

Windsor Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.

Brian Williams, Principal

 Principal, Windsor Middle

About Our School

Welcome to Windsor Middle School!

This is my first year at Windsor Middle School and I can say with great confidence that this is a school full of staff that truly cares about and enjoys the Middle School aged student.

Middle School presents students with a transition from self contained classrooms to departmentalized learning. While this can be a challenge for some students, staff anticipate and embrace the challenge and encourage students to embrace their middle school years and make them their best.

We view and work with students in terms of their academic, social, physical, and emotional selves, and help guide them along the way.

We strive to meet the unique needs of each child through a positive working relationship amongst staff, students, and parents.

Independence, responsibility, good decision-making, and a love of learning are developed and encouraged. The educational program offered is intended to provide a dynamic, student-centered curriculum that aligns with the Common Core Standards and focuses on continuous improvement.

I am thrilled to be the principal of Windsor Middle School!

Go Spartans!

Brian Williams

Contact

Windsor Middle
9500 Brooks Rd. South
Windsor, CA 95492-7912

Phone: 707-837-7737
E-mail: bwilliams@wusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Windsor Unified
Phone Number	(707) 837-7701
Superintendent	Steven Jorgensen
E-mail Address	sjorgensen@wusd.org
Web Site	http://www.wusd.org

School Contact Information (School Year 2016-17)	
School Name	Windsor Middle
Street	9500 Brooks Rd. South
City, State, Zip	Windsor, Ca, 95492-7912
Phone Number	707-837-7737
Principal	Brian Williams, Principal
E-mail Address	bwilliams@wusd.org
County-District-School (CDS) Code	49753586052351

Last updated: 1/31/2017

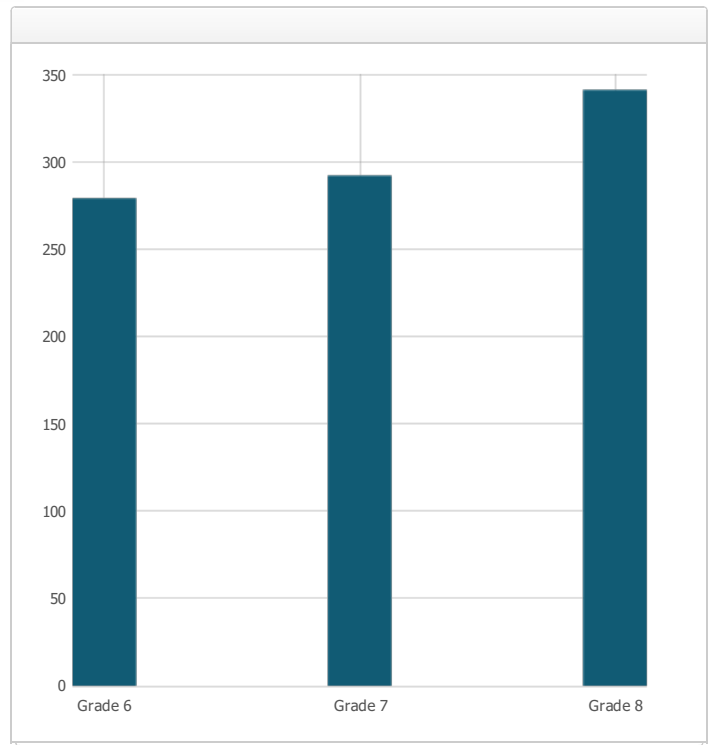
School Description and Mission Statement (School Year 2016-17)

The mission of Windsor schools is to provide a safe, secure, supportive, and nurturing environment for all students. We aim to provide our students with the essential tools for learning, model ideal behavior in our style of teaching, and challenge our students to become self-motivated, lifelong learners. Windsor Middle School (WMS) students will acquire the basic skills of knowledge, along with the thinking skills needed for problem solving and decision making relevant to a changing world. We expect our students to exhibit personal and social maturity through responsible behavior, developed from an understanding, respect for the diversity of all life, and genuine caring for others. Windsor Middle School holds the honor of being selected as a California Distinguished School in 2001 and 2009. During the 2004-05 school year, WMS was the only middle school in California to win the prestigious Golden Bell Award for our innovative Archaeological Dig unit of study in seventh grade. A new music building opened in fall 2011. Windsor Middle School has an enrollment of approximately 900 sixth, seventh, and eighth grade students. The ethnic composition of the school is predominantly Caucasian, 30 percent of our student population is Hispanic, and other ethnicities make up less than 10 percent. This year the WMS staff is excited to be implementing Common Core standards to our students!

