



Walter Colton Middle School

100 Toda Vista St. • Monterey, CA 93940 • (831) 649-1951 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Monterey Peninsula Unified School District

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School Description

Walter Colton Middle School is nestled among tall trees on a hill overlooking the beautiful city of Monterey and the Monterey Bay. Our school, built in 1955, began as a junior high school serving grades seven through nine. The school was reorganized to a K-8, to better serve as a neighborhood school. In 2010, Colton was reconfigured as a middle school that is currently educating nearly 600 students in grades six, seven, and eight.

Colton Middle School is an International Baccalaureate Middle Years Program candidate school. The IB Middle Years Program is designed to prepare students for full participation in an increasingly globalized world. It includes courses in all traditional subject matter taught in a way to guide students to deeper, more student-driven, interdisciplinary exploration into issues, questions and problems of global importance. The Middle Years Program shapes curriculum, teaching, and assessment into an inquiry based learning experience, and consists of eight subject groups integrated through five interactive areas providing global contexts for learning. The goal of the Middle Years Program is to create citizens equipped to develop original ideas while being cognizant of the ethical and cultural impact of their actions.

Colton Middle School students, parents, and staff all hold high expectations for one another and all students are expected to learn and grow in a safe, nurturing environment that promotes literacy, fosters self-esteem, and challenges students. We strive to have all students realize their full potential to become productive citizens now and in the future. We have several special programs at Colton, including AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering and Math), instrumental music, drama, art, and leadership. All students are encouraged to become involved in these programs as well as our co-curricular programs and practice responsible habits through their participation.

Mission:

Walter Colton Middle School is committed to developing and empowering open-minded, lifelong learners who recognize their common humanity and help create a better, more peaceful world. We achieve this through innovative, inspiring and rigorous academic programs which promote respect for the individual, importance of community and appreciation of all types of diversity.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	191
Grade 7	161
Grade 8	217
Total Enrollment	569

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	4.7
Filipino	2.5
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	1.2
White	25
Two or More Races	4.6
Socioeconomically Disadvantaged	67
English Learners	18.6
Students with Disabilities	11.2
Homeless	11.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Walter Colton Middle	17-18	18-19	19-20
With Full Credential	30	22	18
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Walter Colton Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready Reading (supplemental) - 2019 Holt, Literature and Language Arts - Adopted 2010 Kinsella, Strategic English - Adopted 2011 Scholastic Inc, Read 180 - Adopted 2013 Teacher-Developed Units of Study - Adopted 2016 Amplify - Piloted 2016-17 school year i - Ready Instruction (supplemental online) Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Curriculum & Associates - Ready Math 6 2019 Curriculum & Associates - Ready Math 7 2019 Curriculum & Associates - Ready Math 2019 Math 180 - Adopted 2015 i - Ready Instruction (supplemental online) Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Stem Scopes - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TCi - History Alive! The Ancient World - 2018 TCi - History Alive! The Medieval World and Beyond - 2018 TCi - History Alive! The United States Through Industrialism - 2018 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish & Japanese The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	Band, Orchestra, Chorus The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	34	39	37	50	50
Math	16	22	27	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	22.5	21.3	19.5

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	572	555	97.03	33.94
Male	276	267	96.74	26.69
Female	296	288	97.30	40.63
Black or African American	17	15	88.24	46.67
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	55.00
Filipino	13	13	100.00	69.23
Hispanic or Latino	338	331	97.93	23.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	140	95.89	50.71
Two or More Races	26	25	96.15	40.00
Socioeconomically Disadvantaged	394	381	96.70	25.00
English Learners	224	218	97.32	16.06
Students with Disabilities	67	58	86.57	6.90
Homeless	73	71	97.26	2.74

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	572	562	98.25	22.24
Male	276	269	97.46	20.07
Female	296	293	98.99	24.23
Black or African American	17	15	88.24	26.67
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	42.86
Filipino	13	13	100.00	38.46
Hispanic or Latino	338	336	99.41	12.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	141	96.58	39.01
Two or More Races	26	25	96.15	28.00
Socioeconomically Disadvantaged	394	388	98.48	14.43
English Learners	224	223	99.55	11.21
Students with Disabilities	67	60	89.55	3.33
Homeless	73	72	98.63	1.37

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities to volunteer at Walter Colton Middle School. Parents are welcome to work in the classrooms, chaperone field trips, help in the office and with lunchtime supervision. Our School Site Council (SSC) and International Baccalaureate Advisory Committee (IBAC) is run with shared leadership among students, parents, and staff members. The School Site Council and International Baccalaureate Advisory Committee members volunteer their time to advise the Principal on usage of school funds and development of Middle Years Program transition criteria, as well as assist in developing the LCAP (Local Control Accountability Plan) site plan. In addition, our English Language Advisory Committee (ELAC) supports English Learner students. ELAC receives full reports from the SSC (School Site Council), IBAC and PTA and participates in parent education, receives English Learner assurances and its components, and provides information to parents.

Our PTA has been active and has helped to raise funds for computers, enriching field trips, teacher supplies, and co-curricular activities for the students. The PTA supports programs at the school with added financial resources for materials and facility upgrades. New members are always encouraged to participate.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlights of this school's plan are detailed below.

At Walter Colton Middle School, the safety of our students is paramount. We recognize that we are responsible for creating a learning environment that provides all students with the behavioral and academic skills necessary to reach their fullest potential and become responsible lifelong learners. With this goal in mind, we have several critical elements in place to support our site. PBIS (Positive Behavior Intervention and Support) enhances the ongoing efforts to meet the needs of the students.

Also, our plan includes greater support for safety on our campus. Staff monitor the school grounds before school, during breaks and lunches, and after school. Two campus security monitors and a Community Liaison are on site every day and support the site before, during, and after school hours as well. The district has also worked hand in hand with local law enforcement to provide the school with the support of a SRO (School Resource Officer). This officer is specially trained to build positive relationships with our students and is utilized for interventions and programs to support students' socio-emotional needs.

The school safety plan is reviewed with the faculty and staff during faculty meetings annually. We have developed a comprehensive plan that includes fire, earthquake, and hostile intruder responses. The plan addresses procedures for emergencies, exit routes, and inventories of emergency supplies. There are quarterly fire drills and planned earthquake and intruder drills. Teachers review the regulations for drills with their students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.2	9.5	9.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	569.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	22	25	41	7	22	19	28	2	29	5	25	17

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	10	11	4	23	8	13		22	7	13	
Mathematics	26	4	7	6	26	3	10	3	25	3	10	2
Science	30	3	2	11	23	5	10	4	27	3	8	3
Social Science	28	4	5	8	26	4	10	3	25	4	9	2

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The professional development at Walter Colton Middle School is focused on Professional Learning Communities, high leverage instructional strategies, Positive Behavior Intervention and Supports (PBIS), Restorative Justice, and transforming school culture to align with the International Baccalaureate Middle Years Programme (IB MYP) framework. The focus areas were chosen through a needs assessment, classroom observation, student discipline data, and IB MYP pre-implementation requirements.

Professional development is delivered through after-school and full-day workshops, conference and workshop attendance, and individual coaching and mentoring. Our teachers are supported during implementation with ongoing professional development and support, monitoring and feedback, coaching, data collection and individual mentoring.

Staff participate in weekly PLCs, twice monthly staff meetings and regular district-wide professional development opportunities.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,780	14	5,766	55,001
District	N/A	N/A	8,757	\$67,601.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-41.2	-14.4
School Site/ State	-27.7	-26.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.