



Douglass Middle School

525 Granada Dr. • Woodland, CA 95695 • (530) 662-2191 • Grades 7-8

Lore Carrillo, Principal
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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Woodland Joint Unified School District

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District Governing Board

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Rogelio Villagrana, Vice President

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Educational Services

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Business Services

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Assistant Superintendent
Human Resource Services

Principal's Message

Douglass Middle School is a comprehensive, traditional middle school on a traditional calendar serving 7th and 8th graders from across Woodland, CA. During the 2019-2020 school year, 850 students were enrolled.

Our mission is to consistently give our students opportunities to strategically process content using Writing, Inquiry, Collaboration, Organization, and Reading strategies ensuring ALL students will have equitable access to college and career readiness.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,636 students in the 2019-20 school year.

Douglass Middle School's Vision and Mission Statements:

The Vision for Douglass Middle School is to produce students who will be self-sufficient, contributing members of our community and society.

Our mission is to consistently give our students opportunities to strategically process content using Writing, Inquiry, Collaboration, Organization, and Reading strategies ensuring ALL students will have equitable access to college and career readiness.

Douglass's Lion Code:

Be Safe...Be Respectful...Be Responsible...

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 377 |
| Grade 8 | 473 |
| Total Enrollment | 850 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 6.2 |
| Filipino | 1.2 |
| Hispanic or Latino | 71.6 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 17.4 |
| Two or More Races | 1.3 |
| Socioeconomically Disadvantaged | 62.4 |
| English Learners | 14.2 |
| Students with Disabilities | 12.1 |
| Foster Youth | 0.6 |
| Homeless | 1.2 |

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 Douglass Middle | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 40 | 38 | 36 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Woodland Joint | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 404 |
| Without Full Credential | ♦ | ♦ | 15 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

Teacher Misassignments and Vacant Teacher Positions at Douglass Middle School

| Indicator | 18-19 | 19-20 | 20-21 |
|--------------------------------------|----------|----------|----------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

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 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus 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. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-2021 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | StudySync, McGraw-Hill (2017) Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Mathematics | Houghton Mifflin-Big Ideas HoughtonMifflin-Go Math! Adopted 2016 Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Science | Pearson/Prentice Hall Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| History-Social Science | Glencoe/McGraw Hill Adopted 2006 Holt, Rinehart & Winston Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Health | Health Connected: Teen Talk Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Originally constructed as Woodland High School in 1912, the facility opened as Douglass Middle School in 1971, when a new high school was built off of Beamer. Douglass offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one cafeteria, one staff room, two gyms and a sport court, an industrial arts room, a music room, and a ropes course. In fall of 2010-11 a fully operational greenhouse was opened on campus for scholastic and community use. The school also houses the district K-8 Independent Study Program. Facility information is current as of October 6, 2020.