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	279
Grade 7	292
Grade 8	341
Total Enrollment	945

*Last updated: 2/2/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	41.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	52.0 %
Two or More Races	0.9 %
Other	5.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.5 %
English Learners	11.2 %
Students with Disabilities	18.1 %
Foster Youth	0.0 %

Last updated: 2/2/2017

A. Conditions of Learning

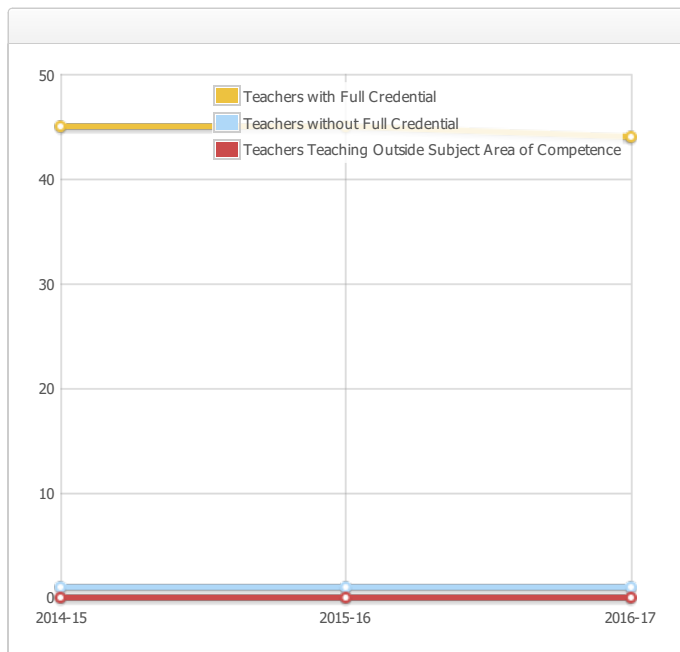
State Priority: Basic

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

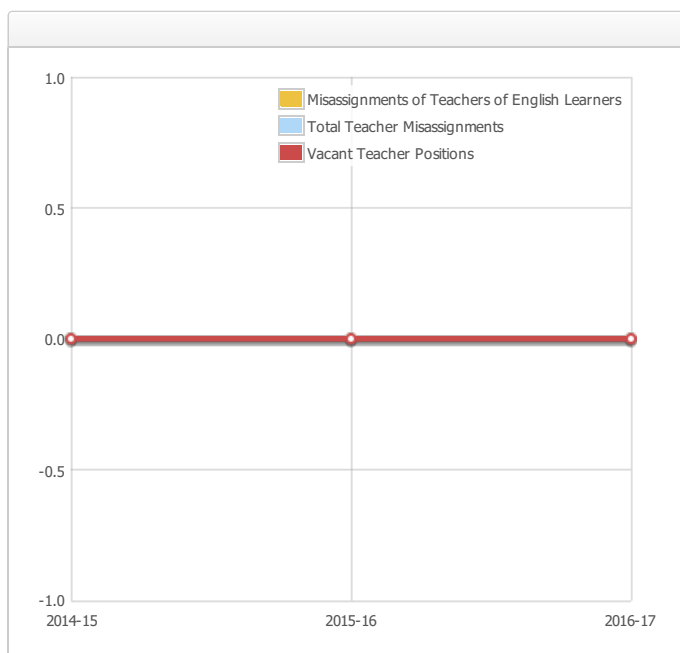
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	45	44	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 2/2/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	82.0%	19.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: 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.

Last updated: 2/2/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell: Language of Literature CA (8th) McDougal Littell: Language of Literature CA (7th) Houghton Mifflin: Reading CA Triumphs (6th)	No	0.0 %
Mathematics	CPM - College Prep Math (6-8)	Yes	0.0 %
Science	Prentice Hall: Focus on Physical Science CA ed (8th) Prentice Hall: Focus on Life Science CA ed (7th) Prentice Hall: Focus on Earth Science CA ed (6th)	No	0.0 %
History-Social Science	TCI: History Alive! US Through Industrialism (8th) TCI: History Alive! Medieval World and Beyond (7th) TCI: History Alive! The Ancient World (6th)	No	0.0 %
Foreign Language	McDougal Littell: En Espanol: CA ed	No	0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2017

School Facility Conditions and Planned Improvements

4' Cabinets and bookshelves to be secured. Planter boxes to be repaired.

