

# Woodland Park Middle School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://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 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Woodland Park Middle School
<b>Street</b>	1270 Rock Springs Dr
<b>City, State, Zip</b>	San Marcos, CA, 92069
<b>Phone Number</b>	(760) 290-2455
<b>Principal</b>	Dan Smuts
<b>Email Address</b>	daniel.smuts@smusd.org
<b>School Website</b>	<a href="https://woodlandparkmiddle.smusd.org/">https://woodlandparkmiddle.smusd.org/</a>
<b>County-District-School (CDS) Code</b>	37737916095061

## 2023-24 District Contact Information

<b>District Name</b>	San Marcos Unified School District
<b>Phone Number</b>	(760) 752-1299
<b>Superintendent</b>	Dr. Andy Johnsen, Superintendent
<b>Email Address</b>	andy.johnsen@smusd.org
<b>District Website</b>	www.smusd.org

## 2023-24 School Description and Mission Statement

The community of Woodland Park Middle School believes 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. The Woodland Park staff is excited for our vision for student learning: "WPMS 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 for high school and beyond."

"All students will meet or exceed grade-level proficiencies"- This is the foundation for everything that we do as a school. This galvanizes our commitment to prepare every student for high school and beyond by propelling them towards or beyond grade level expectations. Students all come to school at different proficiency levels and unique skill sets. Here at WPMS we commit to setting up every student for success.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	421
Grade 7	368
Grade 8	394
Total Enrollment	1,183

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52%
American Indian or Alaska Native	1.5%
Asian	4.4%
Filipino	1.6%
Hispanic or Latino	52.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.5%
White	33.7%
English Learners	13.9%
Foster Youth	0.3%
Homeless	1.9%
Migrant	0.8%
Socioeconomically Disadvantaged	44.7%
Students with Disabilities	15.9%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45.80	84.21	702.00	86.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.40	0.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.60	15.79	90.60	11.20	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.60	1.82	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	54.40	100.00	808.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.00	85.99	734.70	88.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.90	3.55	13.40	1.63	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.50	1.27	11953.10	4.28
<b>Unknown</b>	5.60	10.45	68.20	8.24	15831.90	5.67
<b>Total Teaching Positions</b>	53.50	100.00	829.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	8.60	1.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>8.60</b>	<b>1.90</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.3	5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other 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), which 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 and the craft and structure within the text. Students collaborate and share their ideas in conversation and through writing. As students experience increasingly complex texts, they build their college and career readiness capacity.

**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 takes 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 6th grade offers students an opportunity to stretch their mathematical skills through high school.

**Science:** SMUSD has transitioned to the Next Generation Science Standards for California Public Schools adopted in September 2013, and continues to incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing, and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approach to instruction. In grade six, the guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events.

**Social Studies:** Students build their understanding of the human story through historical analysis, focusing 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, emphasizing America's role in the war. SMUSD teachers are incorporating the California History Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing, and research.

**Year and month in which the data were collected**

10/29/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Springboard 2017	Yes	0%
<b>Mathematics</b>	Big Ideas MATH: Course 1 (6th Grade), 2015 Course 2 (7th Grade), 2015 Course 2 Accelerated, 2015 Course 3 (8th Grade), 2015 Algebra 1, 2015	Yes	0%
<b>Science</b>	Focus on Earth, Physical, and Life Science, 2008	Yes	0%

<b>History-Social Science</b>	World History & US History, 2020	Yes	0%
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>Galeria (Spanish)</li> <li>Carnegie (Spanish)</li> <li>ASL(American Sign Language)</li> <li>Springboard, 2017 (ELD)</li> </ul>	Yes	0%
<b>Health</b>	Positive Prevention Plus (Health class)		

## School Facility Conditions and Planned Improvements

### 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 1,230 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.

### 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.

### Year and month of the most recent FIT report

06/28/2023 - 06/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Attendance: 7: (D) Lighting does not appear to be adequate Light fixture is out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	55	60	59	47	46
<b>Mathematics</b> (grades 3-8 and 11)	38	37	46	47	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1183	1160	98.06	1.94	55.24
<b>Female</b>	574	558	97.21	2.79	63.02
<b>Male</b>	608	601	98.85	1.15	47.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	55	100.00	0.00	76.36
<b>Black or African American</b>	14	13	92.86	7.14	41.67
<b>Filipino</b>	19	19	100.00	0.00	68.42
<b>Hispanic or Latino</b>	628	614	97.77	2.23	43.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	65	64	98.46	1.54	70.31
<b>White</b>	393	386	98.22	1.78	68.83
<b>English Learners</b>	143	139	97.20	2.80	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	25	24	96.00	4.00	20.83
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	586	570	97.27	2.73	40.67
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Students with Disabilities</b>	187	176	94.12	5.88	16.09

