

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

El Segundo Middle

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	El Segundo Middle	District Name	El Segundo Unified
Street	332 Center St.	Phone Number	(310) 615-2650cx 225
City, State, Zip	El Segundo, CA 90245	Web Site	http://www.elsegundousd.com
Phone Number	(310)615-2690	Superintendent	Geoff Yantz
Principal	Dave Lubs	E-mail Address	gyantz@esud.k12.ca.us
E-mail Address	dlubs@esud.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Vision:

El Segundo Middle School prepares students for high school and their future.

Mission:

ESMS provides an educational experience for children that is physically safe, emotionally nurturing, and intellectually stimulating, while integrating school, child, family, and community.

ESMS is located in a small coastal community of over 16,000 residents. The Pacific Ocean, LAX Airport, Chevron Oil Refinery, and large corporate business centers border the city. The unique position creates a small hometown atmosphere with a strong sense of community amidst a larger, metropolitan area. The El Segundo community takes special pride in its schools.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Curriculum at ESMS supports cultural awareness on a regular basis and is enhanced through a focus on technology. The school is comprehensive in meeting the educational needs of sixth, seventh, and eighth grade students. Classes are arranged on a traditional September to June schedule. Professional Learning Community meetings are programmed into the weekly minimum days on Mondays, followed by extended school days in order to bank time for the remainder of the school week. Approximately 800 students are currently enrolled during the 2007-08 school year.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Dave Lubs

Contact Person Phone Number: 310-615-2690

Parents may become involved with school activities through many avenues. The PTSA strongly supports the ESMS academic programs. They raise funds for program support, but also give hours of time to supervise students, tutor those working below grade level, and provide clerical assistance in our teachers' workroom. Parents can be seen on campus on a daily basis, however if you are a working parent and would like to be of assistance after school hours, please contact either your classroom teacher directly or our PTSA president to see how you can help. You are always welcome at ESMS - parent, student, school - together we can make a difference!

The business community is very involved in El Segundo, and in 1983 the El Segundo Educational Foundation was founded to raise supplemental funding for the school system. Other local community businesses providing support to ESMS include but are not limited to El Segundo Chamber of Commerce, Marcy Dugan Photography, Bell Event Services, Chevron, and Altas Pool and Decking.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 6	259	Grade 8	275
Grade 7	266	Total Enrollment	800

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	5.00%	White (Not Hispanic)	60.88%
Asian	7.50%	Multiple or No Response	8.50%
Filipino	1.00%	Economically Disadvantaged	11.00%
Hispanic or Latino	18.00%	English Learners	1.00%
Pacific Islander	0.50%	Students With Disabilities	7.00%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	30.1	4.0	8.0	14.0	29.6	4.0	14.0	10.0	31	1.0	16.0	10.0
Mathematics	31.4	1.0	12.0	12.0	30.1	3.0	10.0	12.0	33	1.0	8.0	13.0
Science	32.5	--	7.0	11.0	33.9	--	6.0	17.0	32	1.0	8.0	15.0
Social Science	32.3	2.0	9.0	24.0	32.1	--	16.0	13.0	32	--	11.0	13.0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Safety of students and staff is a primary concern of El Segundo Middle School. El Segundo Middle School employs noon duty supervisors to monitor students during their lunch break. Teachers and the Principal supervise students before school and during regularly scheduled breaks. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor pass at all times. The School Site Safety plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Student Association; the revisions are then shared with the entire staff each Fall. Key elements to the safety plan include evacuation plans and drills, shelter-in-place, dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS Model (Standardized Emergency Management System). The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.10%	0.06%	0.06%	0.05%	0.05%	0.05%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

El Segundo Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff help keep the campus clean and litter-free. The administration works daily with three full-time custodians to develop cleaning schedules that ensure a clean, safe, and functional learning environment in compliance with the Williams Lawsuit mandates.

A scheduled maintenance program is administered by El Segundo Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by El Segundo Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used via email to superintendent secretary and director of maintenance. Emergency repairs are given the highest priority. Repair requests are completed efficiently and in the order prioritized by the school district staff.