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	4' Cabinets need to be secured, 4' Booksheves need to be secured
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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Last updated: 2/2/2017

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	35.0%	33.0%	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	27.0%	24.0%	28.0%	30.0%	34.0%	36.0%

Note: 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.

Last updated: 2/2/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	278	96.9%	26.4%
Male	137	134	97.8%	18.2%
Female	150	144	96.0%	34.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	114	96.6%	11.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	134	98.5%	38.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	109	95.6%	12.3%
English Learners	35	32	91.4%	--
Students with Disabilities	59	56	94.9%	3.6%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	296	99.0%	33.5%
Male	155	153	98.7%	27.8%
Female	144	143	99.3%	39.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	132	130	98.5%	19.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	154	99.4%	46.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	118	98.3%	15.7%
English Learners	35	35	100.0%	5.9%
Students with Disabilities	52	51	98.1%	10.2%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	357	344	96.4%	36.7%
Male	184	177	96.2%	27.4%
Female	173	167	96.5%	46.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	142	135	95.1%	23.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	192	97.5%	47.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	122	98.4%	15.0%
English Learners	31	31	100.0%	--
Students with Disabilities	62	58	93.6%	7.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	282	98.3%	17.6%
Male	137	134	97.8%	16.7%
Female	150	148	98.7%	18.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	118	100.0%	3.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	134	98.5%	29.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	112	98.3%	1.8%
English Learners	35	35	100.0%	--
Students with Disabilities	59	58	98.3%	3.5%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	295	98.7%	30.3%
Male	155	152	98.1%	27.8%
Female	144	143	99.3%	32.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	132	129	97.7%	17.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	154	99.4%	42.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	117	97.5%	12.1%
English Learners	35	34	97.1%	2.9%
Students with Disabilities	52	50	96.2%	10.2%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	357	343	96.1%	24.9%
Male	184	176	95.7%	24.0%
Female	173	167	96.5%	25.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	142	135	95.1%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	191	97.0%	33.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	121	97.6%	8.3%
English Learners	31	31	100.0%	--
Students with Disabilities	62	57	91.9%	3.5%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 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.

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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59.0%	64.0%	62.0%	58.0%	58.0%	53.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	356	323	90.7%	61.6%
Male	184	170	92.4%	62.4%
Female	172	153	89.0%	60.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	124	87.9%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	185	93.9%	74.1%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	124	112	90.3%	45.5%
English Learners	31	28	90.3%	14.3%
Students with Disabilities	61	54	88.5%	53.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.2%	20.8%	9.0%

Note: 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.

Last updated: 2/2/2017

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 2016-17)

Windsor Middle School has a three hour a day Volunteer Coordinator to facilitate volunteer opportunities on campus. Parents are encouraged to get involved on campus and can be seen in our copy center, as chaperones, helping in classrooms, supervising break and helping in the office. If you are interested in volunteer opportunities, contact us at 837-7737.

State Priority: Pupil Engagement

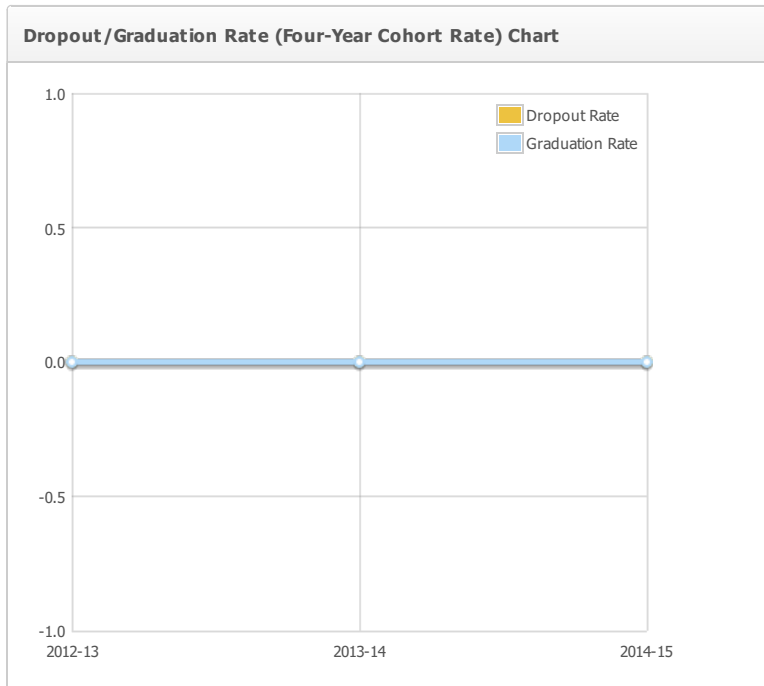
Last updated: 2/2/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	89.30	90.00	89.40	80.44	80.95	82.27



