



Warm Springs Middle School

39245 Calle de Fortuna • Murrieta, CA 92563 • (951) 696-3503 • Grades 6-8

Terry Picchiottino, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson

Robin Crist

Paul Diffley

Barbara Muir

Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Warm Springs Middle School serves students in grades six through eight. The mission of Warm Springs Middle School is the same as the district's mission: to inspire every student to think, to learn, to achieve, and to care. At Warm Springs we do that with P.R.I.D.E. "Purpose, Rigor, Integrity, Determination, and Empowerment"

Our school is student-centered; planning and decisions are made based on what will most benefit students. Wildcats believe in providing a nurturing and flexible environment where students build self-esteem and feel safe to explore and expand their educational boundaries.

We believe in working together in professional learning communities. Wildcats believe in being honest and taking responsibility for our own actions, "Living Above the Line." Wildcats believe in taking pride in the campus. We believe that a clean campus is a reflection of our pursuit of excellence. Wildcats believe in a school climate that is safe and secure, and establishes a culture that promotes active learning. We also believe in clear, proactive communication that promotes a healthy, positive environment where all opinions are respected. Wildcats respect themselves and others' values, beliefs, ideas, and differences. We are compassionate and kind towards others.

Terry Picchiottino, Principal

Major Achievements:

- Our Academic Performance Index API in 2013 was 844.
- 69% of our students were proficient or advanced in English/Language Arts. 59% of our students were proficient or higher in Math.
- Warm Springs Middle School offers intramural athletic competitions in several sports which help motivate students and create a high level of school spirit.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 696-3503.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	294
Gr. 7	303
Gr. 8	332
Total	929

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.2
Asian	5.0
Filipino	4.6
Hispanic or Latino	37.0
Native Hawaiian/Pacific Islander	1.4
White	39.8
Two or More Races	6.8
Socioeconomically Disadvantaged	46.2
English Learners	3.3
Students with Disabilities	13.8

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			
Warm Springs Middle School	12-13	13-14	14-15
Fully Credentialed	31	29	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
Murrieta Valley Unified School District			
	12-13	13-14	14-15
Fully Credentialed	◆	◆	1244
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Warm Springs Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	3
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	98.40	1.60
High-Poverty Schools	99.83	0.17
Low-Poverty Schools	97.99	2.01

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

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

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education (SBE) decides on the standards for all students, from kindergarten through high school, in all public schools. In 2010, a number of states across the nation adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). On August 2, 2010, California’s SBE voted to adopt the CCSS with California additions. California has committed to implementing the California CCSS and is currently part of a multi-state assessment consortium that plans on having CCSS-based assessments in place by the 2014–15 school year. More information about the California Common Core State Standards may be found on the CDE CCSS Web page at <http://www.cde.ca.gov/re/cc>

On September 4, 2013, the SBE adopted the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS).

School districts have the authority and the responsibility to conduct their own evaluation of instructional materials and to adopt the materials that best meet the needs of their students. All textbooks used in MVUSD are aligned with the State’s standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: November 20, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Prentice Hall Literature, 6-8 Adopted in 2003
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Prentice Hall California Edition Grade 6 Adopted in 2009 Prentice Hall Pre-Algebra CA Edition Adopted in 2009 Prentice Hall California Algebra I CA Edition Adopted in 2009 Prentice Hall California Algebra Readiness Adopted in 2009 McDougal Geometry Adopted in 2009
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	CPO Focus on Earth, Physical, Life Science 6-8 Adopted in 2008
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	McDougal California Social Studies 6-7 Adopted in 2007 Prentice Hall Social Studies 8 Adopted in 2007
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook:</p>	Essential Elements for Guitar Guitar 1 and 2

School Facility Conditions and Planned Improvements (Most Recent Year)

Warm Springs Middle School opened in August 2002. The school has 63 classrooms, an administration office, a food services building, three covered lunch areas, a library, three computer labs, a library with 36 computers, a multipurpose room/cafeteria, a band and choir classroom, a science building with eight science labs and a computer lab, a PE pavilion, athletic fields, and a track. The campus has ample classroom space and exceptional facilities for the number of students enrolled at the school.