The State School Deferred maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year, ESUSD has budgeted \$115,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2005-06 school year, the board did not approve any deferred maintenance projects for ESMS.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	31	32	150
Without Full Credential	1	1	0	2
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.9%	5.1%
All Schools in District	95.0%	5.0%
Low-Poverty Schools in District	94.7%	5.3%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	2.0	400

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Publisher: McDougal/Littell Year Adopted: 2004	0
Mathematics	Publisher: SRA/McGraw Hill Year Adopted: 99-00 (Grade 6) Publisher: Prentice Hall Year Adopted: 2001 (Grade 7 & 8)	0
Science	Publisher: Prentice Hall Year Adopted: 2001	0
History-Social Science	Publisher: Prentice Hall Year Adopted: 2007	0
Foreign Language	Publisher: Glencoe/McGraw Hill (Level III) Year Adopted: 2000 Publisher: Glencoe/McGraw Hill (Level I & II) Year Adopted: 2003	0
Health	Publisher: Kendall Hunt Year Adopted: 1993	0
Science Laboratory Equipment (grades 9-12)	N/A	0

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,766.00	\$2,225.00	\$5,541.00	\$60,915.00
District	--	--	--	\$63,505.00
Percent Difference - School Site and District	--	--	--	4%
State	--	--	\$4,943.00	\$56,613.00
Percent Difference - School Site and State	--	--	-12%	-8%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general state funding, El Segundo Unified School District received approximately \$2286.88 per student in state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA ROC/P Entitlement
- Peer Assistance & Review 10th Grade Counseling
- Economic Impact Aid Gifted & Talented Pupils
- School Improvement Program Instructional Materials
- Special Education Master Plan
- School Safety Block Grant
- Class Size Reduction (K-3rd & 9th)
- Special Education Transportation
- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficient
- Title IV, Safe & Drug Free Schools & Communities
- Title V, Innovative Programs
- Vocational Education, Handicapped Students
- California Public Schools Library Act
- Instructional Time & Staff Development Reform
- Federal, Special Education, Discretionary Grants
- Federal, Special Education, Entitlement per UDC
- Federal, Drug/Alcohol/Tobacco Funds
- Tobacco Use & Prevention Education (TUPE)

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,096.00	\$36,572.00
Mid-Range Teacher Salary	\$63,734.00	\$55,815.00
Highest Teacher Salary	\$79,878.00	\$70,985.00
Average Principal Salary (Elementary)	\$99,036.00	\$86,995.00
Average Principal Salary (Middle)	\$97,330.00	\$90,820.00
Average Principal Salary (High)	\$109,897.00	\$96,447.00
Superintendent Salary	\$180,000.00	\$128,495.00
Percent of Budget for Teacher Salaries	41.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	69%	73%	71%	68%	69%	69%	40%	42%	43%
Mathematics	67%	70%	66%	57%	61%	62%	38%	40%	40%
Science	--	55%	62%	47%	62%	70%	27%	35%	38%
History-Social Science	63%	65%	70%	54%	53%	56%	32%	33%	33%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	81%	74%	--	--
Asian	84%	86%	85%	88%
Filipino	67%	67%	--	--
Hispanic or Latino	60%	56%	46%	60%
Pacific Islander	--	--	--	--
White (Not Hispanic)	73%	66%	63%	70%
Male	65%	66%	65%	68%
Female	77%	66%	60%	72%
Economically Disadvantaged	60%	52%	58%	59%
English Learners	--	--	--	--
Students With Disabilities	20%	19%	24%	24%

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	69%	74%	73%	66%	68%	68%	41%	42%	42%
Mathematics	78%	77%	80%	78%	79%	79%	52%	53%	53%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	83%	83%
Asian	96%	93%
Filipino	--	--
Hispanic or Latino	62%	75%
Pacific Islander	--	--
White (Not Hispanic)	72%	79%
Male	66%	79%
Female	81%	82%
Economically Disadvantaged	55%	58%
Students With Disabilities	20%	40%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	65.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	9	9
Similar Schools	8	10	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	9	18	1	857
Hispanic or Latino	--	10	16	806
White (Not Hispanic)	11	22	-5	862
Economically Disadvantaged	--	0	-23	797

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at El Segundo Middle School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: UCLA Writing Project, Technology, and differentiated instructional strategies.

All teachers may participate in El Segundo Unified School District's Peer Assistance and Review (PAR) program. The primary goal of the PAR program is to provide newer teachers and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA).