Woodland Park Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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/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.
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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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 a 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	355
Grade 7	380
Grade 8	384
Total Enrollment	1,119

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.4
American Indian or Alaska Native	0.1
Asian	4.6
Black or African American	1.5
Filipino	2.2
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.0
White	32.9
English Learners	13.2
Foster Youth	0.2
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	46.4
Students with Disabilities	14.6

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	8.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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) 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 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 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, 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 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
Reading/Language Arts	Springboard 2017	Yes	0%
Mathematics	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%
Science	Focus on Earth, Physical, and Life Science, 2008	Yes	0%
History-Social Science	World History & US History, 2020	Yes	0%
Foreign Language	Springboard, 2017	Yes	0%

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	10/15/2021 - 10/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		100 Work Room: 4: (D) Ceiling tiles are stained 400 Work Room: 4: (D) Ceiling tiles are stained ASB: 4: (D) Ceiling tiles missing, damaged or loose Boys RR: 4: (D) Walls have damage from cracks, tears, holes or water damage 8: (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional Custodial: 4: (D) Ceiling tiles are stained Library Office: 4: (D) Ceiling tiles are stained Room 105: 4: (D) Ceiling tiles are stained Room 303 Work Room: 4: (D) Ceiling tiles are stained Room 305: 4: (D) Ceiling tiles missing, damaged or loose Room 401: 4: (D) Ceiling tiles are stained Room 404: 4: Missing mini blind Room 505: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Room 506: 4: (D) Ceiling tiles are stained Room 600: 4: (D) Ceiling tiles are stained Room 709: 4: (D) Ceiling tiles missing, damaged or loose

School Facility Conditions and Planned Improvements

			Ceiling brackets loose
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		Electrical: 7: (D) Electrical panel blocked Girls Lockers: 7: (D) lighting fixture or bulbs are not working or missing Men RR: 7: (D) Lighting covers are missing, damaged, or loose Outside PE Storage: 7: (D) lighting fixture or bulbs are not working or missing Room 505: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Room 702: 7: (D) Lighting covers are missing, damaged, or loose Room 710: 7: (D) Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys RR: 4: (D) Walls have damage from cracks, tears, holes or water damage 8: (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional Room 204: 9: (D) Sink/fountain is not working Room 612: 9: (D) Sink/fountain is turned off
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Kitchen: 13: (D) Vegetation growing in gutters North Mall Hall: 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Counselor 1: 15: (D) Loose or sticky door locks and latches Electrical: 15: (D) Locks and other security hardware are not functioning properly Office Manager: 15: (D) Loose or sticky door locks and latches Staff RR 612 #1: 15: (D) Locks and other security hardware are not functioning properly

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	38	N/A	46	N/A	33

2021-22 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
All Students	1133	1113	98.23	1.77	60.85
Female	546	536	98.17	1.83	67.16
Male	584	574	98.29	1.71	54.72
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	78.57
Black or African American	18	16	88.89	11.11	50.00
Filipino	26	24	92.31	7.69	79.17
Hispanic or Latino	615	608	98.86	1.14	49.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	44	100.00	0.00	84.09
White	369	361	97.83	2.17	72.50
English Learners	152	148	97.37	2.63	15.54
Foster Youth	--	--	--	--	--
Homeless	26	23	88.46	11.54	30.43
Military	59	57	96.61	3.39	64.91
Socioeconomically Disadvantaged	484	473	97.73	2.27	46.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	168	157	93.45	6.55	15.48

2021-22 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
All Students	1133	1105	97.53	2.47	38.29
Female	546	536	98.17	1.83	38.76
Male	584	566	96.92	3.08	37.70
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	78.57
Black or African American	18	16	88.89	11.11	25.00
Filipino	26	24	92.31	7.69	54.17
Hispanic or Latino	615	605	98.37	1.63	25.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	55.81
White	369	357	96.75	3.25	50.14
English Learners	153	147	96.08	3.92	5.44
Foster Youth	--	--	--	--	--
Homeless	26	24	92.31	7.69	13.04
Military	59	57	96.61	3.39	38.60
Socioeconomically Disadvantaged	483	468	96.89	3.11	22.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	168	153	91.07	8.93	9.80

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	37.33	--	39.3	28.5	29.47

2021-22 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
All Students	374	367	98.13	1.87	37.33
Female	187	182	97.33	2.67	34.62
Male	187	185	98.93	1.07	40
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100	0	68.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	198	196	98.99	1.01	20.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	69.23
White	127	125	98.43	1.57	52
English Learners	48	46	95.83	4.17	2.17
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	23	23	100	0	52.17
Socioeconomically Disadvantaged	146	142	97.26	2.74	16.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	11.9

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	39.37%	29.66%	N/A	25.72%
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1181	1157	287	24.8
Female	573	561	141	25.1
Male	603	591	144	24.4
American Indian or Alaska Native	2	2	1	50.0
Asian	56	56	5	8.9
Black or African American	19	18	6	33.3
Filipino	27	25	1	4.0
Hispanic or Latino	647	630	192	30.5
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	47	46	6	13.0
White	380	377	75	19.9
English Learners	172	159	51	32.1
Foster Youth	6	3	3	100.0
Homeless	38	37	17	45.9
Socioeconomically Disadvantaged	569	553	184	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	183	177	72	40.7

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.03	0.74	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	3.05	0.15	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.05	0.00
Female	3.32	0.00
Male	2.82	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.68	0.00
English Learners	1.74	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	4.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

2022-23 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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	31	4	5	22
Mathematics	32	3	7	19
Science	34		8	19
Social Science	35		4	22

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

2021-22 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	559.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$86,950
Percent Difference - School Site and District	N/A	N/A	-37.6	4.3
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-11.9	0.7

2021-22 Types of Services Funded

Title 1
LCAP Supplemental
ASES-After School Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,129	$51,081
Mid-Range Teacher Salary	$86,253	$77,514
Highest Teacher Salary	$109,036	$105,764
Average Principal Salary (Elementary)	$137,535	$133,421
Average Principal Salary (Middle)	$142,627	$138,594
Average Principal Salary (High)	$164,381	$153,392
Superintendent Salary	$250,000	$298,377
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	5%	5%

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 as the National Institute for Instructional Leadership (NISL).

In the 2021-2022 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 the integration of 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, 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	62	42	42