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	94	85
Black or African American	--	86	77
American Indian or Alaska Native	--	50	75
Asian	--	100	99
Filipino	--	100	97
Hispanic or Latino	--	90	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	98	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	49	77
English Learners	--	83	51
Students with Disabilities	--	94	68
Foster Youth	--	--	--

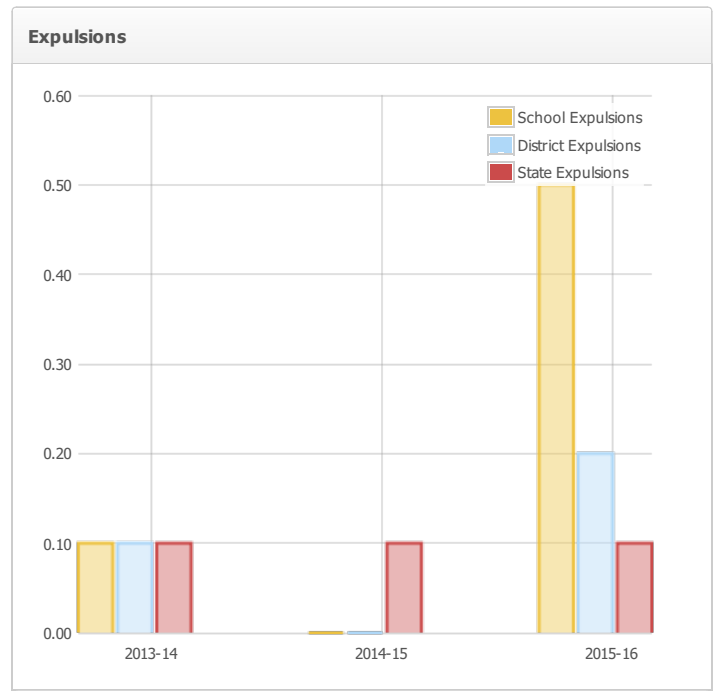
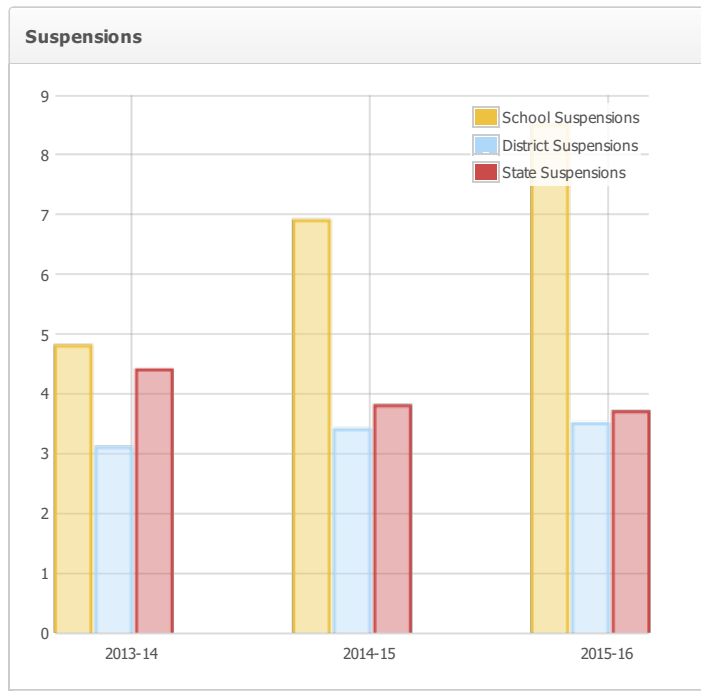
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	6.9	8.5	3.1	3.4	3.5	4.4	3.8	3.7
Expulsions	0.1	0.0	0.5	0.1	0.0	0.2	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

I. How does the School Safety Plan address the needs of the school and the students within the school?

The School Safety Plan addresses the need for a safe, responsible, and respectful school environment where WMS students can grow academically and socially, into confident teens. School safety procedures have been a topic of discussion with input from the district office and staff to provide successful emergency drills, practice, and parent/staff education. Holding drills before school and during lunch time is an important focus area., regarding emergency preparedness. In addition, placing emergency protocols in the substitute teachers folders ensures continuity.

