

Windsor Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Windsor Middle School
Street	9500 Brooks Road South
City, State, Zip	Windsor, CA 95492-7912
Phone Number	707-837-7737
Principal	Brian Williams
E-mail Address	bwilliams@wusd.org
Web Site	https://wusd.org/index.php/wms-school/
CDS Code	49753586052351

District Contact Information	
District Name	Windsor Unified School District
Phone Number	707 837-7701
Superintendent	Brandon Krueger
E-mail Address	bkrueger@wusd.org
Web Site	http://www.wusd.org

School Description and Mission Statement (School Year 2017-18)

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!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	253
Grade 7	309
Grade 8	296
Total Enrollment	858

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.3
Asian	1.6
Filipino	0.7
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	0.3
White	49.1
Two or More Races	2.2
Socioeconomically Disadvantaged	37.1
English Learners	12.7
Students with Disabilities	18.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	45	44		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Secure cabinets and bookshelves
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Repairs needed to faucets and 1 fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Dry rot needs to be replaced

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	35	44	44	48	48
Mathematics (grades 3-8 and 11)	24	27	30	29	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	862	849	98.49	34.87
Male	442	436	98.64	28.05
Female	420	413	98.33	42.09
Black or African American	--	--	--	--
American Indian or Alaska Native	11	10	90.91	20
Asian	15	14	93.33	50
Filipino	--	--	--	--
Hispanic or Latino	372	368	98.92	18.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	426	420	98.59	48.57
Two or More Races	21	21	100	40
Socioeconomically Disadvantaged	314	307	97.77	15.79
English Learners	221	218	98.64	14.29
Students with Disabilities	155	149	96.13	8.78
Students Receiving Migrant Education Services	26	25	96.15	24
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	863	847	98.15	27.04
Male	442	434	98.19	24.88
Female	421	413	98.1	29.3
Black or African American	--	--	--	--
American Indian or Alaska Native	11	9	81.82	22.22
Asian	15	14	93.33	21.43
Filipino	--	--	--	--
Hispanic or Latino	373	365	97.86	13.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	426	421	98.83	40.14
Two or More Races	21	21	100	14.29
Socioeconomically Disadvantaged	315	307	97.46	11.73
English Learners	221	217	98.19	10.14
Students with Disabilities	155	146	94.19	8.22
Students Receiving Migrant Education Services	26	25	96.15	24
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64	62	58	53	60	56

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.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	19.58
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.1	25.4	12.2

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.

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)

Windsor Middle School has a three and one half 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

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.94	8.51	7.84	3.43	3.51	3.48	3.79	3.65	3.65
Expulsions	0	0.51	0.11	0.04	0.22	0.07	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

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

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 2017-18)

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	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	29	7	33	10	26	13	36	7	26	9	34	6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	13	10	10	21	10	7	3	20	16	17	1
Mathematics	21	8	9	3	17	6		1	21	7	9	
Science	29	2	14	6	31		8	3	29	1	15	4
Social Science	29	3	6	13	31		9	2	27	4	12	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

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	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9986	3215	6771	65687
District	N/A	N/A	6771	\$62,410
Percent Difference: School Site and District	N/A	N/A	0.0	5.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	3.0	-5.9

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,776	\$44,144
Mid-Range Teacher Salary	\$60,174	\$69,119
Highest Teacher Salary	\$75,316	\$86,005
Average Principal Salary (Elementary)	\$92,057	\$106,785
Average Principal Salary (Middle)	\$98,530	\$111,569
Average Principal Salary (High)	\$109,238	\$121,395
Superintendent Salary	\$185,850	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

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		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.