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37737916095061  
Grades 6-8

## WOODLAND PARK MIDDLE SCHOOL

**School Accountability Report Card**  
Reported Using Data from the 2017-18 School Year  
Published During 2018-19  
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### About This School

#### School's Vision and Mission Statement

Woodland Park Middle School is committed to building a community cultivating leadership, compassion, and perseverance. We believe all students are scholars who will meet or exceed grade-level proficiencies-prepared to excel in high school and beyond.

#### Principal's Message

The Woodland Park staff is excited for our new vision for student learning. Middle school is an extremely important time for the social-emotional and academic development of students. It's essential that as a school, we provide a nurturing environment where students feel safe and supported. To achieve this, we feel that schools and parents should work together to provide students the skills necessary to be successful in high school and beyond.

#### Major Achievements

- The 2017/18 Smarter Balanced Assessment baseline test showed the following:
  - 59% of 6<sup>th</sup> graders met or exceeded in ELA & 45 % met or exceeded in math.
  - 64% of 7<sup>th</sup> graders met or exceeded in ELA & 44 % met or exceeded in math.
  - 51% of 8<sup>th</sup> graders met or exceeded in ELA & 38 % met or exceeded in math.
- Teachers in English Language Arts, Math, History, and Science have had opportunities to participate in professional development aimed at implementing Common Core and Next Generation Science Standards.
- The school site has moved to a Co-Teaching service delivery model for Special Education students where they are immersed in regular education classes with the support of education specialists and Instructional Aides. Currently, we have co-taught English Language Arts, History, Math and Science classes.
- We are committed to a positive school culture as evidenced by our Woodland Way program with monthly themes emphasizing respectful, scholarly behavior and a healthy, active lifestyle.
- In 2015/16, WPMS implemented the WEB (Where Everybody Belongs) mentoring program for 6<sup>th</sup> grade. Every incoming 6<sup>th</sup> Grader is assigned an 8<sup>th</sup> Grade mentor who they meet during the summer at a dynamic Welcome Orientation. We will continue the WEB program each year to support our newest middle school students, so they feel nurtured and supported during this transition.

#### Focus for Improvement

- School-wide goal to increase the use of academic language through Collaborative Conversations in the classrooms in all subject areas.
- The Discipline Committee will be creating Positive Behavior Interventions and Supports to with clear behavior expectations and consequences for students.
- Continue to increase the opportunities for students with special needs to have access to the general education curriculum through co-teaching and supports.
- Increase student engagement through involvement in new extracurricular clubs including Drama and Robotics.
- Decrease the number of Ds and Fs through behavior interventions such as the Get it Done program and reading and math interventions.
- Continue to provide additional support for our English language learners.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 6	469
Grade 7	437
Grade 8	471
<b>Total Enrollment</b>	<b>1,377</b>

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	0.4%
Asian	4.7%
Filipino	2.8%
Hispanic or Latino	48.4%
Native Hawaiian or Pacific Islander	0.4%
White	41.1%
Two or More Races	0.0%
Other	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.7%
English Learners	9.0%
Students with Disabilities	15.3%
Foster Youth	0.1%

### Conditions of Learning

#### Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	54.83	57	57.6	929.1
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	1	0	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of EL</b>	0	0	0
<b>*Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 (EL).

### Curriculum and Instructional Materials

**Reading and Writing:** Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

**Math:** Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics take on greater relevance as students learn to think through their problem solving, share their thinking and examine the thinking of others. A sequence of courses beginning in 6<sup>th</sup> grade offers students opportunity to stretch their mathematical skills through high school.

**Science:** SMUSD is beginning its transition to the *Next Generation Science Standards for California Public Schools*, adopted in September 2013. The district has adopted the preferred integrated course model and is implementing a new course each year until all grade levels have made the transition. Currently sixth and seventh grade are using the new NGSS standards and eighth grade will begin using them next year. Students in sixth grade focus on systems and subsystems, weather, climate and global warming. In seventh grade, students study atoms, matter cycles, natural processes and sustaining biodiversity. In grade eight, the focus is on force collisions, noncontact forces, evolution and sustaining local biodiversity. Additionally, eighth grade students take a two-week Health unit covering human reproduction, fetal

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development, HIV/AIDs, alcohol, tobacco, drugs and sexually transmitted diseases. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

**Social Studies:** Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. SMUSD teachers are incorporating the *California Common Core State Standards in Literacy for History/Social Sciences* that focus heavily on aspects of reading, writing and research.

### Specialized Services

**Gifted and Talented Education:** Students identified as GATE have opportunities for a more rigorous curriculum through Honors English Language Arts Classes in grades 6<sup>th</sup>- 8<sup>th</sup> as well as Honors Social Studies classes in 7<sup>th</sup> and 8<sup>th</sup> grades. Also, Accelerated Math is offered at all grade levels to students. The site has a staff member who serves as GATE coordinator.

**English Learner Program:** Students not yet fluent in English as measured by the ELPAC test are enrolled in English Language Development classes that emphasize gaining fluency in English. We strive to mainstream our English Learners into regular classes as soon as possible.

**Special Education Program:** Students identified with moderate to severe learning differences are given individual education plans, and appropriate services are provided. Referrals for special education identification and special education services come from the on-site Student Study Team (SST) and/or parents.

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on November 1, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	Springboard	2017	Yes	0
Mathematics	Big Ideas MATH: Course 1 (6 <sup>th</sup> Grade)	2015		
	Course 2 (7 <sup>th</sup> Grade)	2015		
	Course 2 Accelerated	2015	Yes	0
	Course 3 (8 <sup>th</sup> Grade)	2015		
	Algebra 1	2015		
Science	Focus on Earth, Physical, and Life Science	2008	Yes	0
Social Studies	World History & US History	2006	Yes	0
English Language Development	Springboard	2017	Yes	0

Additional support services are provided as needed by speech therapists, a psychologist, hearing and vision specialists, an adaptive physical education teacher and classroom aides. To help students achieve, a Student Study Team (SST) is available to help identify hindrances to learning and provide possible solutions. This team is made up of a counselor, the psychologist, teachers, assistant principal, and a parent. The health aides meet the health needs of both regular and special education students. Counselors offer individual and group counseling as appropriate.

### Technology

Woodland Park places a strong emphasis on technology as a tool for teaching and learning. Every classroom in ELA, Math, and History has class sets of Chrome Book computers. Our campus has a computer lab for use by expo and yearbook classes, a WPTV studio with up-to-date broadcasting equipment, and Apple TV with iPad interface for instruction. Also, 20 of our staff members have had opportunities to participate in 1:1 Inquiry professional development on computer use in the classroom.

### School Facilities

#### School Facility Conditions and Planned Improvements

Woodland Park Middle School opened its doors in 1997. The campus has state-of-the-art facilities for its approximately 1,380 students including 13 buildings, 57 classrooms (including nine relocatable), a multipurpose room, a library, a gym, a fitness center and an administration building. Recently, the front office area, band room, and Performing Arts Center (PAC) have been updated and remodeled. In 2014 we added additional shade structures in our outdoor eating area.

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### School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 17, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.	
<b>Interior:</b> Interior Surfaces	X			More than one room ceiling tiles damaged. More than one room cove base loose. More than one room holes in wall.	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.	
<b>Electrical:</b> Electrical			X	Several rooms lights out. One room diffuser missing.	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		One restroom hole in wall. More than one faucet water pressure needs adjustment. One restroom missing soap dispenser. One restroom loose toilet seat. One restroom clogged faucet aerator. More than one drinking fountain inoperable. One room sinks clogged. More than one restroom toilet leaking. One restroom toilet clogged. One toilet hard to flush.	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.	
<b>Structural:</b> Structural Damage, Roofs	X			Bent handrail and loose vent grate. Wall texture peeled in several areas. Several areas bad siding and missing outside vent grilles.	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	More than one doors need adjustment. Rain gutters need cleaning out. One door rusted.	
Overall Rating	Exemplary		Good	Fair	Poor
			91%		

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>ELA/Literacy</b>	61%	58%	65%	65%	48%	50%
<b>Mathematics</b>	43%	43%	49%	51%	37%	38%

**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 Assessment Results by Student Group

ELA test results 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.

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**CAASPP Assessment Results-Test Results in ELA by Student Groups, 6-8 (2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1367	1345	98.39%	58.22%
Male	750	741	98.80%	52.50%
Female	617	604	97.89%	65.23%
Black or African American	32	31	96.88%	51.61%
American Indian or Alaska Native	--	--	--	--
Asian	62	60	96.77%	86.67%
Filipino	38	37	97.37%	83.78%
Hispanic or Latino	666	659	98.95%	46.28%
Native Hawaiian or Pacific Islander	--	--	--	--
White	549	541	98.54%	68.58%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	695	684	98.42%	45.18%
English Learners	337	331	98.22%	37.16%
Students with Disabilities	189	182	96.30%	12.09%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**CAASPP Assessment Results-Test Results in Mathematics by Student Groups, 6-8 (2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1375	1349	98.11%	42.77%
Male	754	744	98.67%	43.28%
Female	621	605	97.42%	42.15%
Black or African American	32	31	96.88%	22.58%
American Indian or Alaska Native	--	--	--	--
Asian	62	60	96.77%	83.33%
Filipino	38	37	97.37%	64.86%
Hispanic or Latino	668	661	98.95%	30.71%
Native Hawaiian or Pacific Islander	--	--	--	--
White	555	541	97.48%	52.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	696	685	98.42%	30.22%
English Learners	338	334	98.82%	22.46%
Students with Disabilities	196	183	93.37%	9.84%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** CAASPP assessment 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:** 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.



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### California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

**Note:** Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

### Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	14.1%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Other Pupil Outcomes

#### California Physical Fitness Test Results (2016-17)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
7	18.5%	23.9%	24.4%

### Engagement

#### State Priority: Parental Involvement

**Contact:** Heather Devine, PTO President

**Email address:** [wpmsto@gmail.com](mailto:wpmsto@gmail.com)

**Contact:** Jennifer Gutierrez (ELAC)

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Our PTO, School Site Council, and the English Language Advisory Council are all very active groups of parents and staff, who work diligently to support and guide the school. New members are always welcome. All teachers’ welcome volunteers, especially for field trips and special projects. We feel strongly that parental

involvement is the key to student and school success. We encourage parents to take an active role in our school, and we are proud of the commitment of our parent volunteers.

### State Priority: School Climate

#### Suspensions and Expulsions

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

	School		
	2015-16	2016-17	2017-18
Suspensions	2.6%	3.6%	4.8%
Expulsions	0.1%	0.1%	0.0%
District			
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

#### Discipline

Respect, safety, and responsibility are keys to providing a supportive, positive, and safe learning environment. The school has a discipline plan that is reviewed annually by the School Site Council and updated in the School’s Single Plan for Student Achievement. The school discipline plan encourages positive student behaviors. Privileges and consequences are clear and formally communicated to students and parents on an annual basis and informally throughout the school year. A coordinated network of academic and support services is provided to meet the needs including on-site counseling services. Our school wide “Call-Out” system allows a student to understand the poor behavior choice made in a classroom and to get the student back into the classroom to learn if the situation permits it.

The District is committed to the prevention of harmful behaviors and maintains a discipline policy to address violations of the California Education Code. There is an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. This policy is strictly enforced. Students are supervised while on campus before, during, and after school. All visitors to the campus must sign in and be properly identified before entering the campus.

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### School Safety

#### SB187 Safety Plan

**Date the plan was last approved:** 10/4/18

**Date the plan was last reviewed with staff:** 11/7/18

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

The Campus Supervisors monitor school grounds one hour before the start of school throughout the day and immediately after dismissal. Campus Security and noon-time supervisors monitor fields, bathrooms, lunch, and recreation areas. Our crossing guard helps students cross the street near our school every morning and afternoon and help to maintain safety in crossing areas not covered by street lights. We hold monthly fire, earthquake, and lockdown drills. The administration communicates to staff and students before the drills and debriefs with students and staff following each drill.

Woodland Park strives to maintain a bully-free campus. Counselors teach students how to get assistance when conflicts arise. Counselors and/or trained peer mediators assist students in resolving disputes. Counselors present materials on conflict resolution, as well as the daily message to treat others with tolerance and respect. We have implemented a program called "Bull Dog Pride," which is our bully prevention class.

### Other SARC Information

#### Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	688.6
Psychologist	1.0	
Nurse	0.33	
Speech/Language/Hearing Specialist	1.0	

- One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.



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

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	11	2	21	25.0	14	10	18	32.0	4	3	22
Mathematics	14.0	9	0	0	19.0	12	1	5	32.0	3	6	19
Science	32.0	1	11	16	30.0	5	5	22	33.0	1	6	20
Social Science	32.0	2	8	18	30.0	5	8	19	33.0	0	12	15

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

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### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$6,981	\$1,646	\$5,335	\$81,123
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(30%)	2%
Percent Difference: School/State			(25%)	0.4%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

#### Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Vocational Education
- Title II Part A
- Title II Part B Math & Science
- Career Technology Educational Incentive Grant
- Current Wisdom Grant
- CSEA Check Grant
- ASES After-School Program

#### Teacher & Administrative Salaries (Fiscal Year 2016-17)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (Elem)	\$120,248	\$123,495
Average Principal Salary (Middle)	\$127,163	\$129,482
Average Principal Salary (High)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

#### Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The

## SCHOOL ACCOUNTABILITY REPORT CARD

use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

### **About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 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.