Cleaning Process

The principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

The district maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A computer work order process is used to ensure efficient service and highest priority for emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/05/2020-10/06/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | A 05: 4: (D) Ceiling tiles are stained. 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42525. A 07: 4: (D) Ceiling tiles are stained. (D) Walls have damage from cracks, tears, holes or water damage. In closet, walls and ceiling needs patch/paint. 7: (D) Electrical components are damaged or not functioning properly. Wiremold on ceiling in front of room needs to be mounted correctly. 9: (D) Water pressure in facet that is in closet is too low. 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42530. B 02: 4: (D) Walls have damage from cracks, tears, holes or water damage. Repair or cover 12" x 18" hole in wallcovering on West wall. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Remove white cable for cable TV. Work order 42534. B 08: 4: (D) Ceiling tiles missing, damaged or loose. Add ceiling grid where needed and adjust tiles. Work order 42540. B 12: 4: (D) Ceiling tiles are stained. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| | | <p>(D) Ceiling tiles missing, damaged or loose.</p> <p>7: (D) Electrical components are damaged or not functioning properly. Wiremold on north wall is improperly fed with S.O. cord. Either remove wiremold, or feed with conduit.</p> <p>(D) lighting fixture or bulbs are not working or missing. Fixture(s) in storeroom need new ballasts and lamps. Work order 42542.</p> <p>C 03:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. West wall.</p> <p>Gymnasium:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. SW corner, patch and paint crack.</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Exit signs need to be mounted properly or replaced. Work order 42548.</p> <p>Library:</p> <p>4: (D) Ceiling tiles missing, damaged or loose.</p> <p>(D) Ceiling tiles are stained.</p> <p>7: (D) lighting fixture or bulbs are not working or missing. Up lighting is a few locations are not working. Possible ballasts or lamps. Work order 42549.</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p> | <p>Good</p> | |
| <p>Electrical: Electrical</p> | <p>Poor</p> | <p>A 03:</p> <p>7: (D) Lighting covers are missing, damaged, or loose. 3 square recessed lights in closet, need covers.</p> <p>(D) Electrical outlet covers or light switch covers are damaged or missing. Single gang box in ceiling needs blank cover.</p> <p>(D) White cable for cable TV needs to be mounted correctly or removed if not used. Work order 42524.</p> <p>A 07:</p> <p>4: (D) Ceiling tiles are stained.</p> <p>(D) Walls have damage from cracks, tears, holes or water damage. In closet, walls and ceiling needs patch/paint.</p> <p>7: (D) Electrical components are damaged or not functioning properly. Wiremold on ceiling in front of room needs to be mounted correctly.</p> <p>9: (D) Water pressure in facet that is in closet is too low.</p> <p>13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42530.</p> <p>A 09:</p> <p>7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines)</p> |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|------------------|---------------|--|
| | | <p>White cable for cable TV needs to be mounted correctly or removed if not in use. Work order 42532.</p> <p>B 02: 4: (D) Walls have damage from cracks, tears, holes or water damage. Repair or cover 12" x 18" hole in wallcovering on West wall. 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Remove white cable for cable TV. Work order 42534.</p> <p>B 04: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Remove white cable for cable TV. Work order 42536.</p> <p>B 06: 7: (D) lighting fixture or bulbs are not working or missing. (D) TVs are improperly mounted or unsecured. (D) White cable for cable TV needs to be removed. Work order 42538.</p> <p>B 12: 4: (D) Ceiling tiles are stained. (D) Ceiling tiles missing, damaged or loose. 7: (D) Electrical components are damaged or not functioning properly. Wiremold on north wall is improperly fed with S.O. cord. Either remove wiremold, or feed with conduit. (D) lighting fixture or bulbs are not working or missing. Fixture(s) in storeroom need new ballasts and lamps. Work order 42542.</p> <p>C 01: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Remove white cable for cable TV. Work order 42543.</p> <p>C 05: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines). Remove white cable for cable TV. (D) Electrical outlet covers or light switch covers are damaged or missing. West Wall, in wiremold. Work order 42545.</p> <p>E 01: 7: (D) Lighting covers are missing, damaged, or loose. 10: (D) Fire extinguisher is missing. Work order 42546.</p> <p>Gymnasium: 4: (D) Walls have damage from cracks, tears, holes or water damage. SW corner, patch and paint crack.</p> |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| | | 7: (D) lighting fixture or bulbs are not working or missing. Exit signs need to be mounted properly or replaced. Work order 42548. Library: 4: (D) Ceiling tiles missing, damaged or loose. (D) Ceiling tiles are stained. 7: (D) lighting fixture or bulbs are not working or missing. "up lighting is a few locations are not working. Possible ballasts or lamps. Work order 42549. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | A 07: (D) Walls have damage from cracks, tears, holes or water damage. In closet, walls and ceiling needs patch/paint. 7: (D) Electrical components are damaged or not functioning properly. Wiremold on ceiling in front of room needs to be mounted correctly. 9: (D) Water pressure in facet that is in closet is too low. 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42530. |
| Safety: Fire Safety, Hazardous Materials | Good | E 01: 7: (D) Lighting covers are missing, damaged, or loose. 10: (D) Fire extinguisher is missing. Work order 42546. |
| Structural: Structural Damage, Roofs | Good | A 05: 4: (D) Ceiling tiles are stained. 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42525. A 07: 4: (D) Ceiling tiles are stained. (D) Walls have damage from cracks, tears, holes or water damage. In closet, walls and ceiling needs patch/paint. 7: (D) Electrical components are damaged or not functioning properly. Wire mold on ceiling in front of room needs to be mounted correctly. 9: (D) Water pressure in faucet that is in closet is too low. 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak. Work order 42530. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Fair | |