Providing a safe and comfortable place for students, during non-class time, with additional places and activities for students to connect is key to creating a positive school

culture. By increasing the community presence, on campus, will help facilitate this goal. Student art on campus is being explored for permanent displays.

II. Programs and Support Systems

Academic Talent Search – SSU

Academy Intervention Program

Awards Assemblies - Monthly

AERIES, review of attendance and discipline data)

SU (Successful You) Award Recognition Program, monthly

Behaviorist (Behavior Support Plans)

Bilingual Liaison

Boys and Girls Club

Campus Beautification

Coordinated Services Review Team

Crafts at Lunch (lanyard making)

Data Director, review testing data including benchmark and common formative assessments

English Language Learner (ELL) Mentor Support

El Puente/Lifeworks – at risk & gang prevention program

English Language Learner (ELL) Site Coordinator

Emergency Procedures

Game Club

Hospice provided on site

grief groups

Intervention Classes (Reading and Math)

Juvenile Diversion Program
(substance abuse)

Kiwanis Builders Club for
student leadership – Fall semester

Math After School Tutoring

Math Counts Team

Math Field Day

MEAP Support and Counseling
for migrant education students

Music Program (Band Stings,
Chorus)

Odyssey of the Mind

Padres Unidos (referrals)

Parent Seminar Series

Parent Volunteer Program

School Resource Officer

Science Camp, Grade 6

Site Leadership Team

Spartan Stampede

Sports – no cut policy, two
leagues

SST (Student Study Team)

SSU Counseling Intern Program

Student Leadership – ASB

Surveys (school based and
Healthy Kids)

Rotation courses including: Music, Art, Intro. To Spanish, Personal Power

(Successful U)

Town of Windsor Teen Staff on campus during lunches

Town of Windsor Y.A.T. (Youth Action Team), after school program

Upward Bound – SSU

Volunteer Coordinator

Wednesday School (after school detention)

Windsor Education Foundation

Windsor Middle School Boosters

Windsor Unified School District PTA (Parent Teacher Association)

Windsor Youth and Family Services (support counseling – Boy's Group and Girl's Group)

III. How did the school site council or safety planning committee consider the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, and accepting and emotionally nurturing environment; and providing each student resiliency skills?

The school team considers the essential components by emphasizing three areas.

School Safety Procedures

Improvements have been made in communicating with both parents and staff regarding school safety procedures. Safety drill practices continue to include the use of Emergency Evacuation Locator maps and Staff Emergency Reporting Form (SERF) to monitor student location during an evacuation. The number of emergency drill practices has increased and classroom evacuation maps and earthquake preparedness information is posted. Drills have also been held during lunch and before school. Safety Protocols have been placed in the sub folders so they are informed of our procedures. The "Bus Hub" dismissal procedure has been overhauled to have students in the quad area, assembled by route, so they are at the center of campus as opposed to the front of the school.

A More Positive Place to Learn

WMS is working hard to include more "positives" in the school day especially for non-instructional time (before/after school, break, and lunch). Teachers offer before/after school and lunch time tutoring. Utilization of the field and availability of foot, basket, tennis and soccer balls has decreased student density in certain areas of campus. Town of Windsor Recreation Team, Lanyard Making, are all activities available to students during lunch, Windsor Middle School has a homework help program funded by the Town of Windsor. Student participation in this program has increased from last year. "Caught Being Good" awards are offered to students to encourage positive behaviors.

Students Empowered

The leadership team continues to organize events for all student grades. Student organized and implemented a Welcome to WMS (during the first days of school) dances, candy-grams, Pennies For Patients, canned food drive, spirit week. Students will continue to explore places to display student art as temporary or permanent exhibits. The journalism class is offering an "Advice Column."

Adopted December 2015

Last updated: 2/2/2017

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0%

Note: Cells with NA values do not require data.