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1183	1157	97.80	2.20	37.35
<b>Female</b>	574	559	97.39	2.61	37.34
<b>Male</b>	608	597	98.19	1.81	37.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	55	100.00	0.00	72.73
<b>Black or African American</b>	14	14	100.00	0.00	21.43
<b>Filipino</b>	19	19	100.00	0.00	47.37
<b>Hispanic or Latino</b>	628	612	97.45	2.55	25.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	65	64	98.46	1.54	53.13
<b>White</b>	393	384	97.71	2.29	48.18
<b>English Learners</b>	143	137	95.80	4.20	4.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	25	25	100.00	0.00	4.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	586	568	96.93	3.07	22.26
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	0.00
<b>Students with Disabilities</b>	187	176	94.12	5.88	8.05

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	37.33	38.85	39.30	39.64	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	396	386	97.47	2.53	39.12
<b>Female</b>	184	180	97.83	2.17	40.56
<b>Male</b>	212	206	97.17	2.83	37.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	47.83
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	212	97.25	2.75	27.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	14	87.50	12.50	57.14
<b>White</b>	125	123	98.40	1.60	54.47
<b>English Learners</b>	42	39	92.86	7.14	5.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	209	201	96.17	3.83	24.88
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	65	58	89.23	10.77	10.34

B. Pupil Outcomes

**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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Parents at Woodland Park Middle School can get involved by joining our Parent Teacher Organization, School Site Council, Band Boosters, or the site English Learner Advisory Committee (ELAC). Woodland Park Middle School offers parent trainings through the Counseling Department. Parent Presentation topics include- Use of Google Classroom, Counseling Social Emotional Curriculum, Drug and Tobacco Trends, Healthy Choices, Restorative Practices and are offered in both English and Spanish. WPMS also partners up with Student Support Services at the district offices to provide additional trainings and presentations to parents at schools throughout the district.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1221	1211	223	18.4
Female	593	585	123	21.0
Male	626	624	100	16.0
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	56	56	4	7.1
Black or African American	16	15	5	33.3
Filipino	19	19	1	5.3
Hispanic or Latino	645	640	147	23.0
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	66	66	11	16.7
White	409	405	54	13.3
English Learners	170	169	43	25.4
Foster Youth	11	8	8	100.0
Homeless	29	29	15	51.7
Socioeconomically Disadvantaged	610	605	151	25.0
Students Receiving Migrant Education Services	12	12	2	16.7
Students with Disabilities	203	201	59	29.4

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	3.05	4.75	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.75	0
Female	3.71	0
Male	5.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.75	0
Filipino	0	0
Hispanic or Latino	6.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.52	0
White	3.67	0
English Learners	4.71	0
Foster Youth	36.36	0
Homeless	6.9	0
Socioeconomically Disadvantaged	6.89	0
Students Receiving Migrant Education Services	16.67	0
Students with Disabilities	7.39	0

## 2023-24 School Safety Plan

Woodland Park Middle School's goal is to be proactive in approaching safety issues for all students and staff. The WPMS Comprehensive School Safety Plan is produced by the administration and revised annually to ensure it contains updated data and information. The administration works with the faculty, district office, and School Site Council to review, update, and implement the School Safety Plan each Fall. In 2022, it was approved by the School Site Council on October 18th, 2022.

The Comprehensive School Safety Plan addresses essential components:

- Safety and emergency procedures and routines
- Rules and policies on school discipline
- Attendance and achievement data
- Guidelines for the roles and responsibilities of school personnel

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	21	2
Mathematics	26	4	25	3
Science	29		18	10
Social Science	27	4	25	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	6	40	8
Mathematics	24	13	50	
Science	31		37	11
Social Science	31		34	14

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	29	17
Mathematics	26	15	33	10
Science	30	2	33	15
Social Science	30	2	36	12

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	591.5



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8182	2330	5852	85047
District	N/A	N/A	8305	\$89,968
Percent Difference - School Site and District	N/A	N/A	-37.6	4.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-11.9	0.7

## Fiscal Year 2022-23 Types of Services Funded

Title 1  
LCAP Supplemental  
ASES-After School Program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,639	\$55,550
<b>Mid-Range Teacher Salary</b>	\$89,272	\$84,645
<b>Highest Teacher Salary</b>	\$112,852	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$142,348	\$139,860
<b>Average Principal Salary (Middle)</b>	\$146,938	\$146,440
<b>Average Principal Salary (High)</b>	\$170,134	\$158,447
<b>Superintendent Salary</b>	\$284,625	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	36.38%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.74%	4.89%

## 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 two 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 as the National Institute for Instructional Leadership (NISL).

In the 2022-2023 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on identifying key learnings and integrating common formative assessments in English language arts and math within the instructional cycle. Math teachers were provided the opportunity to engage in Standards for Mathematical Practices. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards.

Various means of professional learning were offered: professional development during the regular workday, school breaks, and after school, and 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	