



Warm Springs Middle School

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

Terry Picchiottino, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Linda Lunn
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 AVID focused and we are in our second year of Site of Distinction. Wildcats believe in providing a nurturing and flexible environment where students build self-esteem and feel safe to explore and expand their educational boundaries. Warm Springs has adopted and supports Positive Behavioral Intervention Supports education programs.

We believe in working together in professional learning communities. Wildcats believe in the growth mindset and that all things are possible. 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:

In the third year of the California Assessment of Student Performance and Progress (CASSPP) testing, 57.6% of our students met, or exceeded standards in English Language Arts and 38.6% of our students met, or exceeded standards in Math.

AVID Site of Distinction and one year out from Demo Status

Gold Ribbon School Award

Warm Springs was selected by the Campaign for Business and Education Excellence as a 2016 Honor Roll School for raising student achievement and closing achievement gaps.

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

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 6	283
Grade 7	301
Grade 8	293
Total Enrollment	877

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.6
Asian	4.8
Filipino	3.2
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	0.8
White	36.4
Two or More Races	8.2
Socioeconomically Disadvantaged	42.9
English Learners	6
Students with Disabilities	18.5
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Warm Springs Middle School	15-16	16-17	17-18
With Full Credential	32	36	37
Without Full Credential	3	2	0
Teaching Outside Subject Area of Competence	2	3	0
Murrieta Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Warm Springs Middle School	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	1	1	3
Vacant Teacher Positions	1	0	2

* "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)

All textbooks used in MVUSD are aligned with the State of California'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: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature {Ca} Timeless Voices, Timeless Themes Copper Level (Prentice Hall) Grade 6 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Bronze Level (Prentice Hall) Grade 7 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2002 READ 180 Level B (Scholastic) Grades 6-8 Adopted 2006 System 44 (Scholastic) Grades 6-8 Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 Algebra 1 {Ca} (Pearson) Adopted 2008 Advanced Mathematics I (mathematics vision project) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} Pearson Grade 8 Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Essential Elements for Guitar Guitar 1 and 2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: June 22, 2017				
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 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
ELA	56	57	61	61	48	48
Math	37	37	46	46	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
Science	77	79	71	66	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
7	16.6	25.3	17.6

* 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	315	302	95.9	79.1
Male	176	165	93.8	80.6
Female	139	137	98.6	77.4
Black or African American	17	16	94.1	62.5
Asian	14	13	92.9	69.2
Filipino	12	12	100.0	91.7
Hispanic or Latino	125	119	95.2	72.3
White	118	114	96.6	86.8
Two or More Races	24	23	95.8	87.0
Socioeconomically Disadvantaged	133	124	93.2	72.6
Students with Disabilities	48	42	87.5	40.5

* 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	893	869	97.31	56.5
Male	458	440	96.07	49.32
Female	435	429	98.62	63.87
Black or African American	58	57	98.28	42.11
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	71.11
Filipino	28	27	96.43	88.89
Hispanic or Latino	363	354	97.52	48.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	312	304	97.44	64.14
Two or More Races	76	74	97.37	58.11
Socioeconomically Disadvantaged	377	365	96.82	45.21
English Learners	93	92	98.92	36.96
Students with Disabilities	168	155	92.26	12.26
Foster Youth	--	--	--	--

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	893	869	97.31	37.4
Male	458	440	96.07	35.91
Female	435	429	98.62	38.93
Black or African American	58	57	98.28	14.04
American Indian or Alaska Native	--	--	--	--
Asian	45	45	100	60
Filipino	28	27	96.43	62.96
Hispanic or Latino	363	354	97.52	27.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	312	304	97.44	48.68
Two or More Races	76	74	97.37	32.43
Socioeconomically Disadvantaged	377	365	96.82	28.22
English Learners	93	92	98.92	25
Students with Disabilities	168	155	92.26	7.74
Foster Youth	--	--	--	--

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)

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 State priority: School Climate (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. 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 be screened using the Raptor background checking system and 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. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's

Megan's Law database as well as all 50 states' sex offender databases. 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	2014-15	2015-16	2016-17
Suspensions Rate	4.3	5.1	2.5
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
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		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	3.5
Other	.5
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.

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	25	25	21	11	7	12	3	10	14	13	7	4
Mathematics	27	25	21	6	7	14	5	13	11	12	6	6
Science	30	29	27	4	3	6	3	7	10	14	10	7
Social Science	31	27	27	3	3	3	4	10	15	12	7	3

* 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

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district’s commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district’s Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings/PD trainings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC’s). WSMS also incorporates Data Talk days twice a year to look at data and norm testing. This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and TTM math. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2017 – 2018 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6435	1345	5090	83981
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-24.7	-1.7
Percent Difference: School Site/ State			-22.6	6.0

* Cells with ♦ do not require data.

Types of Services Funded

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.

Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. 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.

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.