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	30.0	7	14	27	29.0	7	33	10	29.0	7	33	10
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	17	11	6	23.0	13	10	10	30.0	0	28	0
Mathematics	22.0	7	10	3	21.0	8	9	3	30.0	0	28	0
Science	32.0	1	2	15	29.0	2	14	6	30.0	0	28	0
Social Science	28.0	4	12	5	29.0	3	6	13	30.0	0	28	0

* 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.

Last updated: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	930.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 2/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	--	--

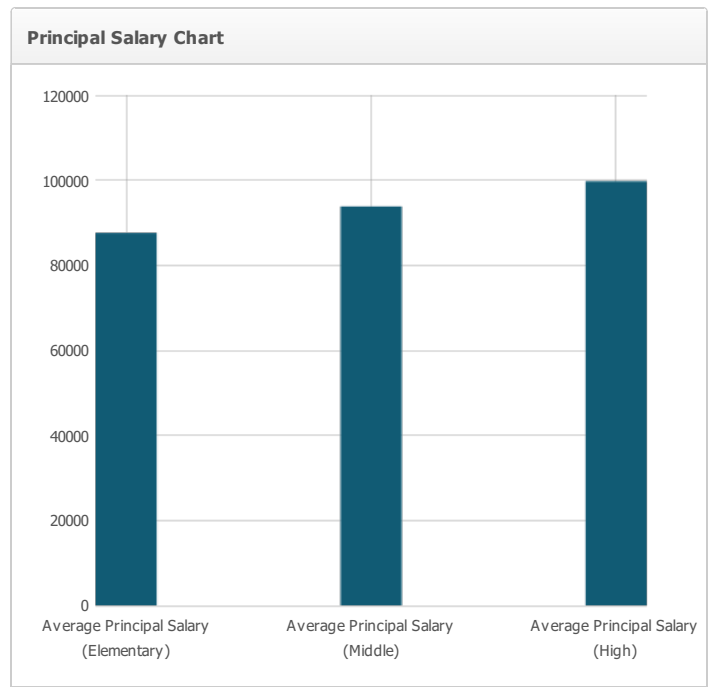
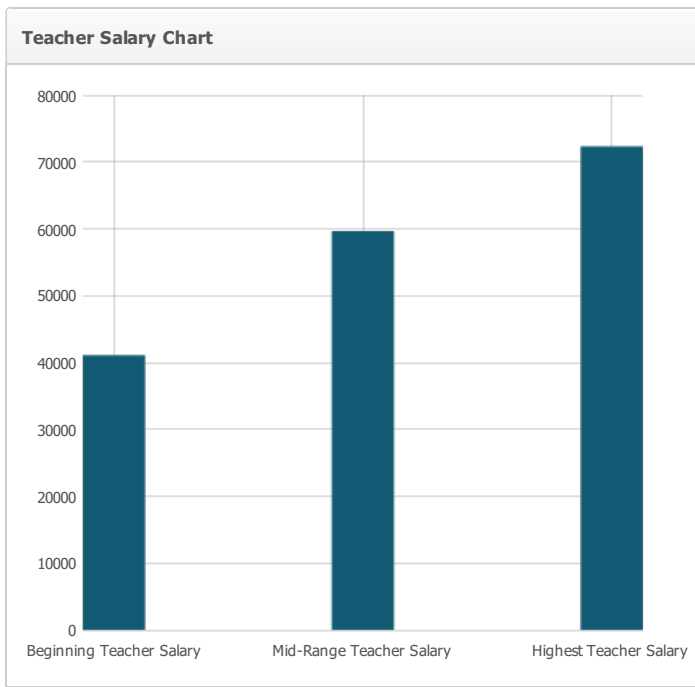
Note: Cells with N/A values do not require data.

Last updated: 2/2/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,082	\$42,063
Mid-Range Teacher Salary	\$59,654	\$64,823
Highest Teacher Salary	\$72,332	\$84,821
Average Principal Salary (Elementary)	\$87,622	\$101,849
Average Principal Salary (Middle)	\$93,816	\$107,678
Average Principal Salary (High)	\$99,753	\$115,589
Superintendent Salary	\$169,000	\$169,152
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/2/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2017

Professional Development

The primary focus of professional development and growth in the last three years at WMS has been on preparing for the implementation of Common Core State Standards and Technology in the classroom. Staff members participated in after school workshops, conferences and inservices to gain knowlegde and skills to prepare students for 21st century learning.

Last updated: 1/31/2017