34.78

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	520	510	98.08	1.92	74.71
Female	255	251	98.43	1.57	75.30
Male	264	258	97.73	2.27	74.42
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	81.25
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	96	97.96	2.04	59.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	62	61	98.39	1.61	81.97
White	340	333	97.94	2.06	77.48
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	72.73
Socioeconomically Disadvantaged	87	85	97.70	2.30	57.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	70	94.59	5.41	25.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.41	62.15	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	251	98.05	1.95	62.15
Female	134	132	98.51	1.49	63.64
Male	122	119	97.54	2.46	60.50
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	51.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	56.52
White	167	164	98.20	1.80	65.85
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	46	44	95.65	4.35	61.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	14.71

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.235%	97%	97.38%	96.63%	97.38%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Earl Warren Middle School has an active parent community through our PTSA which coordinates 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, "Mosey Monday" (the day before school starts), Spirit Day, Red Ribbon Week, Holiday Donation Drives, Music Boosters, Wellness Week, school-wide assemblies, field trips, and Promotion. For the last three School Years, EWMS participated in the "No Place for Hate" program with a student-led coalition that also includes a committee with parent input. NPFH encourages student and parent engagement, connectedness and building 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 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	532	61	11.5
Female	263	261	29	11.1
Male	273	270	31	11.5
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	17	17	1	5.9
Black or African American	2	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	101	101	12	11.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	65	65	6	9.2
White	348	343	42	12.2
English Learners	25	25	4	16.0
Foster Youth	1	1	0	0.0
Homeless	8	6	1	16.7
Socioeconomically Disadvantaged	97	95	11	11.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	80	15	18.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.35	3.30	4.28	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.28	0
Female	2.28	0
Male	6.23	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.15	0
White	3.74	0
English Learners	4	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.5	0

2023-24 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 through our Raptor system and our employees wear identification badges. Our comprehensive safety plan was developed through collaboration with local first responders, district, and site safety committees. The plan is updated annually, approved by School Site Council at their annual November meeting, submitted to our SDUHSD Board for approval, and shared with staff. 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."

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	2	14	4
Mathematics	29	2	11	8
Science	31		12	6
Social Science	32		6	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	1	7	9
Mathematics	26	7	12	2
Science	31		10	7
Social Science	31		14	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	1	5	10
Mathematics	27	5	8	6
Science	32	0	8	8
Social Science	32	0	9	7

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	517

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,404	\$9,021	\$5,382	\$119,872
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-181.2	9.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-34.3	20.2

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, Multilingual Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,557	\$57,234
Mid-Range Teacher Salary	\$107,956	\$95,467
Highest Teacher Salary	\$132,169	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$162,117	\$153,476
Average Principal Salary (High)	\$177,590	\$173,198
Superintendent Salary	\$288,000	\$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

Professional Development

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) 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 and/or departments meet monthly and participates in late start days in an effort to collaborate on course-alike goals. All subjects have common essential learning outcomes. The focus of staff development in 2023-24 is anchored by our LCAP goals. As a result of a recent Federal Program Monitoring visit, we have provided staff training with supporting our Multilingual Learners. In addition, as a result of our CAHKS from Spring 2023, we are also focusing on our agreed upon core values and traits to enhance student connections and a more positive school climate.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	17