

# Windsor Middle School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Email Address	bwilliams@wusd.org
Website	<a href="https://wusd.org/o/windsor-middle-school">https://wusd.org/o/windsor-middle-school</a>
County-District-School (CDS) Code	49753586052351

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707 837-7701
Superintendent	Jeremy Decker
Email Address	jdecker@wusd.org
Website	<a href="http://www.wusd.org">http://www.wusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

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. Culinary Arts classroom and program opened for the 2019/2020 school year. In November 2019, the MPR was upgraded with state of the art light and sound equipment. In 2021 Windsor unveiled a state of the art Makerspace and engineering program. Windsor Middle School has an enrollment of approximately 700 sixth, seventh, and eighth grade students. The ethnic composition of the school is 47% Caucasian, 44% percent Hispanic or Latino, and other ethnicities make up less than 10 percent. This year the WMS staff is excited to be implementing Common Core standards, specifically the new Next Generation Science Standards.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	234
Grade 7	308
Grade 8	271
Total Enrollment	813

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.2
Asian	2.3
Filipino	0.5
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0.5
White	47.5
Two or More Races	2.7
Socioeconomically Disadvantaged	49.2
English Learners	13.4
Students with Disabilities	11.8
Foster Youth	0.5
Homeless	2.3

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	41	39.5	37	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	5	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MY Perspectives (6th-8th), 2018-2019	Yes	0.0
Mathematics	CPM - College Prep Math (6-8), 2016-2017	Yes	0.0
Science	Amplify Science	Yes	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

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

## School Facility Conditions and Planned Improvements

4' Cabinets and bookshelves to be secured. Ceiling tiles replaced. Change out old light bulbs. Maintain restroom and drinking faucets at a higher level. Planter boxes to be repaired. Sidewalks as asphalt to be washed. A few HVAC Units need to be replace. Several roof risers need to be inspected and replaced as required.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replace older HVAC Unit
Interior: Interior Surfaces	Fair	Secure cabinets and bookshelves. Replace ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Replace/repair roof
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Repair overhang dry rotten areas.
Overall Rating	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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 and our student store. If you are interested in volunteer opportunities, contact us at 837-7737. Parents and families are encouraged to attend and participate in events such as; Coffee with the Principal, Back to School Night, theatre presentations, band and orchestra concerts.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.2	12.6	4.7	5.1	3.5	3.5
Expulsions	0.2	0.5	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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.



## I. Programs and Support Systems

5 Star Student (students earn positive points that are redeemable at the student store)

Academic Talent Search – SSU

Academy Intervention Program

Awards Assemblies - Monthly

AERIES, review of attendance and discipline data

Bilingual Liaison

Boys and Girls Club

Campus Beautification

Coordinated Services Review Team

Crafts during Flex (lanyard making, rock painting, designing ornaments, creating bracelets, and more)

Dean's List (behavior monitoring program - both positive and negative behaviors)

English Language Learner (ELL) Mentor Support

English Language Learner (ELL) Site Coordinator

Emergency Procedures

Grief Groups

Intervention Classes (Math)

IOEducation/Illuminate, review testing data including benchmark and common formative assessments

Juvenile Diversion Program (substance abuse)

Math After School Tutoring

MEAP Support and Counseling for migrant education students

Music Program (Band Strings, Chorus)

Odyssey of the Mind

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)

Student Leadership – ASB

Surveys (school-based and Healthy Kids and Youth Truth)

Wednesday School (after school detention)

Windsor Education Foundation

II. 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). We have recently begun using two programs to help monitor student behavior and give rewards based on positive points. Dean's List is a program we use to give positive points for students who are on task and working hard to do their best. Teachers also give negative points for students who are disruptive. Every month, the point totals are transferred into 5 Start Student, a program we use for students to redeem their points in the student store and for trips to the local frozen yogurt shop. Students really enjoy the extras they can participate in because of good behavior. Teachers offer tutoring and intervention during our Flex period four days a week. Utilization of the field and availability of foot, basket, tennis and soccer balls has decreased student density in certain areas of campus.

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, Pennies For Patients, canned food drive, spirit week, rallies, Walk and Roll to School, and many other events/opportunities for students. Students will continue to explore places to display student art as temporary or permanent exhibits.

Adopted December 2015

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	15	9	8	21	12	17		21	13	14	3
Mathematics	22	9	17	1	24	7	15	2	24	8	11	6
Science	32	1	6	11	29	1	16	2	25	7	11	5
Social Science	27	3	16	2	29	2	12	5	23	8	14	1

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	406.5

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,504	1,200	5,304	64,483
District	N/A	N/A	5,110	\$65,678
Percent Difference - School Site and District	N/A	N/A	3.7	-1.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-37.5	-16.0

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

## Types of Services Funded (Fiscal Year 2019-2020)

Windsor Middle School has several supplemental programs to support students. These include; Math Intervention classes, Migrant education and after school programs, and the Juvenile Diversion program which is used instead of suspension for students using vaping products on campus.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The District provides four teacher training days in the school calendar. 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 in services to gain knowledge and skills to prepare students for 21st century learning. In addition, during the 2018-2019 school year, staff has been attending trainings to learn about the updates of our data gathering software, IOEducation/Illuminate. Through this program staff members will be reviewing assessment scores to guide their instruction. Another professional development focus has been on Comprehension Skill Investigation (CSI) for all content area teachers. We have seen data that shows our students need more support in reading comprehension specific to our core subjects like Science and Social Studies. Teachers attended a full day training for this and have received two days of coaching support in the classroom. Data also supports the need for math support and training. Sixth and eighth grade math teachers participate in trainings with the District math TOSAs on math instruction. Additionally, in 2020-2021 teachers received specific development to support distance learning.