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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 40 | N/A | 43 | N/A | 50 | N/A |
| Math | 30 | N/A | 28 | N/A | 39 | N/A |

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 25 | N/A | 23 | N/A | 30 | N/A |

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The school benefits from extensive support from parents and community members. Douglass Middle School is proud of its many opportunities for parents to volunteer their time and get involved on campus. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) membership. We survey parents several times a year about their availability for meetings and communication preferences. This year we have also implemented student surveys to gather student feedback in an effort to include student voices in our SPSA (School Plan for Student Achievement) and school wide initiative planning. We are the process of creating a Student Advisory Board comprised of students representative of our demographics and academic performance bands to provide feedback and input on our school systems, structures and supports.

Douglass Middle School also benefits from partnerships who make generous donations throughout the school year. The community of Woodland always supports student efforts to raise money for activities, athletics, and the arts.

Contact Information

Parents who wish to participate in Douglass Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-2191, respond to Parent Square messages, Facebook posts, or email any of the school administrators. The school's Web site (www.dms.wjUSD.org) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

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 of our students is the number one priority for our school staff. Students are supervised throughout the day by teachers, administration, campus security, custodians, and paraprofessionals. Visitors to the school must check-in at the office, submit to a COVID screening, and wear a visitor's badge while on campus at all times.

Douglass Middle School's Site Safety Plan is revised each fall by the School Safety Committee and reviewed and approved each year by the Site Council. The plan was last reviewed and approved by the SSC in January of 2020. These committees consist of administrators, staff members, parents, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The plan is reviewed with staff during regular monthly staff meetings.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including semester fire evacuations and annual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan is evaluated each fall.

Suspensions and Expulsions

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

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 10.2 | 12.7 | 6.0 | 5.7 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

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

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

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

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 Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 447.4 |

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

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English | 25 | 6 | 28 | | 28 | 3 | 30 | | 27 | 5 | 27 | 1 |
| Mathematics | 27 | 7 | 25 | 1 | 30 | 1 | 29 | | 28 | 2 | 26 | 2 |
| Science | 29 | 1 | 25 | 1 | 29 | 1 | 30 | | 30 | | 28 | |
| Social Science | 27 | 6 | 23 | 1 | 28 | 3 | 29 | | 28 | 3 | 27 | |

*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 (Most Recent Three Years)

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

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,236 | \$49,782 |
| Mid-Range Teacher Salary | \$64,833 | \$76,851 |
| Highest Teacher Salary | \$91,792 | \$97,722 |
| Average Principal Salary (ES) | \$107,223 | \$121,304 |
| Average Principal Salary (MS) | \$112,421 | \$128,629 |
| Average Principal Salary (HS) | \$124,016 | \$141,235 |
| Superintendent Salary | \$224,180 | \$233,396 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33.0 | 33.0 |
| Administrative Salaries | 5.0 | 6.0 |

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

Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$5,883 | \$747 | \$5,136 | \$67,440 |
| District | N/A | N/A | \$6,868 | \$68,811 |
| State | N/A | N/A | \$7,750 | \$79,209 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -28.9 | -2.0 |
| School Site/ State | -40.6 | -16.1 |

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