The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintain landscaping on a regular weekly schedule. Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 29, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		No apparent problems.
Interior: Interior Surfaces	[X]	[]	[]		No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		No apparent problems.
Electrical: Electrical	[X]	[]	[]		No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		No apparent problems.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		No apparent problems.
Structural: Structural Damage, Roofs	[X]	[]	[]		No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	79	83	77	75	74	75	60	59	60

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

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	65	69	65	67	71	69	54	56	55
Math	58	58	52	57	59	59	49	50	50
HSS	57	54	60	60	59	61	48	49	49

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

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	7	8	8

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

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	10.9	25.6	40.8

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	77
Male	83
Female	71
Black or African American	67
American Indian or Alaska Native	
Asian	79
Filipino	100
Hispanic or Latino	68
Native Hawaiian/Pacific Islander	
White	86
Two or More Races	65
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	52
Students Receiving Migrant Education Services	

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

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	34	8	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	5	-18
Native Hawaiian/Pacific Islander			
White	38	10	-10
Two or More Races			
Socioeconomically Disadvantaged	34	11	-16
English Learners			
Students with Disabilities			-28

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parent and community involvement are encouraged through PTSA and School Site Council (SSC). The PTSA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, reward and incentive programs and activities to enhance school and community spirit. The SSC, which includes four parents and four staff members, purchases additional support curriculum materials.

The principal, Terry Picchiottino, is the contact person for parent involvement.

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

School safety is the highest priority at our school. Warm Springs has adopted and supports Character and PBIS education programs. Campus supervisors, administrators, counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency.

The district holds monthly safety meetings and our School Site Council works on our Safety Plan throughout the year. Our school has adopted a comprehensive School Safety Plan that we revise annually. The plan is presented to all staff and parents and there are numerous student assemblies that address safety issues. Warm Springs is a closed campus that is fully fenced, and a campus supervisor monitors all visitors and volunteers who enter the campus parking lot. Visitors must go through the school office for permission to be on campus.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, or other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that might occur on campus during the school day or after school hours, making our school safer and more secure. The Sprigo reporting system allows parents and students to report problems such as bullying and safety concerns online. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Trained canines provide unannounced canine searches of the campus and parking lot for drugs, alcohol, and weapons. To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, the school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster, and it aligns with the NIMS emergency system.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	7.2	3.6	5.0
Expulsions Rate	0.2	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	3.7	2.5	1.9
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A
Met API Criteria	N/A	N/A

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		85.7

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

Average Class Size and Class Size Distribution

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		22	24		39	29		35	17		17	26
English	26.3	27	26	9	7	9	6	7	7	12	12	10
Math	28	25	26	4	10	5	13	9	12	8	9	7
Science	28.3	29	28	3	4	5	13	4	9	7	15	9
SS	28.1	30	29	4	4	3	10	2	9	8	15	9

* 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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

* 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 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,339	\$41,761
Mid-Range Teacher Salary	\$68,453	\$66,895
Highest Teacher Salary	\$93,343	\$86,565
Average Principal Salary (ES)	\$115,865	\$108,011
Average Principal Salary (MS)	\$118,371	\$113,058
Average Principal Salary (HS)	\$132,233	\$123,217
Superintendent Salary	\$185,000	\$227,183
Percent of District Budget		
Teacher Salaries	44	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,101	\$914	\$4,187	\$77,664
District	♦	♦	\$5,313	\$76,169
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-21.2	2.0
Percent Difference: School Site/ State			-10.7	9.8

Types of Services Funded at Warm Springs Middle School

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately one day a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss, military support. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

Professional Development provided for Teachers at Warm Springs Middle School

All teachers in the district participate in ongoing professional development as a part of their commitment to being an educator. New teachers are supported through the Beginning Teacher Support and Assessment (BTSA) program, which allows them the time to reflect on their teaching practice with the help of a mentor teacher.

Staff development is an important element of teacher development and community building. Teachers take part in staff meetings that are used for instructional training and staff communication. Modified days are collaborative opportunities that are designed by teachers and focused on supporting student learning. Staff development days are held three times throughout the year.

Key areas of focus for the 2013-2014 school year included Mindset, Brainology, Haiku, Thinking Maps, using technology effectively to support math and language arts, response to intervention, and Professional Learning Communities and training to support the implementation of the Common Core State Standards.

Students are released from school early every Monday so staff can meet in professional learning communities to discuss student achievement and learning.